

Academic and Linguistic Demands: Creating Access to the Next Generation Learning Standards in English Language Arts for Linguistically Diverse Learners



New York State Education Department
Office of Bilingual Education and World Languages



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Introduction

In September 2017, the New York State Board of Regents adopted the newly revised *The New York State Next Generation English Language Arts Learning Standards (Revised 2017)* (NGLS) as part of the strategy to continually improve the learning standards that guide education for all students in New York State. Recognizing the importance of providing equitable resources to teachers of English Language Learners (ELLs), the Office of Bilingual Education and World Languages endeavored to create a set of tools to accompany the newly adopted NGLS. This document, the *Academic and Linguistic Demands: Creating Access to the Next Generation Learning Standards in English Language Arts for Linguistically Diverse Learners (ALDs)*, is a result of that endeavor. The ALDs offer an extension of the Bilingual Common Core Progressions (BCCP) launched in Spring 2012.

In accordance with Principle 1 of the [NYSED Blueprint for English Language Learner/Multilingual Learner Success](#), which states that “All teachers are teachers of English Language Learners/Multilingual Learners and need to plan accordingly,” this guide is intended for *all teachers* who serve ELLs, as well as ELLs with disabilities¹, Former/Ever ELLs, heritage language speakers, and World Language students, in their classrooms. Providing individualized language instruction is not solely the responsibility of English as a New Language or Bilingual Education teachers. **All teachers** have a stake in addressing the language needs of the students in their classes and must be mindful of that responsibility. Every teacher, regardless of content area or subject matter, has the responsibility to design and deliver culturally and linguistically appropriate instruction, to provide integrated language and content instruction that supports language development, to utilize linguistically and grade appropriate materials aligned with the Next Generation Learning Standards, and to collaborate with stakeholders to address the needs of ELLs. This resource provides all teachers with tools to achieve Principle 1 of the *Blueprint for English Language Learner/Multilingual Learner Success* referenced above and Principle 3 of the *Blueprint for Improved Success for Students with Disabilities*.

In order to arrive at this resource, an extensive and systematic process was developed to ensure that the results were consistent, aligned to the NGLS, and directly applicable to English language instruction of ELLs. The first phase of the process involved a team of experts in ELL education thoroughly analyzing and editing the Main Academic Demands, Grade Level Academic Demands, and Linguistic Demands of the BCCP to ensure applicability and alignment with the Next Generation Learning Standards. Those first drafts were then methodically reviewed by over 100 educators of ELLs from around New York State to ensure that the ALDs are a useful set of tools that are representative of the grade-level instruction teachers provide. Educator feedback for each standard was recorded and compiled for the team of experts to examine and make adjustments to the drafts as needed. The resource contained herein represents the final product of this extensive process. Throughout this document, ELLs with Disabilities are included in the collective references to English Language Learners.

¹ The term “ELLs with disabilities” in this document refers to ELLs who are also students with disabilities under the Individuals with Disabilities Education Act and does not address students with disabilities under Section 504 of the Rehabilitation Act of 1973.

Purpose

This set of tools helps teachers identify the words, phrases, and language structures embedded in the English Language Arts standards so that they are able to provide standards-aligned, grade-level instruction to English Language Learners. *It is important to note that this resource is not an all-encompassing reference identifying every linguistic demand that may be addressed by a particular standard or grade level.* English is a deeply complex and flexible language. It is impossible to create a definitive list of linguistic demands for each learning standard and grade level that would not narrow instructional focus and teacher creativity or inhibit student growth. Rather, the purpose of this document is to provide a linguistic perspective from which teachers can examine the NGLS, building their capacity to recognize the types of words, phrases, and structures present in the lessons they are planning that are necessary for ELLs to achieve grade-level success.

After identifying the linguistic demands of a learning standard, teachers will be empowered to design instructional scaffolds to address individual students' needs by language modality and proficiency level. In addition to helping teachers to scaffold instruction for English Language Learners, the ALDs also present pragmatic tools that are useful for all Multilingual Learners, including those with disabilities, and all students working toward achieving grade-level learning targets. The ALDs can also serve as a framework for schools to develop their own English as a New Language and Home Language Arts curricula aligned to the ELA standards.

Culturally Responsive-Sustaining Education Practices and the Next Generation Learning Standards

Beginning in 2018, the Board of Regents of the New York State Education Department embarked on a collaborative effort to address meeting the diverse needs of children in New York State schools. The result of that collaborative effort was the [Culturally Responsive-Sustaining Education Framework](#). The Framework is grounded in the following four principles which seek to shift the cultural paradigm from a deficit model to one that is leveraged as an asset.

Four Principles of the Culturally Responsive-Sustaining Education Framework

- Welcoming and Affirming Environment
- High Expectations and Rigorous Instruction
- Inclusive Curriculum and Assessment
- Ongoing Professional Learning and Support

The NYS *Culturally Responsive-Sustaining (CR-S) Education Framework* provides a foundation for teachers to honor and represent the diversity of students' histories, identities, literacies, and languages in their curricula, as well as value the cultural and linguistic perspectives from which students engage with the academic and linguistic demands of the NGLS. CR-S Education engenders student-centered learning environments that encourage cross-cultural connections, empower students as change agents, and advance critical thinking through engagement, learning and growth.

Recognizing that education and standards-based instruction are shaped by culture and ideology, the *ALDs* provides teachers an entrance to consider the cultural and linguistic implications embedded in the NGLS in order to employ CR-S Education practices. Through viewing the standards outside of one's own perspective and through understanding and considering the perspectives and background knowledge of the students in front of them, teachers will reshape students' access to curricula, participation in their own education and ultimately, student outcomes.

Summaries of the four principles of the CR-S Education Framework are listed below along with some global strategies to integrate CR-S Education principles into instruction aligned with the *Academic and Linguistic Demands: Creating Access to the Next Generation Learning Standards in English Language Arts for Linguistically Diverse Learners*. These are but a few strategies to help teachers begin to self-assess their own practice and identify ways to continue developing CR-S Education practices in the context of standards-aligned instruction. Much more comprehensive information and strategies for various stakeholder groups to implement CR-S Education practices across the school community can be found in the *NYS Culturally Responsive-Sustaining (CR-S) Education Framework*, the *NYS Culturally Responsive-Sustaining Education Implementation Roadmap (K-12)*, and other resources available at: <http://www.nysed.gov/crs>

Welcoming and Affirming Environment

- Provides a safe environment for all students
- Ensures that all students see themselves represented
- Facilitates the treatment of all students with dignity and respect
- Promotes the practices of all cultural identities being affirmed, valued, and used as vehicles for teaching and learning

Strategies

- Approach culture and language as assets to be leveraged for students to achieve
- Learn about and accept cultural norms that may help to explain student behavior that differs from the expectation in New York schools (e.g., eye contact, deference to adults, not contradicting authority)
- Include materials that reflect the culture and experiences of the school population

High Expectations and Rigorous Instruction

- Prepares students for independent learning
- Intellectually challenging environment that takes into consideration the different ways in which students learn
- Opportunities to take academic risks, use critical thinking and develop a growth mindset where mistakes are leveraged into learning

Strategies

- Consider how the multiple perspectives and life experiences of the students in the class might influence their thinking and how those perspectives can be leveraged for instruction
- While teaching the meanings of words and concepts, extend student learning and

understanding by providing learning experiences to practice the skills to apply those concepts (e.g., evaluate, analyze, infer, interpret)

- Position errors and mistakes as opportunities for self-reflection and growth
- Develop students' abilities to use a critical lens when exploring issues of social justice, inequality, power, and privilege

Inclusive Curriculum and Assessment

- Elevates historically marginalized voices
- Provides opportunities to examine power and privilege among different communities and empowers positive social change
- Offers multiple perspectives that integrate students' cultural and linguistic identities while also providing opportunity to learn about others' perspectives
- Dismantles a system of biases and inequities
- Shifts focus away from dominant beliefs and ideals in education

Strategies

- Integrate inclusive assessment practices that offer students multimodal opportunities to demonstrate their learning
- Provide books and resources in which students see themselves represented
- Be mindful of assumptions; recognize that students' perspectives and lived experiences may be very different than our own
- Accept that different perspectives are valid to students' lived experiences

Ongoing Professional Learning and Support

- Teaching and learning is a process that must be adapted and reevaluated at frequent intervals
- Allows professionals to “develop and sharpen a critically conscious lens toward instruction, curriculum, assessment, history, culture, and institutions”
- Provides self-directed opportunities that directly impact learning outcomes

Strategies

- Learn about the societal and political systems of the home countries of the students in your classrooms and consider how they may impact the way students experience school and the world around them
- Learn instructional strategies that chunk concepts and leverage language assets
- Learn about the languages of the students in the class and how the structure of those languages may impact the way in which students communicate in speaking and writing
- Deepen understanding of how culture impacts an individual's worldview and perspective including concepts of time, organization, freedom of expression, fairness, interconnectedness, education, and much more.

The cover page of each section of the *Academic and Linguistic Demands* contains bullets aligned to the four principles of CR-S Education for teachers to consider as they plan standards-based instruction. The CR-S Education considerations listed are intended to help teachers examine the ways in which their curricula may be

rooted in dominant ideologies and pedagogies that may marginalize their students and ways to address teaching and learning to overcome that marginalization. Expanding CR-S Education practices takes time, experience, and personal growth. The strategies listed in this document are the first step as we become enlightened and move toward an inclusive society.

Home Language Instruction

English Language Learners enter the New York State school system at all grade levels with varying levels of proficiency in both English and their home languages. In order to create a culturally responsive learning environment that values students’ identities and recognizes that ELLs have a repertoire of discernible skills, NYS regards a student’s home language as a valuable resource that is essential to an individual’s identity, provides access to English language acquisition, and maximizes comprehension.

Understanding the systems — phonology (sound), syntax (grammar), and semantics (meaning) — of ELLs’ home languages provides valuable insight to teachers for instruction and to students for helping to develop an awareness of the structures of language by making connections between their own language and English. The snapshot below from the *Analysis of Most Commonly Spoken Languages in New York State*, developed in 2004 for the *Learning Standards for Native Language Arts*, provides insight for teachers as to why students may excel or struggle with certain aspects of language development. For example, if a student is struggling with subject-verb order in English, it can help the teacher to understand that student’s home language has different linguistic features and what these are. A complete version of the *Analysis of Most Commonly Spoken Languages in New York State* chart is included in Appendix E.

Analysis of Most Commonly Spoken				Languages in New York State			
LANGUAGE	Alphabet	Orthography	Phonology		Morphology	Word Order	Sample Sentence
ENGLISH	Alphabetic 26 letters (Roman)	Both manuscript (printing) and cursive writing, as well as upper- and lowercase letters are used; writing is from left to right, top to bottom of page.	5 vowels 21 consonants Vowel and consonant clusters sounds may vary.		Plurals of nouns require markers, and verb tenses can involve both markers and modal auxiliaries.	Subject-Verb-Object	The teacher greets the students.
ARABIC	Alphabetic 28+ symbols	Cursive only, written from right to left.	3 vowel sounds 26 consonant sounds		Markers are not needed for objects in a sentence, but are always required for the subject.	Verb-Subject-Object	المعلمة تحيي الطلاب
BENGALI	Alphabetic 60+ symbols	A descended form of Sanscrit, the characters hang from a horizontal line, with no distinct upper- and lowercase; writing is from left to right, top to bottom of page.	7 pure vowels 52 consonants Nasalization is a distinctive feature.		Noun phrases are marked for number and case, subject position is sometimes left empty.	Subject-Object-Verb	শিক্ষকগণ ছাত্র-ছাত্রীদেরকে সাধার সন্দেশে আদার।

A focus on students’ home languages will strongly support academic growth for ELLs, regardless of their English language proficiency level. Two methods that can achieve this support are Home Language Arts instruction and strategic use of the home language as an instructional resource in all classes. The sections below explore these ideas in more depth.

Home Language Arts

Commissioner’s Regulations Part 154 (CR Part 154) requires Home Language Arts (HLA) instruction as a component of a Bilingual Education program alongside English Language Arts, English as a New Language (ENL), and content area instruction in the home language. CR Part 154 defines HLA as a unit of study “in Language Arts instruction in the student’s home language [that is] aligned to the NYS learning standards for

English Language Arts and Literacy and the English Language Arts curriculum of the school district and [is focused] on literacy and language development in the home language.” As research and best practice demonstrates, alignment of the HLA, Integrated ENL/ELA, and Standalone ENL curricula ensures that language instruction is standards-based and reinforces the development of language skills and of essential concepts required for success. A well-designed HLA instructional program is intentionally aligned and developed with biliteracy as a goal to facilitate the transfer of literacy skills between languages, which improves developing ELLs’ ability to complete increasingly complex academic tasks. Cohesive curriculum alignment is both horizontal, across a grade level, and vertical, reflecting a developmentally appropriate spiral of skills and concepts students must achieve as they succeed through the grade levels. Moreover, horizontal and vertical alignment of these curricula synergistically accelerates ELL achievement, supporting language acquisition while developing students’ metalinguistic awareness — the conscious examination of languages that allows students to make connections and transfer skills between English and the home language as they develop their understanding of how language works, adapts, and changes.

The following sample, *HLA-Integrated ENL/ELA-Standalone ENL-aligned 5th grade unit, based on the Universal Declaration of Human Rights*, demonstrates how curriculum alignment reinforces the development of skills using high interest, grade appropriate text. Notice how the suggested texts for HLA are not simply translated English language texts. They are authentic literature originally published in the home language of the class. In addition, the ENL texts are not simplified or lower grade level texts. Rather, they are high interest and accessible to multiple proficiency levels.

Example of HLA-ELA-ENL Aligned 5th Grade Curriculum Map

5 th Grade Curriculum Alignment Map: Human Rights		
<p>Essential Questions: What are human rights? How do people respond when human rights are challenged? How can we tell powerful stories about people’s experiences?</p>		
Standards	Linguistic Demands	Academic Demands
<p>5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.</p>	<ul style="list-style-type: none"> Use words and phrases to summarize the central ideas of the text (e.g., “The main points are...”; “The key points the author makes are...”). Use words and phrases to explain a theme or central idea along with how those ideas are supported by key details (e.g., “The author relates ...”; “This idea is supported by ...”). 	<p><i>Summarize text and determine a theme or central idea along with supporting details.</i></p>
<p>5W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>	<ul style="list-style-type: none"> Use sentence structures to introduce a poem, story, play, artwork, or other response to a text, author, theme, or personal experience (e.g., “I wrote about in response to ...”; “I/We will present about....”; “I created a... in response to...”). Express ideas through the common conventions and/or style of a chosen genre. 	<p><i>Respond to a text, author, theme, or personal experience through varied writing genres.</i></p>
<p>5SL5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.</p>	<ul style="list-style-type: none"> Explanation of why certain digital media/visual displays were chosen for the particular presentation. (e.g., “This picture of the arctic landscape reveals...”). Explanation of how specific digital media/visual displays emphasize the main ideas/themes of the text (e.g., “The importance of including in the video is to show.....”). 	<p>Include multimedia and visual displays to strengthen and highlight central ideas or themes.</p>
Unit Texts		
HLA	ELA & Integrated ENL/ELA	Standalone ENL
<ul style="list-style-type: none"> Devolver al Remitente by Julia Alvarez Declaración Universal de Derechos Humanos ¡Si Se Puede!/Yes We Can!: Janitor Strike in LA by Diana Cohn & Luis Rodríguez 	<ul style="list-style-type: none"> Esperanza Rising by Pam Muñoz I Am Malala: How One Girl Stood Up for Education and Changed the World by Malala Yousefazi Refugee by Alan Gratz 	<ul style="list-style-type: none"> Universal Declaration of Human Rights Text and Videos Zlata’s Diary: A Child’s Life in Sarajevo by Zlata Filipovic When Stars are Scattered, Victoria Jameison and Omar Mohamed

Home Language as a Resource

School districts that do not meet the thresholds to require Bilingual Education programs may not offer Home Language Arts; however, the absence of a Bilingual Education program does not preclude the use of a student's home language as an instructional resource. Strategic use of the home language as a scaffold builds students' metalinguistic abilities to "bridge languages," or to flexibly use skills acquired in all of their languages at different times and for different purposes in order to arrive at comprehension more quickly while building skills in English. It is important to note that home language support is not solely a matter of translating materials. Rather, it consists of incorporating home language literature and culturally responsive materials, and of allowing students to choose the language to best communicate their understanding. Providing opportunities for students to demonstrate their learning in the home language provides teachers a clearer understanding of students' mastery of the content while supporting ELLs' social-emotional development and multilingual identities. The entire school community must create a welcoming and affirming environment of language equity in which one language is not placed at higher value over another and must ensure that all languages are welcome. Strategic and intentional use of the home language as a scaffold to support English language development is an inherently CR-S Education practice that allows children to transfer the skills and knowledge they have already acquired between English and the home language as they move along the continuum to proficiency and biliteracy. More information about using home language as a scaffold can be found in the following NYSED OBEWL resources:

[Strengthening English Language Learners & Multilingual Learners \(ELLs & MLs\) Instruction: Topic 1: Using Translations as a Support Not a Solution \(Presentation\)](#)

[Strengthening English Language Learners/Multilingual Learners Instruction Strategy 1-Using Translations as a Support Not a Solution \(One-page Reference\)](#)

Additional strategies to support the use of home language throughout multiple content areas, class models, and grade levels are provided in OBEWL's series of topic briefs, *Classroom Practices for Multilingual Learners and English Language Learners and the Next Generation English Language Arts Learning Standards*. These briefs are discussed in further detail below.

NYSED Resources to Support Implementation of the Next Generation English Language Arts Learning Standards

The NYSED Office of Bilingual Education and World Languages has developed a number of resources designed to support teachers' transition to instructional practices aligned with the *New York State Next Generation English Language Arts Learning Standards*. The following sections provide an overview of the *Advanced Literacies Topic Briefs* and of the *Classroom Practices for Multilingual Learners and English Language Learners and the Next Generation English Language Arts Learning Standards*.

Advanced Literacies: *Linguistically Diverse Learners and the NYS Next Generation P-12 Learning Standards*

The *NYS Next Generation English Language Arts Learning Standards* includes a set of *Lifelong Practices of Readers and Writers*. These practices aim to reflect culturally responsive-sustaining education principles and to address the changing expectations for what it means to be literate in modern society. ELLs often must read from a wide range of global and diverse resources for differing purposes, persevering through challenging texts and media, while using critical thinking skills to understand, support, and analyze what they consume both orally and in writing. They must have opportunities to experiment and play with language, to make connections, and to develop personal language, background knowledge, and vocabulary through reading, writing, and communicating with others. All of these opportunities must support the transfer of skills between English and the home language in order to comprehend and communicate in diverse media formats ranging from videos and podcasts to infographics and primary source transcripts. As described in the *New York State Next Generation English Language Arts Learning Standards: Introduction*, this concept is known as **advanced literacies**, which denotes “a set of skills and competencies that enable communication, spoken and written, in increasingly diverse ways and with increasingly diverse audiences.” The shift to *advanced literacies* in standards-based instruction renews the focus on text complexity, lifelong reading and writing skills, academic language, diversity of text and literature, and preparing the workforce of the 21st century. To support this shift, NYSED developed a series of eight topic briefs to aid NYS educators with implementing instruction infused with advanced literacies. These eight briefs offer guidance regarding concepts embedded in the standards, Introduction, and Preface, and also provide additional insight to the field, particularly in settings serving linguistically diverse learners.

Paired with the *Academic and Linguistic Demands*, the *Advanced Literacies Briefs* can assist schools and districts in making standards-informed and -aligned curricular and instructional decisions. Incorporating home language use into the principles of lifelong practices of readers and writers, along with those of advanced literacies, will bring the students of New York State to levels of success needed to achieve in a rapidly evolving modern society and economy. More information about the *lifelong practices of readers and writers* and eight topic briefs focused on *advanced literacies* can be found at the links below:

[***The New York State Next Generation English Language Arts Learning Standards \(Revised 2017\): Introduction***](#)

[***Advanced Literacies: Linguistically Diverse Learners and the NYS Next Generation P-12 Learning Standards***](#)

Classroom Practices for Multilingual Learners and English Language Learners and the Next Generation English Language Arts Learning Standards

Classroom Practices for Multilingual Learners and English Language Learners and the Next Generation English Language Arts Learning Standards is a series of resources developed to demonstrate how the home language

can be used to facilitate and leverage the learning process. The resources focus on the importance of three tenets relevant to the instruction of ELLs and Multilingual Learners (MLs):

1. Emphasizing the critical relationship between speaking and listening and literacy development
2. Encouraging language and metalinguistic awareness
3. Grouping students in flexible partnerships (small and large groups, including whole-class groups)

The thirteen documents and six videos comprising this series provide an in-depth description of the practices and pedagogies designed to enhance ELL and ML education. The instructional samples include all grade levels from pre-kindergarten to 12th grade and describe the implementation of a content-rich curriculum based on the *NYS Next Generation English Language Arts Learning Standards* in dual language, transitional bilingual education, ENL, and also in content area and grade-level classrooms. More information and the instructional samples can be downloaded from the link below.

[***Classroom Practices for Multilingual Learners and English Language Learners and the Next Generation English Language Arts Learning Standards***](#)

Considerations for ELLs with Disabilities

ELLs who are also identified as students with disabilities must have opportunities to benefit from high quality instruction and to reach the same learning standards as all students. Under federal and state law, it is a fundamental right that ELLs with disabilities receive the same general education curriculum and content as all other students and to be provided appropriate services and supports (including accommodations, modifications, and scaffolding). The intensity of services and supports must be based on the individual needs of the students so that they can gain knowledge and skills as well as demonstrate what they have learned.

Each student's individualized education program (IEP) must be developed in consideration of the New York State learning standards and should include information for teachers to effectively provide supports and services to address the individual learning needs of the student as they impact the student's ability to participate and progress in the general education curriculum. For ELLs with disabilities, the committee on special education (CSE), which must include persons with expertise in second language acquisition, must also consider the student's level of English language proficiency in reading, writing, speaking, and listening in developing IEP goals aligned to the standards. In addition to supports and services, special education must include specially designed instruction, which means adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability. By so doing, the teacher ensures each student's access to the general education curriculum so that he or she can meet the learning standards that apply to all students.

Each section of this document contains a page outlining some common learning behaviors that ELLs with disabilities may exhibit in each modality of language development. This information should not be viewed as a checklist or all-inclusive list, but rather as a springboard for further consideration, discussion, and planning.

While the standards address language modalities separately, it is important to note that the four language modalities are interrelated, and a student's disability may manifest in multiple modalities and in different ways.

How to Use this Tool

Throughout this document, academic demands and linguistic demands are provided for each NLGS Reading, Writing, and Speaking and Listening Standard from Grades Kindergarten through 12. Analysis of each standard is provided in the same format as the excerpt on page 14. Analysis and identification of Linguistic Demands is provided for each grade level sequentially, allowing teachers to see the developmental spiral of skills from Kindergarten through 12th grade. The terms as they are presented in the example, and referred to throughout the document, are thus defined:

Next Generation Anchor Standard

A broad statement about the expectations for students as they prepare for high school graduation, positioning them for college and careers. Next Generation Anchor Standard are described in more detail in [The New York State Next Generation English Language Arts Learning Standards \(Revised 2017\)](#) document.

Main Academic Demand (MAD)

A concise statement of the academic skills required for students to achieve the Anchor Standard.

Next Generation Learning Standard (NGLS)

A grade-level specific expectation connected to the Anchor Standard. The expectations increase for each grade with developmentally appropriate overlap and repetition built in to assume a sustained focus on the overall target. Next Generation Learning Standards are described in more detail in [The New York State Next Generation English Language Arts Learning Standards \(Revised 2017\)](#) document.

Grade Level Academic Demand (GLAD)

A concise statement of the academic skills required for students to achieve the grade-level learning standard. Similar to the NGLS grade-level standards, the GLADs grow in developmentally appropriate increments with overlap and repetition from Kindergarten through 12th grade to ensure reinforcement of the expectations of the Anchor Standard.

Linguistic Demand (LD)

The language-specific demands of a grade-level standard, including the words, phrases, and language structures needed to achieve the standard. The LDs outlined in this guide inform the language objectives and grade-level instructional targets that all teachers of English Language Learners will use to deliver instruction, including providing explicit instruction in order to understand how language functions in academic and content-specific contexts. Similar to the NGLS grade-level standards and the GLADs, the LDs grow in developmentally appropriate increments with overlap and repetition from Kindergarten through 12th grade to ensure reinforcement of the expectations of the Anchor Standard.

Excerpt of Academic and Linguistic Demands of the NGLS Reading Standard 2

**Academic and Linguistic Demands of the NGLS ELA Standards
Reading Standard 2**

NGLS Reading Anchor Standard 2	Main Academic Demand
<i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>	<i>Analyze central ideas or themes and summarize details and ideas.</i>

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demands <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
KR2: <i>Retell stories or share key details from a text.</i>	<i>Retell stories or share key details in a text.</i>	<ul style="list-style-type: none"> • Identify key words that appear throughout the text (e.g., nouns and/or verbs) to identify key events and details. • Identify and use sequencing words (e.g., first, next, then) to support understanding of the sequence of events.
1R2: <i>Identify a main topic or idea in a text and retell important details.</i>	<i>Identify main topic and retell key details.</i>	<ul style="list-style-type: none"> • Identify key words that appear throughout the text (e.g., nouns and related pronouns, adjectives and/or verbs) to identify the main topic and key details. • Use key words and transitional words (e.g., when, then, after, most) to recount key details.
2R2: <i>Identify a main topic or central idea and retell key details in a text; summarize portions of a text.</i>	<i>Identify main topic and key details and summarize text; retell key details.</i>	<ul style="list-style-type: none"> • Identify key words that appear throughout the text (e.g., nouns and related pronouns, adjectives, verbs and adverbs) to retell the main topic and key details. • Use key words and synonyms of key words to summarize a text in student's own words. • Identify and use transition words (e.g., therefore, finally) to summarize key details in the text.
3R2: <i>Determine a theme or central idea and explain how it is supported by key details in a text; summarize portions of a text.</i>	<i>Summarize portions of a text and determine theme or central idea along with supporting key details.</i>	<ul style="list-style-type: none"> • Identify words or ideas that appear throughout the text (e.g., synonyms, imagery) that help to identify the theme or central idea • Use words and phrases to summarize the central ideas of the text (e.g., The main idea is ...; The important points the author makes are...). • Use words and phrases to explain the theme or central idea along with supporting details (e.g., The author wants us to think..., I know this because the text says).

As teachers become familiar with viewing the NGLS ELA Standards through a linguistic lens, they will begin to recognize additional linguistic demands present in the content of the standards-aligned lessons they create. *When planning instruction, teachers must consider the language forms and functions embedded in the standard that students must internalize to achieve English language proficiency.* Forms and functions of language serve as essential building blocks that organize the English language in order to communicate ideas. Language forms consist of the grammatical structures of words and phrases. Examples of language forms are subject-verb agreement, parts of speech, and prepositional phrases. Language functions constitute the purpose of the words and structures we choose to communicate, in other words, how we use language forms to express meaning. Tasks such as describing, narrating, expressing, or supporting opinions, as well as comparing and contrasting are examples of language functions.

Language Standards, Functions & Forms Matrices

Included with each set of Linguistic Demands is a *Language Standards, Functions and Forms Matrix* aligned with the different sets of ELA standards (Reading, Writing, and Speaking and Listening). The matrices are designed to help teachers disaggregate English Language Arts content topics from the purely linguistic aspects of the standards and to identify ways to integrate the Language Standards into ELA Reading, Writing, and Speaking and Listening content instruction. The language functions and forms listed are those more commonly associated with the standard and should not be interpreted to mean that they are the only forms and functions associated with a particular standard. Teachers should use their professional judgment to incorporate the aspects of language most appropriate to the content of the lesson they are teaching.

Conventions of Academic English/Language for Learning: Grade Band Skills

In addition to specific information provided in this document—including the Main Academic Demands (MAD), Grade Level Academic Demands (GLAD), and Linguistic Demands (LD) aligned with each of the NGLS Reading, Writing, and Speaking and Listening standards—educators are encouraged to review the list of Grade Band Skills aligned to the *Conventions of Academic English/Language for Learning* embedded within Language Anchor Standards 1 and 2. These Grade Band Skills are featured in [Appendix A of The NYS Next Generation English Language Arts Learning Standards \(Revised 2017\)](#).

The examples included in the Appendix address the specific skills that represent students' mastery of these Conventions in increasingly progressive levels of complexity for each grade band. For example, the skills to demonstrate mastery of "conventions of academic English grammar and usage" at grade band 3-5 include development of simple, compound, and complex sentences, while at grade band 6-8 the skills address appropriate usage of these structures "to signal different relationships among ideas" as well as the correct inclusion of phrases and clauses within a sentence. Additionally, demonstration of the "conventions of academic

English capitalization, punctuation, and spelling” at grade band 6-8 include “use of punctuation (e.g., comma) to indicate a pause or break,” and at grade band 9-12 the skills include “use of a semi-colon to link two or more closely related independent clauses.”

For each set of Skills, Appendix A encourages the use of Home Language supports among teachers of ELLs by noting that they “may demonstrate skills bilingually or transfer linguistic knowledge across languages.” The following section provides additional information on incorporating students’ home languages as a support to meeting grade level standards.

Scaffolding Instruction

Instructional scaffolds, as defined in [Appendix B of The NYS Next Generation English Language Arts Learning Standards \(Revised 2017\): Glossary of Terms](#), are “temporary strategic supports, aligned with instruction, which may be modified when a student shows independence with the text or task.” Scaffolds are particularly important for ELLs as these tools serve to support students as they learn the underlying concepts and build skills necessary to achieve academic success. As students’ language proficiency and confidence increase, the scaffolds are systematically removed until the student has achieved task independence. This should not be interpreted to mean that task independence is required to achieve the learning standard or progress to the next grade level, particularly in the case of ELLs at lower proficiency levels. Rather, instructional scaffolds are an implementation of the principle of universal design, providing ELLs with equitable access to curriculum and grade-level instruction to ensure that they are full and equal participants in learning as they continue to develop skills and work toward proficiency. The Linguistic Demands provide another avenue for teachers to put this principle, as described in the [Introduction to The NYS Next Generation English Language Arts Learning Standards \(Revised 2017\)](#) into action.

Instructional Scaffolds Framework

As teachers strive to implement universal design in instruction, the *Instructional Scaffolds Framework* as illustrated below will help teachers design instructional scaffolds by modality to achieve standards-based language learning targets. While the NGLS for ELA are organized into distinct Reading, Writing, and Speaking and Listening categories, language modalities do not exist in a vacuum as discrete or isolated skills, nor is language acquisition and the path to proficiency a lock-step process. The skills and expectations for Reading standards must incorporate other modalities in order for students to communicate about the text and to demonstrate their learning. In addition, an individual student may exhibit differing levels of proficiency among the language modalities of listening, speaking, reading, and writing. Receptive and expressive language are intricately intertwined, and a skilled teacher will capitalize on a student’s strengths in one modality to improve another. For example, if a student’s listening skills are stronger than their reading skills, a teacher may pair audio books along with reading activities to support growth in reading. Therefore, the instructional scaffolding a teacher chooses should vary based on the student’s areas of strength and areas of needed improvement. The sample template below illustrates how a teacher might develop specific scaffolds for a lesson linked to a

particular standard which allows the teacher to individualize instruction for an entire class or a single student while ensuring that students are receiving standards-aligned, grade-appropriate instruction. *A blank Instructional Scaffolds Framework Template is included in the Appendix for teachers to use during instructional planning.*

Sample Instructional Scaffolds Framework

Grade Level Standard	Grade Level Academic Demand	Linguistic Demands
1R2: <i>Identify a main topic or idea in a text and retell important details.</i>	<i>Identify main topic and retell key details.</i>	<ul style="list-style-type: none"> Identify key words that appear throughout the text (e.g., nouns and related pronouns and/or verbs) to identify the main topic and key details. Use key words and transitional words (e.g., sequencing words such as when, then, after, most) to recount key details.

		Entering	Emerging	Transitioning	Expanding	Commanding
Receptive Skills	L	Organize illustrations of pre-taught nouns and pronouns on a partially completed main idea chart with a partner to identify the main topic of a text during/after a teacher read-aloud.	Organize pre-identified nouns, pronouns, and phrases on a main idea web to identify the main topic of a text during/after a teacher read-aloud.	Organize a bank of nouns, pronouns, phrases, and short sentences on a main idea web to identify the main topic of a text during/after a teacher read-aloud.	Use a dictionary or glossary to define and organize nouns, pronouns, and sentences on a main idea web to identify the main topic of a text during/after a teacher read-aloud.	Identify and organize pertinent words, phrases, and sentences independently on a self-created main idea web to identify the main topic during/after a teacher read-aloud.
	R	Organize illustrations of pre-taught words and phrases on a partially completed graphic organizer with a partner to identify key details of a text.	Organize pre-identified words and phrases on a graphic organizer with a partner to identify key details of a text.	Organize a bank of words and phrases on a graphic organizer independently to identify key details of a text.	Use a dictionary or glossary to define and organize words and phrases on a graphic organizer independently to identify key details of a text.	Independently create a graphic organizer identifying key details of a text.
Expressive Skills	S	Use sentence frames and the previously completed graphic organizers to retell the main topic and key details of a text using pre-taught transition words with a partner or teacher-led small group.	Use sentence frames, the previously completed graphic organizers, and transition words to retell the main topic and key details of a text with a partner or small group.	Use a bank of transition words, phrases, short sentences, and previously completed graphic organizers to retell the main topic and key details of a text with a partner, small group, or whole class.	After teacher modeling, use the previously completed graphic organizers and appropriate transition words to retell the main topic and key details of a text with a partner, small group, or whole class.	Use the previously completed graphic organizers to independently retell the main topic, key details of a text to a partner, small group, or whole class.
	W	Use pre-taught transition words and phrases to complete a short cloze activity that identifies the main topic and retells key details of a text.	Use pre-identified transition words and phrases to complete several cloze paragraphs that identify the main topic and retell key details of a text.	Use a bank of transition words, phrases, short sentences, and previously completed graphic organizers to develop a paragraph that identifies the main topic and retells key details.	Use a glossary and the previously completed graphic organizers to develop one or more paragraphs that identify the main topic and retell key details.	Use previously completed graphic organizers to independently develop two or more paragraphs that identify the main topic and retell key details.

Reading Anchor Standards

Key Ideas and Details

STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STANDARD 6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.

Integration of Knowledge and Ideas

STANDARD 7: Integrate and evaluate content presented in diverse media and formats.

STANDARD 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

Welcoming and Affirming Environment

- Provide texts that are representative of the linguistic and cultural diversity in the class and among members of the local community.
- Create a safe space for students to speak freely, express their prior knowledge and understanding, and engage in critical conversations.



High Expectations and Rigorous Instruction

- Cultivate the classroom as a language laboratory where students can experiment with language, internalizing the structure and comparing it to their own as they bridge languages.
- Engage students in tiered formative assessments, such as goal-settings, self-assessments, and targeted comprehension checks throughout the reading of a text.
- Support students' metacognition by providing quality feedback that acknowledges reading strengths but also identifies areas for growth.
- Provide students with background knowledge when reading texts that contain unfamiliar cultural references or life experiences.



Inclusive Curriculum and Assessment

- Identify texts that can serve as mirrors where students see themselves reflected, windows where students can consider new ideas and ways of thinking, doors that provide students an entrance to explore new interests, or as bridges that support students as they explore new perspectives.
- Leverage students' home languages and prior knowledge in order to enhance comprehension of texts.
- Consider how life experiences and background knowledge may impact the inferences and interpretations of a text to produce different insights than might be expected.
- Examine how students' understandings can be a bridge to English language acquisition.



Ongoing Professional Learning and Support

- Engage in reflective practices to explore one's own implicit bias that may be influencing text choice, materials, and instruction.
- Seek out professional learning opportunities that push you out of your comfort zone in support of culturally and linguistically diverse classrooms.
- Collaborate with colleagues to share knowledge about the cultures and backgrounds of the students in your classroom as well as resources and best practices that support students both culturally and linguistically.



Considerations and Strategies to Support ELLs with Disabilities for Learning Standards in Reading

Teachers should be using the principles of Universal Design for Learning (UDL) in developing their lesson plans to support all students by enhancing the design of classroom and instructional practices and accommodating and supporting a variety of learning styles. However, while scaffolds and supports are important for all students, ELLs with disabilities will require more individualized accommodations and instruction to address specific disability needs. It is important to consider each student's disability, and how it may affect reading in the development of the student's IEP. Below are **sample** considerations and strategies related to processing differences that impact reading, mainly in the areas of phonemic awareness, phonics, decoding, and comprehension.

Sample Considerations

In considering and explicitly planning to address the needs of ELLs with disabilities, teachers should identify needed supports, services, accommodations, teaching strategies, learning strategies, etc., that the student may need.

Processing Differences	Learning Behavior Manifested
Phonological Processing	Difficulty in the awareness of and ability to manipulate speech sounds
Visual Sequencing	Difficulty using a separate answer sheet; loses place on the page easily; reverses or misreads letters and/or numbers; reads words incorrectly
Visual Memory	Difficulty remembering what was seen and/or read; poor recall of details and information; difficulty comprehending text read
Visual Figure Ground	Difficulty distinguishing visuals in the foreground versus the background; difficulty maintaining place on the page (keeping focus on a line of print)
Visual Discrimination	Difficulty seeing differences between two objects, words, letters

Sample Strategies

- Read directions and text out loud, using a pointer to track text as its read.
- Color-code written material to assist with visual sequencing.
- Provide an index card or other marker to facilitate maintaining place and blocking out distractions.
- Provide explicit instruction in phonemic awareness and phonics, with an emphasis on meaning-making and, if possible, teaching for transfer of home language phonetic and metalinguistic skills.
- Deconstruct and reconstruct words, phrases, and sentences into meaningful “chunks” and conduct instructional conversations to discuss word families, shades of meaning, embedded clauses, and more.
- Provide many opportunities to build fluency through meaningful, multiple readings (choral, partner, etc.).

Ongoing Professional Learning and Support

- Provide ongoing PD for all teachers to understand the various disability categories and how they affect student performance, engagement, etc.
- Provide PD and planning time for teachers in different roles (classroom/bilingual teacher, ENL teacher, special education teacher, speech language pathologist, etc.) to discuss and plan together to maximize supports that will benefit diverse learners in the classroom.

Language Standards, Functions & Forms Matrix for Reading

Standard	ELA Content	Language Function	Language Standard Link	Language Forms and Skills Associated with the Function
Reading Standard 1	Read closely Draw inferences Cite evidence	<ul style="list-style-type: none"> • Infer • Predict • Hypothesize • Seek Information 	<ul style="list-style-type: none"> • 3 	<ul style="list-style-type: none"> • Interrogative question forms to gather information • Future tense • Descriptive language • If..not/if...then conditionals • Modal verbs
Reading Standard 2	Main idea/themes	<ul style="list-style-type: none"> • Analyze development of themes • Summarize • Synthesize • Paraphrase 	<ul style="list-style-type: none"> • 1, 2, 3 	<ul style="list-style-type: none"> • Sequencing words and structures • Indirect objects/pronouns • Concrete and abstract nouns
Reading Standard 3	Development of text	<ul style="list-style-type: none"> • Analyze development of individuals, events, and ideas • Compare/Contrast • Describe Cause and Effect 	<ul style="list-style-type: none"> • 3 	<ul style="list-style-type: none"> • Sequencing words and structures • Comparative and Superlative adjectives (good/better/best) • Demonstrative adjectives (this/that/these/those) • Adverbs of time or manner
Reading Standard 4	Vocabulary Development	<ul style="list-style-type: none"> • Interpret • Analyze word choice • Infer • Synthesize • Paraphrase 	<ul style="list-style-type: none"> • 1,2, 3, 4, 5, and 6 	<ul style="list-style-type: none"> • Technical and literal language (denotative) • Figurative language (connotative) • Adverbs of time, manner, frequency, and place • Adjectives: descriptive, limiting (some, few, etc.), distributive (each, every, either, etc.), possessive (my, your, its, her, our, their, etc.) • Nouns: Concrete, collective, and abstract • Verbs and verb forms • Nominalizations

Standard	ELA Content	Language Function	Language Standard Link	Language Forms and Skills Associated with the Function
Reading Standard 5	Text structure	<ul style="list-style-type: none"> Analyze text structure Synthesize relationships between parts and the whole 	• 3 & 6	<ul style="list-style-type: none"> Complex sentence structures Conjunctions: correlative, coordinating, and subordinating Phrasal verbs Idioms and idiomatic expressions Nominalizations
Reading Standard 6	Point of view	<ul style="list-style-type: none"> Evaluate point of view/purpose Analyze Summarize 	• 3, 5	<ul style="list-style-type: none"> Prepositional phrases Grammatical person (first person, third person, omniscient, etc.)
Reading Standard 7	Understanding diverse media formats	<ul style="list-style-type: none"> Integrate Interpret Evaluate Synthesize 	• 3, 4	<ul style="list-style-type: none"> Specific vocabulary, possibly related to content Verbs: auxiliary and modal Phrasal verbs Understanding and choosing the appropriate language register for the medium
Reading Standard 8	Argument	<ul style="list-style-type: none"> Evaluate Inform Describe Persuade Compare/contrast Make claims Draw conclusions 	• 3, 4, 5, 6	<ul style="list-style-type: none"> Modal verbs Sequencing words and structures Comparative and Superlative adjectives (good/better/best) Demonstrative adjectives (this/that/these/those) Conditional conjunctions Prepositional phrases
Reading Standard 9	Literary forms, elements, and devices	<ul style="list-style-type: none"> Analyze Evaluate Identify 	• 3, 4, 5	<ul style="list-style-type: none"> Grammatical person (first person, third person, omniscient, etc.) Complex sentence structures Figurative language forms Phrasal verbs Idioms and idiomatic expressions

Reading Standard 1

NGLS Reading Anchor Standard 1	Main Academic Demand
<i>Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>	<i>Draw logical inferences using evidence from text.</i>

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demands <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
KR1: <i>Develop and answer questions about a text.</i>	<i>Generate and answer written or verbal questions using information from a text.</i>	<ul style="list-style-type: none"> • Seek information using question forms (e.g., who, what, when, where, why, and how) in writing or verbally based on the text. • Inform by responding appropriately to question forms in writing or verbally.
1R1: <i>Develop and answer questions about key ideas and details in a text.</i>	<i>Generate and answer written or verbal questions using key ideas and details from a text.</i>	<ul style="list-style-type: none"> • Identify key details in the text by focusing on the subject (commonly occurring nouns and associated pronouns), descriptions (frequently occurring adjectives), and actions (verbs). • Pose various types of questions in writing or verbally using question words (e.g., who, what, where, when, why, how) based on key ideas and details from the text to gather information or clarification. • Interpret and respond appropriately to question forms (e.g., who, what, when, where, why, and how) based on key ideas and details from the text in writing or verbally.
2R1: <i>Develop and answer questions about key ideas and details in a text.</i>	<i>Generate and answer written or verbal questions using key ideas and details from a text.</i>	<ul style="list-style-type: none"> • Identify key details in the text by focusing on the subject (common nouns, proper nouns, and associated pronouns), descriptions (precise adjectives and adverbs that communicate shades of meaning), location (nouns and prepositions) and actions (verbs). • Pose various types of questions in writing or verbally using who, what, where, when, why, and how based on key ideas and details from the text.

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demands <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
		<ul style="list-style-type: none"> ● Interpret and respond appropriately to question forms (e.g., who, what, when, where, why, and how) based on key ideas and details from the text, choosing appropriate language conventions in writing or verbally.
3R1: <i>Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.</i>	<i>Generate relevant key ideas and details, in writing or verbally, using evidence from the text to support answers or inferences.</i>	<ul style="list-style-type: none"> ● Express idea/question as a statement (e.g., “I’m curious about...”, “This doesn’t make sense to me because...”). ● Identify specific details in the text by focusing on the subject, descriptions, locations, and actions that point to inferences. ● Pose various types of questions using words (e.g., who, what, when, where, why, and how) based on key ideas and details from the text. ● Interpret and respond appropriately to questions (e.g., who, what, when, where, why, and how) based on key ideas and details from the text in writing or verbally. ● Include phrases to refer explicitly to the text (e.g., “The author says...”; “Here it states...”). ● Include phrases to explain inferences drawn from the text (e.g., “I think that...”; “I can infer that...”).
4R1: <i>Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.</i>	<i>Recognize and refer to relevant text details and evidence to explain and draw logical inferences in writing or verbally.</i>	<ul style="list-style-type: none"> ● Identify explicit details in the text that explain the ideas presented. ● Include phrases to refer explicitly to the text (e.g., “According to the author...”) in writing or verbally. ● Include phrases to explain inferences drawn from the text (e.g., “I conclude that...”; “The text suggests that...”; “I can infer that...”, “because the text states...”).
5R1: <i>Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.</i>	<i>Recognize and refer to relevant text details and evidence to explain and draw logical inferences in writing or verbally.</i>	<ul style="list-style-type: none"> ● Identify implicit details in the text that explain the ideas presented and point to inferences. ● Provide evidence by quoting from a text (e.g., “I know the character felt _____ because he stated, _____”).

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demands <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
		<ul style="list-style-type: none"> ● Include phrases to explain inferences drawn from the text (e.g., “Based on _____ I infer that _____”) in writing or verbally.
6R1: <i>Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.</i>	<i>Analyze and cite textual evidence to draw and explain logical inferences in writing or verbally.</i>	<ul style="list-style-type: none"> ● Include words and phrases to analyze and cite evidence (e.g., “According to the author...”; “On page 5 the author says...”) in writing or verbally. ● Include phrases to explain inferences drawn from the text (e.g., “It is obvious that _____ because the text states _____”).
7R1: <i>Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.</i>	<i>Analyze and cite textual evidence to draw and explain logical inferences in writing or verbally.</i>	<ul style="list-style-type: none"> ● Include words and phrases to analyze and cite evidence (e.g., “According to the author...”; “The author says...”; “The text states...”) that supports an inference in writing or verbally. ● Include phrases to explain inferences drawn from the text (e.g., “In paragraph 3, the narrator states _____. Therefore, I conclude that _____”).
8R1: <i>Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences.</i>	<i>Analyze and cite the textual evidence that provides the strongest support for logical inferences in writing or verbally.</i>	<ul style="list-style-type: none"> ● Include words and phrases to analyze and cite evidence (e.g., “According to the author...”; “The author says...”; “The text states...”) that supports an inference in writing or verbally. ● Include phrases to explain inferences drawn from the text (e.g., “When _____ happened in the story, it is proof that _____”) in writing or verbally.
9-10R1: <i>Cite strong and thorough textual evidence to support analysis of what the text says explicitly/ implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.</i>	<i>Analyze and cite strong and thorough textual evidence to support logical inferences drawn and develop probing questions in writing or verbally.</i>	<ul style="list-style-type: none"> ● Include words and phrases to analyze and cite strong and thorough evidence (e.g., “The author illustrates _____ when the character _____”) in writing or verbally. ● Include phrases to explain inferences drawn from the text (e.g., “Based on what I read in the text _____ means that _____”) in writing or verbally. ● Pose factual, probing questions (i.e., that are answered directly in the text), interpretive questions (i.e., that require the reader to interpret the content of the text or the author’s intention), and

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demands <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
		evaluative questions (i.e., that assess the content of the text or the author’s craft) in writing or verbally.
<p>11-12R2: <i>Cite strong and thorough textual evidence to support analysis of what the text says explicitly/ implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.</i></p>	<p><i>Analyze for ambiguity and cite strong and thorough textual evidence to support logical inferences drawn and develop probing questions in writing or verbally.</i></p>	<ul style="list-style-type: none"> ● Include words and phrases to analyze and cite strong and thorough evidence (e.g., “Although much of what the author says in the article is _____, the quote, “ _____” illustrates _____”) in writing or verbally. ● Include phrases to explain inferences and textual ambiguity (e.g., “the author purposely used double entendre to demonstrate because _____”) in writing or verbally. ● Pose factual, probing questions (i.e., that are answered directly in the text), interpretive questions (i.e., that require the reader to interpret the content of the text or the author’s intention), and evaluative questions (i.e., that assess the content of the text or the author’s craft) in writing or verbally.

Reading Standard 2

NGLS Reading Anchor Standard 2	Main Academic Demand
<i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>	<i>Analyze central ideas or themes and summarize details and ideas.</i>

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demands <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
KR2: <i>Retell stories or share key details from a text.</i>	<i>Retell stories or share key details in a text.</i>	<ul style="list-style-type: none"> ● Identify key words that appear throughout the text (e.g., nouns and/or verbs) to identify key events and details. ● Identify and use sequencing words (e.g., first, next, then) to support understanding of the sequence of events.
1R2: <i>Identify a main topic or idea in a text and retell important details.</i>	<i>Identify a main topic and retell key details.</i>	<ul style="list-style-type: none"> ● Identify key words that appear throughout the text (e.g., nouns and related pronouns, adjectives, verbs) to identify a main topic and key details. ● Use key words and transitional words (e.g., when, then, after, most) to recount key details.
2R2: <i>Identify a main topic or central idea and retell key details in a text; summarize portions of a text.</i>	<i>Identify a main topic and key details and summarize text. Retell key details.</i>	<ul style="list-style-type: none"> ● Identify key words that appear throughout the text (e.g., nouns and related pronouns, adjectives, verbs, adverbs) to identify a main topic or central idea and key details. ● Use key words and synonyms of key words to summarize a text in student's own words ● Identify and use transition words (e.g., next, finally) to summarize key details in the text.
3R2: <i>Determine a theme or central idea and explain how it is supported by key details in a text; summarize portions of a text.</i>	<i>Summarize portions of a text and determine theme or central idea along with supporting key details.</i>	<ul style="list-style-type: none"> ● Identify words or ideas that appear throughout the text (e.g., synonyms, imagery) that help to identify a theme or central idea

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demands <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
		<ul style="list-style-type: none"> ● Use words and phrases to summarize the central ideas of the text (e.g., “The main idea is ...”; “The important points the author makes are...”). ● Use words and phrases to explain a theme or central idea along with supporting details (e.g., “The author wants us to think...”, “I know this because the text says ...”).
4R2: <i>Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.</i>	<i>Summarize text and determine a theme or central idea along with supporting details.</i>	<ul style="list-style-type: none"> ● Identify words and phrases that appear throughout the text (e.g., synonyms, imagery, analogies) that help to identify a theme or central idea. ● Use words and phrases to summarize the central ideas of the text including appropriate transition words (e.g., “The main points are...”; “The key points the author makes are...”). ● Use words and phrases to explain a theme or central idea along with supporting details (e.g., “The author states...”; “This idea is supported by ...”).
5R2: <i>Determine a theme or central idea and explain how it is supported by key details; summarize a text.</i>	<i>Summarize text and determine a theme or central idea along with supporting details.</i>	<ul style="list-style-type: none"> ● Identify words and phrases that appear throughout the text (e.g., imagery, analogies, metaphors) that help to identify a theme or central idea. ● Use words and phrases to summarize the central ideas of the text (e.g., “The main points are...”; “The key points the author makes are...”). ● Use words and phrases to explain a theme or central idea along with how those ideas are supported by key details (e.g., “The author relates ...”; “This idea is supported by ...”).
6R2: <i>Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text.</i>	<i>Summarize text and determine a theme or central idea and its supporting details throughout the course of the text.</i>	<ul style="list-style-type: none"> ● Identify words and phrases that appear throughout the text (e.g., analogies, metaphors, figures of speech) to determine a theme or central idea. ● Analyze transitional words and phrases (e.g., but, because, despite, actually) to explore the development of a theme or central idea.

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demands <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
		<ul style="list-style-type: none"> ● Use words and phrases (e.g., “For example...”; “The author explains that...”; “One example is...”) to explain how a theme or central is supported by key details. ● Use words and phrases to summarize the text (e.g., “The main argument is...”; “The main points are...”; “The key points the author makes are...”).
7R2: <i>Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text.</i>	<i>Summarize text and analyze development of a theme or central idea.</i>	<ul style="list-style-type: none"> ● Identify words and phrases that have the same meaning and are repeated throughout the text to determine a central idea or theme (e.g., synonyms, related word forms, idioms). ● Analyze transitional words and phrases (e.g., but, because, despite, actually) to explore the development of a theme or central idea. ● Use words and phrases (e.g., “For example...”; “The author explains that...”; “One example is...”) to explain how a theme or central is supported by key details. ● Use words and phrases to summarize the text (e.g., “The main argument is...”; “The main points are...”; “The key points the author makes are...”).
8R2: <i>Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text.</i>	<i>Summarize text and analyze development of themes or central ideas.</i>	<ul style="list-style-type: none"> ● Identify words and phrases that have the same meaning and are repeated throughout the text to determine theme(s) or central idea(s) (e.g., related words, such as heavy rains/downpours or rescue/save;). ● Analyze transitional words and phrases (e.g., but, because, despite, actually) to explore the development of theme(s) or central idea(s). ● Use words and phrases (e.g., “For example...”; “The author explains that...”; “One example is...”) to explain how theme(s) or central idea(s) are supported by key details. ● Use words and phrases to summarize the text (e.g., “The main argument is...”; “The main points are...”; “The key points the author makes are...”).

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demands <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<p>9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.</p>	<p>Summarize text objectively and analyze development of themes or central ideas, including use of specific details.</p>	<ul style="list-style-type: none"> ● Identify words and phrases that have the same meaning and are repeated throughout the text to determine theme(s) or central idea(s) (e.g., use of rhetoric) ● Analyze and use words and phrases that signal the development and refinement of ideas: sequencing and/or chronological markers (e.g., First; In the beginning; The next). ● Identify how central ideas interact and build on one another by focusing on transition words (e.g., unless, somewhat, whether, but, because, likewise, unlike, like). ● Use words and phrases to summarize the text (e.g., “The main argument is...”; “The main points are...”; “The key points the author makes are...”). ● Use sentence structures to summarize examples and arguments from the text to develop an objective and accurate summary (e.g., notably, including, for example, in particular).
<p>11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.</p>	<p>Summarize text objectively, analyzing the relationships and development of multiple themes or central ideas.</p>	<ul style="list-style-type: none"> ● Analyze and use words and phrases that signal the development and refinement of ideas: sequencing and/or chronological markers (e.g., “As long as...”; “At last...”; “At that time..”; “In addition...”, “In the past...”; “Until now...”). ● Identify how multiple themes or central ideas interact and build on one other by focusing on transition words (e.g., unless, somewhat, whether, but, because, likewise, unlike, like). ● Use words and phrases to summarize the text (e.g., "The main argument is..."; “The main points are...”). ● Use sentence structures to summarize examples and arguments from the text to develop an objective and accurate summary. (e.g., notably, including, for example, in particular).

Reading Standard 3

NGLS Reading Anchor Standard 3	Main Academic Demand
<i>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</i>	<i>Analyze cause/effect, interactions, and sequencing of events between text elements.</i>

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
KR3: <i>Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)*</i>	<i>Identify story elements, major events, and pieces of information in a text.</i>	<ul style="list-style-type: none"> ● Identify words and phrases (e.g., nouns and associated pronouns) from the text that describe individuals, events, ideas, places, and information in the text. (RI&RL) ● Identify the events (verbs, nouns, dates, timelines) in the text. (RI&RL)
1R3: <i>Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)</i>	<i>Describe story elements, major events, and pieces of information in a text.</i>	<ul style="list-style-type: none"> ● Identify words, phrases, and pictures (e.g., nouns and associated pronouns, adjectives) that indicate and describe characters, settings, and events (e.g., “The setting is...”, “the main characters are...”, “This story is about...”). (RI&RL) ● Identify and describe (adjectives) the key events (verbs, nouns, dates, timelines) and/or details in the text. (RI&RL)
2R3: <i>In literary texts, describe how characters respond to major events and challenges. (RL)</i>	<i>In literary texts, describe how characters react to events and challenges.</i>	<ul style="list-style-type: none"> ● Identify words and phrases (e.g., verbs, nouns and associated pronouns, adjectives) that appear throughout the text to describe how characters respond to events. (RL) ● Identify/use words and phrases (e.g., verbs, nouns and associated pronouns, adjectives) that appear throughout the text to describe events, ideas, and concepts in the text. (RI)

* For the grade level and grade band learning standards and linguistic demands, RI and RL are included to show how the standard applies to either reading informational (RI) or literary texts (RL), or both (RI&RL).

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<i>In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)</i>	<i>In informational texts, describe connections between ideas and events.</i>	<ul style="list-style-type: none"> ● Identify words and phrases that signal sequence (e.g., before, long ago, currently, first, second, then, next, last, finally) to describe connections between ideas and/or events. (RL&RI) ● Identify words to describe connections between ideas and/or events in a text (e.g., because, so, but, however). (RL&RI)
<p>3R3: <i>In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL)</i></p> <p><i>In informational texts, describe the relationship between a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)</i></p>	<p><i>In literary texts, describe character traits, motivations, or feelings using evidence.</i></p> <p><i>In informational texts, describe relationships between events, ideas, or steps using time, sequence, and cause/effect language.</i></p>	<ul style="list-style-type: none"> ● Identify words and phrases (e.g., nouns and associated pronouns, adjectives) that describe specific details related to character traits, motivations, or feelings. (RL) ● Identify words and phrases that signal sequence (e.g., before, long ago, currently, first, second, then, next, last, finally) to describe connections between ideas and/or events. (RL&RI) ● Identify cause/effect signal words (e.g., because, so, but) to describe relationships in a text. (RL&RI) ● Identify words and phrases to cite details or examples (e.g., for instance, some examples). (RL&RI) ● Identify text structures that organize events in the text (e.g., cause/effect, compare/contrast, sequencing, problem/solution, description). (RI)

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<p>4R3: <i>In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL)</i></p> <p><i>In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)</i></p>	<p><i>In literary texts, describe story elements using evidence.</i></p> <p><i>In informational texts, explain key elements including cause/effect, based on text evidence.</i></p>	<ul style="list-style-type: none"> ● Identify words and phrases (e.g., verbs, nouns and associated pronouns, adjectives) that appear throughout the text to describe a character, setting, or event. (RL) ● Identify words and phrases (e.g., verbs, nouns and associated pronouns) that appear throughout the text to explain events, procedures, ideas, or concepts in the text. (RI) ● Identify words, phrases and text structures that signal sequence (e.g., before, long ago, currently, first, secondly, then, next, last, finally) to describe connections between ideas and/or events. (RL&RI) ● Identify words and phrases that cite details or examples (e.g., for instance, some examples). (RL&RI) ● Use cause/effect words to explain what happened and why (e.g., because, so, but, though, while, as a result, if/then). (RL&RI)
<p>5R3: <i>In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL)</i></p> <p><i>In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)</i></p>	<p><i>In literary texts, compare and contrast characters, settings, and events using evidence.</i></p> <p><i>In informational texts, explain the relationships between individuals, events, or ideas based on specific text evidence.</i></p>	<ul style="list-style-type: none"> ● Identify words and phrases (e.g., verbs, nouns and associated pronouns, adjectives) that appear throughout the text to compare and contrast characters, a setting, or an event (e.g., alike, similar, unlike, in contrast to, in comparison to.) (RL) ● Identify words and phrases (e.g., nouns and associated pronouns) that appear throughout the text to explain relationships between individuals, events, ideas, and concepts. (RL&RI) ● Identify words and phrases to compare and contrast story elements (e.g., one difference, in contrast, similarly). (RL) ● Identify words that signal comparison (comparatives and superlatives e.g., like, though, while, but, -est/-er). (RL&RI) ● Identify words that signal chronology or sequence to explain relationships between two or more literary or informational elements (e.g., as, while). (RL&RI)

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
		<ul style="list-style-type: none"> ● Identify words, phrases, and text clues that signal cause and effect to explain relationships between two or more literary or informational elements(e.g., though, while, but, because, so, as a result). (RL&RI) ● Identify words and phrases that cite details or examples to explain relationships between two or more individuals, events, ideas, or concepts in the text (e.g., for instance, some examples, in fact, in other words). (RL&RI) ● Analyze sentence and text structures to understand cause/effect and compare/contrast relationships. (RL&RI)
<p>6R3: <i>In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL)</i></p> <p><i>In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)</i></p>	<p><i>In literary texts, describe how events unfold and how characters respond or change.</i></p> <p><i>In informational texts, analyze how individuals, events, and ideas are introduced, develop, and relate to each other.</i></p>	<ul style="list-style-type: none"> ● Identify words and phrases (e.g., verbs, nouns and associated pronouns, adjectives) that appear throughout the text to describe and analyze an individual, event, or idea in a text. (RL&RI) ● Identify words that signal chronology or sequence to analyze how individuals, events, and ideas develop in a text (e.g., as, while). (RL&RI) ● Identify words and phrases that signal cause/effect (e.g., though, while, but, because, so, as a result) to explain how texts develop. (RL&RI) ● Identify words that introduce individuals, events, and ideas (e.g., for instance, some reasons, in fact, in other words). (RL&RI) ● Analyze text organization and structure to understand the development of characters, events, and ideas. (RL&RI)
<p>7R3: <i>In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL)</i></p> <p><i>In informational texts, analyze how individuals, events, and</i></p>	<p><i>In literary texts, analyze how elements of plot are related, interact, and contribute to meaning.</i></p> <p><i>In informational texts, analyze how individuals, events, and</i></p>	<ul style="list-style-type: none"> ● Identify words and phrases (e.g., verbs, nouns, and associated pronouns) that appear throughout the text to analyze a key individual, event, or idea, and how each relates to one another. (RL) ● Identify words that signal chronology or sequence (e.g., as, while) to analyze how literary elements relate to one another in the plot. (RL)

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<i>ideas are introduced, relate to each other, and are developed. (RI)</i>	<i>ideas are introduced, related, and developed.</i>	<ul style="list-style-type: none"> ● Identify words that signal chronology or sequence (e.g., as, while) to analyze how ideas or events relate to one another in the text. (RI) ● Identify words that introduce, relate, and develop details or examples (e.g., for instance, some reasons, in fact, in other words). (RL&RI) ● Identify words and phrases that signal cause/effect connections between individuals, events, and ideas (e.g., though, while, but, because, so, as a result) to analyze development of ideas. (RL&RI) ● Analyze text organization and structure to understand the development of ideas. (RL&RI)
<p>8R3: <i>In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL)</i></p> <p><i>In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)</i></p>	<p><i>In literary texts, analyze how dialogue or events influence a character's action or decision.</i></p> <p><i>In informational texts, analyze how individuals, events, and ideas are introduced, related, and developed.</i></p>	<ul style="list-style-type: none"> ● Identify words and phrases (e.g., verbs, nouns, and associated pronouns) that appear in dialogue or events to analyze a key individual, event, or idea in a text. (RL&RI) ● Identify markers of dialogue (e.g., quotation marks, italics) in a text. (RL&RI) ● Identify/use words that signal cause/effect connections between individuals, events, and ideas (e.g., though, while, but, because, so, as a result) to analyze how dialogue or events influence a character's action or decision. (RL) ● Identify/use words that signal cause/effect connections between individuals, events, and ideas (e.g., though, while, but, because, so, as a result) to analyze how individuals, events, and ideas are introduced, related, and developed in an informational text. (RI) ● Identify/use words that signal an outcome or result (e.g., so, as a result). (RL&RI) ● Identify how use of verb tense and/or word choice organizes and connects ideas in a text. (RL&RI) ● Analyze text organization and structure to understand the development of ideas. (RL&RI)

<p align="center">NGLS Grade Level Standard</p>	<p align="center">Grade Level Academic Demand</p>	<p align="center">Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i></p>
<p>9-10R3: <i>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</i></p> <p><i>In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL)</i></p> <p><i>In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)</i></p>	<p><i>Analyze how and why text elements develop and interact.</i></p> <p><i>In literary texts, analyze how characters develop, interact, and contribute to plot and theme.</i></p> <p><i>In informational texts, analyze how the author develops an argument, including sequence.</i></p>	<ul style="list-style-type: none"> ● Analyze how use of verb tense and/or word choice signals character development and interaction, plot advancement, and theme development. (RL) ● Use words that signal cause/effect to analyze connections between individuals, events, and ideas to analyze how the author constructs an argument (e.g., though, while, but, because, so, as a result). (RL&RI) ● Use words and phrases that signal chronology or sequence. (e.g., when, after, during, still) to analyze complexity and development of a text. (RL&RI)
<p>11-12R3: <i>In literary texts, analyze the impact of author's choices. (RL)</i></p> <p><i>In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)</i></p>	<p><i>In literary texts, conduct an analysis of style and tone to determine the impact of an author's choices.</i></p> <p><i>In informational texts, analyze a set of ideas or events and explain how individuals, ideas, or events interact and develop.</i></p>	<ul style="list-style-type: none"> ● Analyze how use of verb tense and/or word choice organizes and connects ideas in a text. (RL&RI) ● Use words that signal chronology or sequence to analyze development and complexity of a text (e.g., as, while, during, after, still). (RL&RI) ● Use words, phrases, and text clues that signal author's choices to analyze relationships between individuals, ideas, and events (e.g., though, while, but, because, so, as a result). (RL&RI) ● Identify/use words and phrases the author uses to construct and support a perspective (e.g., persuasive language, rhetorical devices). (RL&RI)

Reading Standard 4

NGLS Reading Anchor Standard 4	Main Academic Demand
<i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i>	<i>Determine meaning of words, including figurative, connotative, and technical language; analyze the meaning and/or impact of word choice.</i>

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
KR4: <i>Identify specific words that express feelings and senses. (RI&RL) *</i>	<i>Find words that show feelings and senses.</i>	<ul style="list-style-type: none"> ● Identify words related to feelings and senses (e.g., happy, sad, mad, see, smell, touch). (RI&RL) ● Use words and phrases to point out specific words related to senses (e.g., “Here it says.”; “I see the word...”).(RI&RL)
1R4: <i>Identify specific words that express feelings and senses. (RI&RL)</i>	<i>Find words and phrases that show feelings and senses.</i>	<ul style="list-style-type: none"> ● Identify words and phrases that express feelings and senses (e.g., happy, sad, mad, see, smell, touch). (RI&RL) ● Use words and phrases to point out specific words related to senses (e.g., “Here it says...”; “I see the word...”).(RI&RL)
2R4: <i>Explain how words and phrases in a text suggest feelings and appeal to the senses. (RI&RL)</i>	<i>Explain how words and phrases are connected to feelings and senses.</i>	<ul style="list-style-type: none"> ● Identify words and phrases that suggest characters’ feelings, such as dialogue and actions. (RI&RL) ● Identify and use descriptive words and phrases connected to senses (e.g., see, smell, touch). (RI&RL) ● Explain how words show feelings and senses (e.g., I think it can mean _____ because _____”). (RI&RL)
3R4: <i>Determine the meaning of words, phrases, figurative language, and academic and</i>	<i>Determine meaning of figurative language and</i>	<ul style="list-style-type: none"> ● Use word-learning strategies (e.g., context clues, word parts, cognates) to determine the meaning of unknown words.(RI&RL)

* For the grade level and grade band learning standards and linguistic demands, RI and RL are included to show how the standard applies to either reading informational (RI) or literary texts (RL), or both (RI&RL).

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<i>content-specific words. (RI&RL)</i>	<i>academic and content-specific words and phrases in text.</i>	<ul style="list-style-type: none"> ● Identify words and phrases that have a figurative meaning in the text (e.g., simile, personification, imagery). (RI&RL)
4R4: <i>Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)</i>	<i>Determine meaning of figurative language and academic and content-specific words and phrases in text.</i>	<ul style="list-style-type: none"> ● Use word-learning strategies (e.g., context clues, word parts, cognates) to decipher the meaning of unknown words.(RI&RL) ● Identify words and phrases that have a figurative meaning in the text (e.g., simile, personification, imagery) to determine the meaning of unknown words. (RI&RL)
5R4: <i>Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. (RI&RL)</i>	<i>Determine meaning of figurative language, academic and content-specific words and phrases and analyze their impact on meaning, tone, or mood.</i>	<ul style="list-style-type: none"> ● Use word-learning strategies (e.g., context clues, word parts, cognates) to determine the meaning of unknown words.(RI&RL) ● Identify words and phrases that have a figurative meaning in the text (e.g., personification, imagery, onomatopoeia) to determine the meaning of unknown words. (RI&RL) ● Use phrases to analyze the impact of word choice and explore the development of tone, meaning, mood (e.g., “the word contributes to the_____mood of the text”). (RI&RL)
6R4: <i>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)</i>	<i>Determine figurative and connotative meanings of words and phrases and analyze their impact on meaning, tone, and mood.</i>	<ul style="list-style-type: none"> ● Use word-learning strategies (e.g., context clues, word parts, cognates) to determine the meaning of unknown words.(RI&RL) ● Identify words and phrases that have a figurative meaning in the text (e.g., personification, onomatopoeia, metaphor) to determine the meaning of unknown words. (RI&RL) ● Identify words and phrases that have a positive (e.g., economical) or negative (e.g., inexpensive) connotation in the text. (RI&RL) ● Use phrases to analyze the impact of word choice and explore the development of tone, meaning, mood (e.g., “the word contributes to the_____mood of the text”). (RI&RL) ● Identify words with multiple meanings and determine which meaning is being used in a specific context. (e.g., “I root for the

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
		team” vs. “the root of the tree”; “I am chair of the board” vs. “I sit in the chair”). (RI&RL)
7R4: <i>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)</i>	<i>Determine figurative, and connotative meanings of words and phrases and analyze their impact on meaning, tone, and mood.</i>	<ul style="list-style-type: none"> ● Use word-learning strategies (e.g., context clues, word parts, cognates) to determine the meaning of unknown words.(RI&RL) ● Identify and determine the meaning of words and phrases that have a figurative meaning in the text (e.g., personification, hyperbole, metaphor). (RI&RL) ● Identify and determine the meaning of words and phrases that have a positive (e.g., economical) or negative (e.g., inexpensive) connotation in a text. (RI&RL) ● Use phrases to analyze the impact of word choice and explore the development of tone, meaning, mood (e.g., “the word contributes to the_____mood of the text”). (RI&RL) ● Identify words with multiple meanings and determine which meaning is being used in a specific context. (e.g., “I root for the team” vs. “the root of the tree”; “I am chair of the board” vs. “I sit in the chair”). (RI&RL)
8R4: <i>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)</i>	<i>Determine figurative and connotative meanings of words and phrases and analyze and consider their impact on meaning, tone, and mood.</i>	<ul style="list-style-type: none"> ● Use word-learning strategies (e.g., context clues, word parts, cognates) to determine the meaning of unknown words.(RI&RL) ● Identify words and phrases that have a figurative meaning in the text (i.e. personification, hyperbole, metaphor). (RI&RL) ● Identify words and phrases that have a positive (e.g., economical) or negative (e.g., inexpensive) connotation. (RI&RL) ● Use phrases to analyze the impact of word choice and explore the development of tone, meaning, mood (e.g., “the word contributes to the_____mood of the text”). (RI&RL) ● Identify words with multiple meanings and determine which meaning is being used in a specific context. (e.g., “I root for the

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		team” vs. “the root of the tree”; “I am chair of the board” vs. “I sit in the chair”). (RI&RL)
9-10R4: <i>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)</i>	<i>Determine figurative, connotative, and technical meanings of words and phrases, analyze the impact of specific word choices on meaning, tone, and mood across genres.</i>	<ul style="list-style-type: none"> ● Use word-learning strategies (e.g., context clues, word parts, cognates) to determine the meaning of unknown words. (RI&RL) ● Identify words and phrases that have a figurative meaning in the text (e.g., simile, personification, imagery, onomatopoeia, hyperbole, metaphor, allusion). (RI&RL) ● Identify words and phrases that have a positive (e.g., economical) or negative (e.g., inexpensive) connotation in the text. (RI&RL) ● Identify words and phrases that have a technical meaning in the text (e.g., “primary” and “secondary” are technical terms to refer to documents used in research). (RI&RL) ● Identify genre-specific words, phrases, and text structures and analyze how their use differs across genres. (RI&RL) ● Use phrases to analyze the impact of word choice and explore the development of tone, meaning, mood (e.g., “the word contributes to the _____ mood of the text”). (RI&RL)
11-12R4: <i>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)</i>	<i>Determine figurative, and connotative meanings of words and phrases, analyze the impact of specific word choices on meaning, tone, and mood.</i>	<ul style="list-style-type: none"> ● Use word-learning strategies (e.g., context clues, word parts, cognates) to determine the meaning of unknown words. (RI&RL) ● Identify words and phrases that have a figurative meaning in the text (e.g., simile, personification, imagery, onomatopoeia, hyperbole, metaphor, allusion). (RI&RL) ● Identify and analyze words and phrases that have a positive (e.g., economical) or negative (e.g., inexpensive) connotation in the text. (RI&RL) ● Identify and analyze words and phrases that have a technical meaning in the text (e.g., “majority” and “minority” are technical, political terms in the text). (RI&RL)

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		<ul style="list-style-type: none"> ● Identify and analyze words and phrases that are repeated and refined over the course of the text (e.g., “Madison defines faction and adds to the meaning throughout the text”). (RI&RL) ● Use phrases to analyze the impact of word choice and explore the development of tone, meaning, mood (e.g., “the word contributes to the _____ mood of the text”). (RI&RL)

Reading Standard 5

NGLS Reading Anchor Standard 5	Main Academic Demand
<i>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i>	<i>Analyze text structures and how portions of the text relate to each other.</i>

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
KR5: <i>Identify literary and informational texts. (RI&RL)</i>	<i>Identify types of text.</i>	<ul style="list-style-type: none"> ● Identify elements of a literary text (e.g., characters, setting). (RI&RL) ● Identify informational text features (e.g., title, picture, caption). (RI&RL) ● Use text elements and features to distinguish between literary and informational texts. (RI&RL)
1R5: <i>Identify a variety of genres and explain differences between literary texts and informational texts. (RI&RL)</i>	<i>Differentiate between genres and describe the differences between literary and informational text.</i>	<ul style="list-style-type: none"> ● Identify literary elements and text features that indicate genre (e.g., characters, conflict, text features such as a table of contents, images). (RI&RL) ● Explain the difference between literary and informational texts using present tense verbs. (e.g., “The book has dragons.”, “This book teaches me about dogs.”). (RI&RL) ● Compare texts from different genres using comparative language (e.g., “Both books have dogs, but this book is fiction.”). (RI&RL)
2R5: <i>Describe the overall structure of a text, including describing how the beginning introduces the text and the</i>	<i>Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text.</i>	<ul style="list-style-type: none"> ● Describe the different parts of a text using “there is/there are” or demonstratives (e.g., “Here/This is the beginning/end of the text.”, “There are three sections of the text.”). (RI&RL)

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<i>ending concludes the text. (RI&RL)</i>		<ul style="list-style-type: none"> ● Identify sequence words and phrases (e.g., in the beginning, to start, first, one day, finally, at last, after all) and use them to describe the sequence of events in a text. (RI&RL)
<p>3R5: <i>In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL)</i></p> <p><i>In informational texts, identify and use text features to build comprehension. (RI)</i></p>	<i>Identify and describe text features and structure of literary and informational texts.</i>	<ul style="list-style-type: none"> ● Use content-specific vocabulary (e.g., chapter, scene, and stanza) to identify parts of a literary text. (RL) ● Identify how nonfiction text features connect to the topic of an informational text (e.g., table, photograph, caption, table of contents). (RI)
<p>4R5: <i>In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL)</i></p> <p><i>In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</i></p>	<i>Identify and analyze different structural features of literary and informational texts.</i>	<ul style="list-style-type: none"> ● Identify vocabulary that indicates literary structural elements using content-specific vocabulary (e.g., verse, rhythm, meter). (RL) ● Identify words and phrases that indicate the structure of a nonfiction text (e.g., cause and effect text structures using transitional words such as “because”, “however”, “therefore”; compare/contrast text structures such as “on the other hand,” “in comparison”). (RI)
<p>5R5: <i>In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall</i></p>	<i>Analyze structure of literary texts and compare and contrast the structural features of two or</i>	<ul style="list-style-type: none"> ● Use sequence words and phrases to explain and analyze the overall structure of a text (e.g., first, second, last, finally; and “This part of the text explains how....”) (RL) ● Identify words and phrases that indicate the structure of a nonfiction text (e.g., cause and effect text structures using

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<p><i>structure of a story, drama, or poem. (RL)</i></p> <p><i>In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</i></p>	<p><i>more informational texts.</i></p>	<p>transitional words such as “because”, “however”, “therefore”; compare/contrast text structures such as “on the other hand,” “in comparison”). (RI)</p> <ul style="list-style-type: none"> ● Identify language that compares and contrasts the structure of two or more texts (e.g., on one hand, on the other hand, similarly, differently, otherwise, however, in comparison). (RI&RL)
<p>6R5: <i>In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme/ central idea, setting, or plot. (RL)</i></p> <p><i>In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme/ central ideas. (RI)</i></p>	<p><i>Analyze how a section of text contributes to overall structure and development of ideas.</i></p>	<ul style="list-style-type: none"> ● Identify and explain how a sentence, paragraph, chapter, or section fits into the structure of a literary text and contributes to the development of themes/central ideas/setting /plot (e.g., “This chapter helps to develop the theme of friendship by....”). (RL) ● Identify and understand how a sentence, paragraph, chapter or section contributes to the development of ideas in an informational text (e.g., “This paragraph introduces the problem, which is...”). (RI) ● Identify words and phrases that indicate the structure of a nonfiction text (e.g., cause and effect text structures using transitional words such as “because”, “however”, “therefore”; compare/contrast text structures such as “on the other hand,” “in comparison”). (RI)
<p>7R5: <i>In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes and central ideas. (RL)</i></p>	<p><i>Analyze text structure and how the structure of text contributes to meaning central.</i></p>	<ul style="list-style-type: none"> ● Identify language that signals genre (e.g., “once upon a time”). (RL) ● Identify text that signals genre-specific features or structures (e.g., verse, rhythm, meter) and analyze how parts contribute to the development of theme and central ideas. (RL)

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<p><i>In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes and central ideas. (RI)</i></p>		<ul style="list-style-type: none"> ● Use sentence structures to describe how sections contribute to the whole text (e.g., “This section contributes...”; “This section adds information on ...”). (RI&RL)
<p>8R5: <i>In literary texts and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme or central idea. (RI&RL)</i></p>	<p><i>Analyze how the structure of texts contributes to development of themes and central ideas across two or more texts.</i></p>	<ul style="list-style-type: none"> ● Compare and contrast the structure of two or more texts(e.g., like, just as, similar, on the one hand, on the other, whereas, similarly, differently, otherwise, however, therefore, in comparison). (RI&RL) ● Use sentence structures to describe how a particular structure contributes to meaning, style, or theme (e.g., “This part of the text adds information on ...”; “This structure of _____allows the author to _____.”) (RI&RL)
<p>9-10R5: <i>In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL)</i></p> <p><i>In informational texts, consider how the author’s intent influences particular sentences, paragraphs, or sections. (RI)</i></p>	<p><i>Identify how particular structures develop and refine meaning in literary texts and evaluate how the author’s viewpoint impacts structure.</i></p>	<ul style="list-style-type: none"> ● Identify, in an informational text, the language functions of each section (e.g., where the author introduces the idea, where the author makes a claim, where the author challenges the reader). (RI) ● Identify language that reveals the author’s intent (e.g., tone, word choice, dialog in literature OR presentation of evidence, persuasive language). (RI&RL)
<p>11-12R5: <i>In literary texts, analyze how varied aspects of</i></p>	<p><i>Analyze how text structure creates meaning and affects the reader and evaluate the impact of text structure.</i></p>	<ul style="list-style-type: none"> ● Categorize excerpts of text according to rhetorical function (e.g., descriptive passage, persuasive passage, concluding argument). (RI)

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<p><i>structure create meaning and affect the reader. (RL)</i></p> <p><i>In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)</i></p>		<ul style="list-style-type: none"> ● Describe how an author is persuasive (e.g., identify sentences or passages where the reader would be convinced, such as “The structure furthers the argument by ...”; “The author uses metaphors to show how the protagonist ...”). (RI&RL) ● Identify several rhetorical techniques for opening an informational text and gaining audience interest (e.g., use of anecdote, rhetorical question, fact). (RI)

Reading Standard 6

NGLS Reading Anchor Standard 6	Main Academic Demand
Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.	Assess author's point of view and purpose across a wide variety of texts.

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KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text. (RI&RL)	Name and define the role of an author and illustrator.	<ul style="list-style-type: none"> ● Use words and phrases to name the author and the illustrator of a text (e.g., “The author is...”; “The illustrator is...”). (RI&RL) ● Use words and phrases to define the role of an author or illustrator (e.g., “Authors write books”, “Illustrators draw”). (RI&RL)
1R6: Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)	Explain how illustrations and text details support the point of view or purpose of the text.	<ul style="list-style-type: none"> ● Identify pronouns that show point of view. (RI&RL) ● Use sentence structures (e.g., “An important detail is ...”; “It’s important because...”, “It helps the reader understand...”) to describe how text details support the point of view or purpose of the text. (RI&RL) ● Use sentence structures (e.g., “The pictures show...”; “This picture helps...”) to describe how the information provided by pictures supports the point of view or purpose of the text. (RI&RL)
2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)	Explain how illustrations and text details support the point of view or purpose of the text	<ul style="list-style-type: none"> ● Identify pronouns that show point of view. (RI&RL) ● Use sentence structures (e.g., “An important detail is ...”; “It’s important because...”, “It helps the reader understand...”) to provide examples of how text details support the point of view or purpose of the text. (RI&RL) ● Identify text features (e.g., captions, table of contents) that support the point of view or purpose of the text. (RI&RL) ● Use sentence structures (e.g., “The pictures show...”; “This picture helps the reader to know..”) to provide examples of how the

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		information provided by pictures supports the point of view or purpose of the text. (RI&RL)
3R6: <i>Discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&RL)</i>	<i>Explain how the reader’s and the author’s point of view may be different.</i>	<ul style="list-style-type: none"> ● Identify nouns and associate pronouns that signal the author’s perspective (e.g., I). (RI&RL) ● Use comparative language to describe how the reader and author’s point of view may or may not be different (e.g., “The author thinks _____, but I think _____.”; “The author says _____, and I also think _____.”). (RI&RL)
4R6: <i>In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)</i> <i>In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI)</i>	<i>Compare and contrast different points of view across narratives, and primary and secondary sourced informational texts.</i>	<ul style="list-style-type: none"> ● Use words and phrases to describe point of view (i.e., first-person, third-person, primary source, secondary source) (RI&RL) ● Identify and explain how pronouns indicate first- and second-hand accounts of an event or topic (e.g., first-hand accounts use I, me; second-hand accounts use third person, he/they). (RI&RL) ● Use compare-and-contrast words and phrases (e.g., same, different, but, similar, whereas, however) to compare first- and second-hand events. (RI&RL)
5R6: <i>In literary texts, explain how a narrator’s or speaker’s</i>	<i>Analyze the impact of point of view, and similarities and</i>	<ul style="list-style-type: none"> ● Identify nouns and associated pronouns that signal the topic (e.g., sharks, great white sharks, they). (RL)

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<p><i>point of view influences how events are described. (RL)</i></p> <p><i>In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)</i></p>	<p><i>differences of multiple accounts of the same event or topic.</i></p>	<ul style="list-style-type: none"> ● Identify and compare adjectives that are used in multiple accounts of the same topic (e.g., vicious, gentle, affable). (RI) ● Identify and compare the verbs that are used in the multiple accounts of the same topic (e.g., slaughtered, feared). (RI) ● Use compare-and-contrast words and phrases (e.g., same, different, but, similar, whereas, however) to explain differences in how events are described among texts, including language used and the inclusion or exclusion of specific events. (RI&RL) ● Use sentence structures to compare accounts of the same event or topic. (RI)
<p>6R6: <i>Identify the point of view and explain how it is developed and conveys meaning. (RI&RL)</i></p> <p><i>Explain how an author's geographic location or culture affects his or her perspective. (RI&RL)</i></p>	<p><i>Determine and explain how an author conveys point of view and the impact of geographic location and culture on an author's perspective.</i></p>	<ul style="list-style-type: none"> ● Identify nouns and associated pronouns that convey the author's point of view. (RI&RL) ● Identify transitional words that signal a change in the author's point of view (e.g., but, instead, while). (RI&RL) ● Use sentence structures to explain how an author conveys his or her point of view (e.g., "This is evident because..."). (RI&RL) ● Use sentence structures to explain how an author's geographic location or culture impacts his or her perspective (e.g., "The author's perspective is impacted by..."; "An example from the text is..."). (RI&RL)
<p>7R6: <i>In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. (RL)</i></p> <p><i>In informational texts, analyze how the author distinguishes his</i></p>	<p><i>Determine and analyze how an author distinguishes point of view in informational and narrative texts.</i></p>	<ul style="list-style-type: none"> ● Identify and explain personal pronouns that convey the author's point of view and purpose. (RI&RL) ● Use compare-and-contrast words and phrases (e.g., same, different, but, similar, whereas, however) to explain differences in the points of views and perspectives of different characters or narrators. (RL) ● Identify transitional words that signal how the author distinguishes his or her position from that of others (e.g., but, because, if). (RI)

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<p><i>or her position from that of others. (RI)</i></p>		<ul style="list-style-type: none"> ● Use sentence structures to explain how the author’s point of view differs from that of others (e.g., “The author’s position is the same as _____ because _____.”; “The points of view are different in that _____, as shown by _____.”). (RI)
<p>8R6: <i>In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. (RL)</i></p> <p><i>In informational texts, analyze how the author addresses conflicting evidence or viewpoints. (RI)</i></p>	<p><i>Determine and analyze how author responds to conflicting evidence or viewpoints and how an author creates literary effects.</i></p>	<ul style="list-style-type: none"> ● Identify nouns and associated pronouns that convey the author’s point of view (e.g., we). (RI&RL) ● Use compare-and-contrast words and phrases (e.g., same, different, but, similar, whereas, however) to explain how different points of views and perspectives are used to create a literary effect. (RL) ● Identify transitional words that signal how the author responds to conflicting viewpoints (e.g., but, because, if). (RI) ● Use sentence structures to analyze an author’s perspective (e.g., “The use of mood/tone/etc. contributes to the main idea that…”). (RI) ● Use language and vocabulary related to literary elements and devices to describe point of view. (RL)
<p>9-10R6: <i>Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)</i></p>	<p><i>Analyze the author’s use of point of view, perspective and, purpose to develop a message.</i></p>	<ul style="list-style-type: none"> ● Identify nouns and associated pronouns that convey the author’s point of view (e.g., we). (RI&RL) ● Identify the use of rhetorical devices and literary strategies (e.g., numbering the arguments, repetition) that strengthen the author’s explicit and implicit messages (e.g., “The first is…”; “The second is…”). (RI&RL) ● Use sentence structures that explain the author’s point of view (e.g., “The author’s stance is…”; “The author uses _____ to advance the argument”). (RI&RL) ● Analyze text for language clues to identify explicit and implicit messages. (RI&RL)

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		<ul style="list-style-type: none"> ● Use language and vocabulary related to literary elements and devices to describe point of view. (RL)
<p>11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)</p>	<p>Analyze the author's use of point of view, perspective and, purpose to develop a message.</p>	<ul style="list-style-type: none"> ● Identify and explain how personal pronouns convey the author's point of view (e.g., I, we). ● Identify the author's diction and explain how it shapes the author's message. (RI&RL) ● Use sentence structures that explain the author's point of view and use of rhetoric to advance the argument (e.g., "The author's stance is _____, and he uses the following rhetorical devices to show that _____."). (RI&RL) ● Use language and vocabulary related to literary elements and devices to describe point of view. (RL)

Reading Standard 7

NGLS Reading Anchor Standard 7	Main Academic Demand
<i>Integrate and evaluate content presented in diverse media and formats.</i>	<i>Synthesize and evaluate content presented in various formats.</i>

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
KR7: <i>Describe the relationship between illustrations and the text. (RI&RL)</i>	<i>Make connections between illustrations and text.</i>	<ul style="list-style-type: none"> ● Identify words and phrases that describe how illustrations connect to the text (e.g., “The picture shows _____ and the words say _____.”; “There is/are _____ in the picture”; “This/These is/are (a)...”). (RI&RL) ● Identify/use the nouns, associated pronouns that indicate the subject of the illustrations and text. (RI&RL) ● Identify/use the verbs that indicate the action(s) depicted in the illustrations and the text. (RI&RL)
1R7: <i>Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)</i>	<i>Discuss story elements and/or topics using illustrations and details.</i>	<ul style="list-style-type: none"> ● Identify/use words and phrases, in writing or verbally, that discuss story elements using illustrations and details (e.g., “The main character is...”; “The setting of the story is...”; “The picture shows that the setting is...”; “I know this because...”). (RL) ● Identify/use words and phrases, in writing or verbally, that discuss topics using illustrations and details (e.g., “I read about...”; “In the picture, I see...”; “The _____ in the picture is/are [verb]”; “I know this because...”), (RI)
2R7: <i>Demonstrate understanding of story elements and/or topics by applying information gained from</i>	<i>Apply information gained from illustrations or text features to demonstrate understanding of story elements and/or topics.</i>	<ul style="list-style-type: none"> ● Use words and phrases, in writing or verbally, to demonstrate understanding of story elements using illustrations or text features (e.g., “I know that _____ is the main character in the story because I see _____ in the picture.”) (RL)

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<i>illustrations or text features. (RI&RL)</i>		<ul style="list-style-type: none"> ● Use words and phrases, in writing or verbally, to demonstrate understanding of topics using illustrations or text features (e.g., “The main topic of the text is _____ because _____ is in the picture”; “After reading the headings, I think that the text is about _____”; “The caption under the picture says _____”). (RI)
3R7: <i>Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)</i>	<i>Explain how illustrations or text features contribute to clearer understanding of the text.</i>	<ul style="list-style-type: none"> ● Use words and phrases, in writing or verbally, to explain how illustrations or text features contribute to conveying meaning in the text (e.g., “The caption says that _____ which helps me understand the picture”; “When I look at the picture, I understand _____ in the story”). (RI&RL)
4R7: <i>Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations) and explain how the information contributes to an understanding of the text. (RI&RL)</i>	<i>Identify and explain how information presented visually, orally, or quantitatively contributes to understanding of the text.</i>	<ul style="list-style-type: none"> ● Use phrases and sentences, in writing or verbally, to explain how information presented visually, orally, or quantitatively contributes to understanding the text (e.g., “When I saw the animation, I understood that...”, “After watching the video, I think that...”, “From the graph I understand that...”). (RI&RL) ● Explain how elements of charts, graphs, diagrams, etc. (e.g., tables, keys, axes) contribute to understanding the text using quantitative vocabulary (e.g., “The graph shows that one quarter of the students in the school...”; “The map key tells me that...”). (RI&RL) ● Interpret quantitative information (e.g., “a percentage of...”; “half/a third/a fourth of...”; “The graph/chart shows...”; “according to the graph...”). (RI) ● Explain how the information contributes to an understanding of the text (e.g., “The facts show ...”; “the picture of Mama Berta reflects ...”). (RI&RL)

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<p>5R7: <i>Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)</i></p>	<p><i>Analyze how visual and multimedia elements add meaning to a text.</i></p>	<ul style="list-style-type: none"> ● Explain how the information from visual sources adds meaning and deepens understanding of the text (e.g., “The video helps me understand_____in the text”; “From the website, I inferred that...”; The illustration clarifies...”; “Listening to the podcast episode helped me understand...”). (RI&RL)
<p>6R7: <i>Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)</i></p>	<p><i>Compare and contrast how different media formats contribute to understanding of a subject.</i></p>	<ul style="list-style-type: none"> ● Use phrases and sentences, in writing or verbally, to compare and contrast how different media formats contribute to understanding of a subject (e.g., “The text indicated that , but the video helps me understand_____”; “The information on the website differs from the text in that...”; “Before I watched the program, I thought_____, but now I realize that_____.”) (RI&RL) ● Use compare-and-contrast vocabulary, phrases, and structures (e.g., the same, different, both, whereas, as a result, “While the video_____, the book_____.”) to analyze how different media portray a subject. (RI&RL)
<p>7R7: <i>Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format’s portrayal of a subject. (RI&RL)</i></p>	<p><i>Compare and contrast a written text with different media formats to analyze their specific techniques in the portrayal of a subject.</i></p>	<ul style="list-style-type: none"> ● Use phrases and sentences, in writing or verbally, to compare, contrast, and analyze how different media formats and their specific techniques contribute to portraying a subject (e.g., “The use of [lighting and music] in the play portrayed the subject as _____, even though the book portrayed the subject as_____.”) (RI&RL) ● Use appropriate compare-and-contrast vocabulary, phrases, and structures to analyze the effects different media have on a subject. (e.g., “The video portrayed the protagonist as happy in comparison to the text which used words such as melancholy to describe the main character.”) (RI&RL) ● Use appropriate cause-and-effect vocabulary, phrases and structures to analyze the effects different media have on a subject (e.g., “In the novel, “The Outsiders,” the author explained

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		<p>_____, but the movie did not; therefore, movie viewers might not understand_____.”) (RI&RL)</p>
<p>8R7: Evaluate the advantages and disadvantages of using different media--text, audio, video, stage, or digital--to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. (RI&RL)</p>	<p>Evaluate the advantages and disadvantages of using different media to present a subject/idea and analyze the level of fidelity to the written text.</p>	<ul style="list-style-type: none"> • Use phrases and sentences, in writing or verbally, to evaluate and analyze the advantages and disadvantages of using different media to present a particular subject (e.g., “Having watched the movie, I noted the advantage of using special effects to show unrealistic events such as_____”; “This video is the closest representation of the text because_____”; “A disadvantage of using audio only to present a particular subject is_____”). (RI&RL) • Use compare-and-contrast vocabulary and structures, in writing or verbally, to evaluate the advantages and disadvantages of using different sources (e.g., “The interview presents_____, whereas the text clarifies_____”; “Both sources show ...”; “One advantage/disadvantage of this type of media is ...”). (RI&RL) • Analyze if a production sustains or digresses from the source text using supporting evidence (e.g., “The performance of the play is mostly similar to the script because_____.”; “The audio book is drastically different from the novel because the audio narrator _____.”; “This video is the closest representation of the text because_____.”). (RL)
<p>9-10R7: Analyze how a subject/content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject/content or key scene in two different formats, examine the differences between a historical</p>	<p>Analyze how the details of a subject/content are emphasized, altered, or absent in different forms of presentation.</p>	<ul style="list-style-type: none"> • Use phrases and sentences, in writing or verbally, to analyze how the details of a subject/content are emphasized, altered, or absent in different forms of presentation (e.g., “In the historical novel, it is evident that_____, whereas in the documentary, the absence of _____ indicates_____”; “An example of an omission in _____ is_____, which could be intentional because_____”; “The author’s purpose in writing_____ differs from the documentarian’s purpose in producing_____ because _____.”). (RI&RL)

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<p><i>novel and a documentary). (RI&RL)</i></p>		<ul style="list-style-type: none"> ● Use words or phrases to compare and contrast different accounts of the same event (e.g., “The NYT coverage states _____, whereas the account by the JFK library emphasizes _____.”; “Both texts demonstrate ...”). (RI&RL)
<p>11-12R7: <i>In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL)</i></p> <p><i>In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. (RI)</i></p>	<p><i>Analyze multiple adaptations of a literary text presented in different formats and evaluate each version’s interpretation of the sources. (RL)</i></p> <p><i>Integrate and evaluate sources on the same topic to address a question or solve a problem. (RI)</i></p>	<ul style="list-style-type: none"> ● Use phrases and sentences, in writing or verbally, to analyze multiple adaptations of a literary text presented in different formats (e.g., “The graphic novel used _____ to demonstrate the idea of _____, while the video used _____ to portray the same idea.”; “The author of the original novel emphasized these ideas through...”). (RL) ● Use phrases and sentences, in writing or verbally, to evaluate each version’s interpretation of the sources (e.g., “The self-portrait of Frida Kahlo depicts _____, which directly showcases _____.”) (RL) ● Use phrases and sentences, in writing or verbally, to integrate and evaluate sources on the same topic to address a question or solve a problem (e.g., “After analyzing the comparative graph and the discussion of the data, it was possible to conclude that...”; “The results of the experiment indicate that _____; however, the results obtained from experiments performed by other scientists demonstrated that _____.”) (RI)

Reading Standard 8

NGLS Reading Anchor Standard 8	Main Academic Demand
<i>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</i>	<i>Evaluate author's claims and supporting evidence.</i>

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KR8: <i>Identify specific information to support ideas in a text. (RI&RL)</i>	<i>Identify information that supports text ideas.</i>	<ul style="list-style-type: none"> ● Identify key words, phrases, sentences, and text structures that provide specific information to support ideas in a text or illustration. (RI&RL) ● Use descriptive words and phrases to provide specific information (e.g., "Here the book says..."). (RI&RL)
1R8: <i>Identify specific information an author or illustrator gives that supports ideas in a text. (RI&RL)</i>	<i>Identify supporting information provided by author/illustrator that supports ideas in text</i>	<ul style="list-style-type: none"> ● Identify key words, phrases, sentences, and text structures that provide specific information to support ideas in a text or illustration. (RI&RL) ● Describe how the author/illustrator introduces and supports an idea (e.g., "The author/book says..."; "here it says..."; "the illustrator shows..."). (RI&RL)
2R8: <i>Explain how specific points the author or illustrator makes in a text are supported by relevant reasons. (RI&RL)</i>	<i>Explain how the author's/illustrator's claims are supported by evidence in a text.</i>	<ul style="list-style-type: none"> ● Identify key words, phrases, sentences, and text structures that indicate the author's or illustrator's claim/idea. (RI&RL) ● Identify key words, phrases, sentences, and text structures that indicate support or reasons for an idea (e.g., for example ..., one reason for this is ...). (RI&RL) ● Use sentence structures to explain how an author or illustrator provides reasons and support for their ideas (e.g., "The author tells us _____ by _____"; "The illustrator shows us _____ by _____"; "We know _____ because _____"). (RI&RL)

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		<ul style="list-style-type: none"> ● Use words and phrases to support reasons with evidence from the text (including information and details from text), (RI&RL)
<p>3R8: <i>Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL)</i></p>	<p><i>Explain how the author’s claim is supported by evidence.</i></p>	<ul style="list-style-type: none"> ● Identify/use words, phrases, sentences, and text organization to identify reasons and evidence. (RI&RL) ● Use sentence structures to explain how an author provides reasons and support for their ideas (e.g., “The author tells us by_____”; “We know_____because_____”). (RI&RL) ● Support the author’s reasons by using information and details from text (e.g., “One reason...”; “another reason...”). (RI&RL)
<p>4R8: <i>Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL)</i></p>	<p><i>Explain how the author’s claim is supported by evidence.</i></p>	<ul style="list-style-type: none"> ● Identify/use words, phrases, sentences, and text organization to identify reasons and evidence. (RI&RL) ● Explain how words, phrases and facts support the evidence presented. (RI&RL) ● Explain how an author provides reasons to support his/her claim (e.g., “The author/ says...”; “According to the text...”; “The author tells us_____by_____”; “We know_____because_____”; “the fact that_____explains_____is_____”). (RI&RL)
<p>5R8: <i>Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI&RL)</i></p>	<p><i>Describe how the supporting evidence connects with the author’s claim.</i></p>	<ul style="list-style-type: none"> ● Use words and phrases to identify reasons and evidence (examples and descriptions), (RI&RL) ● Identify/use transitional words and phrases (e.g., since, so, for example, in fact, specifically) that signal the introduction of reasons or evidence. (RI&RL) ● Use sentence structures to explain the reasons and evidence the author presents to support a particular point (e.g., “The author/ says...”; “According to the text_____, which means that _____”; “The author tells us_____by_____”; “We know_____because_____”; “the fact that_____explains is_____.”). (RI&RL)

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners</i>
6R8: Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI&RL)	<i>Evaluate whether the author's claims are supported by evidence.</i>	<ul style="list-style-type: none"> ● Identify/use transitional words and phrases (e.g., but, as a result, therefore, however) to analyze the organization of the text and trace the development of an author's argument. (RI&RL) ● Use words, phrases, and facts to identify and discuss the evidence. (RI&RL) ● Use words and phrases to evaluate claims (interpretations) that are supported and unsupported by reasons and evidence (e.g., "This claim is supported/not supported by the fact that..."; "the reasons provided support/don't support the following claims..."). (RI&RL)
7R8: Trace and evaluate the development of an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (RI&RL)	<i>Evaluate and assess the author's claims and relevance of supporting evidence and identify irrelevant evidence.</i>	<ul style="list-style-type: none"> ● Identify/use transitional words and phrases (e.g., in fact, furthermore) to trace how an argument develops. (RI&RL) ● Recognize/use specific sentence patterns (e.g., comparative sentences) to identify claims (interpretations). (RI&RL) ● Use words and phrases to identify the validity of the author's evidence and specific claims (e.g., facts and numbers/statistics, opinions, and hypothetical claims). (RI) ● Evaluate claims to determine which are substantially supported by evidence from those that are not. (RI&RL) ● Use sentence structures to evaluate the soundness of the evidence (e.g., "The author considers that..."; "the text examines..."). (RI&RL)
8R8: Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when	<i>Evaluate and assess the author's claims and relevance of supporting evidence and identify irrelevant evidence.</i>	<ul style="list-style-type: none"> ● Identify/use transitional words and phrases (e.g., but, instead, thus) to trace the author's argument. (RI&RL) ● Identify/use specific sentence patterns (e.g., comparative sentences) to identify claims (interpretations). (RI&RL)

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<i>irrelevant evidence is introduced. (RI&RL)</i>		<ul style="list-style-type: none"> ● Use words and phrases to identify the validity of the author’s evidence and specific claims (e.g., facts and numbers/statistics, opinions, and hypothetical claims). (RI) ● Compare and contrast claims to determine which are substantially supported by evidence from those that are not. (RI&RL)
9-10R8: <i>Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI&RL)</i>	<i>Delineate and evaluate validity of the author’s claims/argument and relevance of supporting evidence.</i>	<ul style="list-style-type: none"> ● Identify/use transitional words and phrases (e.g., thus, furthermore) to trace the author’s arguments. (RI&RL) ● Identify/use specific sentence patterns (e.g., comparative sentences) to identify claims (interpretations). (RI&RL) ● Use words and phrases to identify the validity of the author’s evidence and specific claims (e.g., facts and numbers/statistics, opinions, and hypothetical claims). (RI) ● Use sentence structures to evaluate the soundness and sufficiency of the evidence (e.g., “The author considers that...”; “the text examines...”; “there is/is not enough evidence to support the claims that...”). (RI&RL)
11-12R8: <i>Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI&RL)</i>	<i>Delineate and evaluate the validity of an argument and supporting evidence in texts using a critical approach.</i>	<ul style="list-style-type: none"> ● Identify/use transitional words and phrases (e.g., moreover, however, in addition to, on the contrary...) to trace authors’ arguments and reasoning across texts. (RI&RL) ● Use sentence structures to evaluate the soundness and sufficiency of the evidence (e.g., “The author considers that...”; “the text examines...”; “there is/is not enough evidence to support the claims that...”). (RI&RL) ● Use words and phrases to identify the validity of the author’s evidence and specific claims (e.g., facts and numbers/statistics, opinions, and hypothetical claims). (RI)

Reading Standard 9

NGLS Reading Anchor Standard 9	Main Academic Demand
<i>Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.</i>	<i>Analyze texts through multiple perspectives and identify criteria for quality across the genres.</i>

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KR9: <i>Make connections between self, text, and the world. (RI&RL)</i>	<i>Connect a text to self and/or the world.</i>	<ul style="list-style-type: none"> ● Identify key words and phrases related to the topic. (RI&RL) ● Discuss connections between a text and their life and/or the world (e.g., “This story/picture is like...”; “This story reminds me of/makes me think of...”). (RI&RL) ● Use compare-and-contrast language to make connections between self, text, and the world. (RI&RL)
1R9: <i>Make connections between self and text (texts and other people/world). (RI&RL)</i>	<i>Connect a text to self and/or the world.</i>	<ul style="list-style-type: none"> ● Identify key words and phrases related to the topic. (RI&RL) ● Discuss connections between a text and their life and/or the world (e.g., This story/picture is like/not like _____ because _____”; “This story reminds me of/makes me think of...”). (RI&RL) ● Use compare-and-contrast words and phrases (e.g., like, same, similar, different) to make connections self, text, and the world. (RI&RL)
2R9: <i>Make connections between self and text (texts and other people/world). (RI&RL)</i>	<i>Connect a text to self and/or the world.</i>	<ul style="list-style-type: none"> ● Identify key words, phrases and sentences related to the topic. (RI&RL) ● Discuss connections between a text and their life and/or the world (e.g., “This story/ plot is like/not like _____ because _____”; “This story reminds me of/makes me think of...”). (RI&RL)

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		<ul style="list-style-type: none"> ● Use compare-and-contrast words and phrases (e.g., like, same, similar, different) to make connections to self, text, and the world. (RI&RL) ● Independently construct a Venn diagram to compare and contrast two characters in a story. (RI&RL)
<p>3R9: <i>Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)</i></p>	<p><i>Identify the genre of a text and draw connections between the text(s) and multiple sources of information.</i></p>	<ul style="list-style-type: none"> ● Use compare-and-contrast words and phrases (e.g., like, as well, but, also, alike, in one hand, in the other hand, however) to make linkages and connections in a text. (RI&RL) ● Analyze keywords, phrases, and text clues related to sentence structures and text organization to determine the genre. (RI&RL) ● Compare and contrast similarities and differences between the texts and other sources of information (e.g., “These two texts/situations are the same in that _____ but they differ in that _____; this text shows that _____, but this event shows _____.”). (RI&RL) ● Independently construct a Venn diagram to compare and contrast two characters in a story. (RI&RL)
<p>4R9: <i>Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)</i></p>	<p><i>Identify the genre of multiple texts (literary and informational) and draw connections between the text(s) and multiple sources of information.</i></p>	<ul style="list-style-type: none"> ● Use compare-and-contrast words and phrases (e.g., like, as well, but, also, alike, in one hand, in the other hand, however, generally, even though) to make linkages and connections. (RI&RL) ● Evaluate keywords, phrases, and text clues related to sentence structures and text organization to determine genre. (RI&RL) ● Identify keywords, phrases, and text clues related to sentence structures and text organization to determine three characteristics of the particular genre. (RI&RL) ● Identify keywords that indicate which topics both sources share (e.g., India, cuisines, music, etc.). (RI&RL)

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		<ul style="list-style-type: none"> ● Use sentence structures to integrate the information from both sources (e.g., “I learned from both texts that...”). (RI&RL) ● Compare and contrast similarities and differences between the texts and other sources of information (e.g., “These two texts/situations are the same in that _____ but they differ in that _____; this text shows that _____, but this event shows _____.”). (RI&RL) ● Independently construct a Venn diagram highlighting characteristics that pertain to two different genres. (RI&RL)
<p>5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. (RI&RL)</p>	<p><i>Categorize and make informed judgments about texts based on criteria and draw connections between the text(s) and multiple sources of information.</i></p>	<ul style="list-style-type: none"> ● Use a list of characteristics for each genre to identify key words, phrases, and text clues to categorize and evaluate a text across genres. (RI&RL) ● Use compare-and-contrast words and phrases (e.g., like, as well, but, also, alike, in one hand, in the other hand, however, generally, even though) to make linkages and connections. (RI&RL) ● Identify the key words that indicate themes or topics that the sources share (e.g., Hurricane Katrina, survival). (RI&RL) ● Synthesize the information from several perspectives (e.g., “What I learned from these texts is...”; “when I looked at the information from both perspectives I learned that...”) to make connections between self, a text, and other sources of information. (RI&RL) ● Compare and contrast similarities and differences between the texts and other sources of information (e.g., “These two texts/situations are the same in that _____ but they differ in that _____; this text shows that _____, but this event shows _____.”). (RI&RL)
<p>6R9: Use established criteria in order to evaluate the quality of texts. Make connections to other</p>	<p><i>Evaluate texts based on criteria and draw connections between</i></p>	<ul style="list-style-type: none"> ● Identify/use keywords, phrases, text clues, word choice, sentence structure, and organization to evaluate a text based on criteria. (RI&RL)

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<p><i>texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)</i></p>	<p><i>the text(s) and multiple sources of information.</i></p>	<ul style="list-style-type: none"> ● Identify keywords that indicate the topic that the sources share (e.g., space exploration, ancient worlds). (RI&RL) ● Use sentence structures to compare and contrast between a text and other sources of information (e.g., “The sources develop the following themes..., but differ in that...”; “this author develops the story by..., whereas the other one develops it by...”). ● Use sentence structures to compare and contrast between the texts and other sources of information (e.g., “The sources develop the similar themes, such as _____, but they differ in that _____; this author develops the story by _____, whereas the other text is developed by _____.”). (RI&RL) ● Use compare-and-contrast words and phrases (e.g., like, as well, but, also, alike, in one hand, in the other hand, however, generally, nevertheless, notwithstanding, despite, even though) to make linkages and connections.(RI&RL)
<p>7R9: <i>Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)</i></p>	<p><i>Evaluate texts based on criteria and draw connections between the text(s) and multiple sources of information.</i></p>	<ul style="list-style-type: none"> ● Identify/use keywords, phrases, text clues, word choice, sentence structure, and organization to evaluate a text based on criteria (e.g., author’s achievement of purpose, portrayal of themes, impact on reader). (RI&RL) ● Use sentence structures to compare and contrast between the texts and other sources of information (e.g., “Both texts present evidence regarding _____; however, _____;” “the evidence presented in these texts is different/similar in that _____”; “both and _____ make the point that _____.”). (RI&RL)
<p>8R9: <i>Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives,</i></p>	<p><i>Determine and use criteria to evaluate texts and draw connections between the text(s) and multiple topics.</i></p>	<ul style="list-style-type: none"> ● Identify/use keywords, phrases, text clues, word choice, sentence structure, and organization to evaluate a text based on criteria. (RI&RL)

<p align="center">NGLS Grade Level Standard</p>	<p align="center">Grade Level Academic Demand</p>	<p align="center">Linguistic Demand</p> <p align="center"><i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i></p>
<p><i>eras, and personal experiences. (RI&RL)</i></p>		<ul style="list-style-type: none"> ● Identify the genre, themes, arguments, evidence (facts), word choices, sentence structures, and organization of text in order to develop criteria to evaluate the quality of texts. (RI&RL) ● Use compare-and-contrast words (e.g., both, like, similar, although, even though, however, but, whereas) and sentence structures to make connections between a text and other sources of information (e.g., “Even though both texts present information on _____, they differ in that _____”; “the information presented in _____ conflicts with the information presented in _____”). (RI&RL)
<p>9-10R9: <i>Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)</i></p>	<p><i>Determine and use criteria to evaluate texts and draw connections between the text(s) and multiple sources of information.</i></p>	<ul style="list-style-type: none"> ● Identify/use key words and phrases that can be used to develop criteria to evaluate texts. (RI&RL) ● Identify the genre, themes, central idea, arguments, evidence (facts), word choices, literary devices, sentence structures, and organization of text in order to develop criteria to evaluate the quality of texts. (RI&RL) ● Use compare-and-contrast words (e.g., whereas, however, in comparison, even though, in other words, on the other hand) and sentence structures to make connections between a text and other sources of information (e.g., This text/source represents _____, whereas the other text/source focuses on _____”; “both texts/authors/sources address issues of _____ but differ in that _____.”). (RI&RL)
<p>11-12R9: <i>Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)</i></p>	<p><i>Determine and use criteria to evaluate texts and draw connections between the text(s) and multiple sources of information.</i></p>	<ul style="list-style-type: none"> ● Identify the genre, themes, arguments, evidence (facts), word choices, sentence structures, and organization of text in order to develop criteria to evaluate the quality of texts. (RI&RL) ● Use compare-and-contrast words (e.g. whereas, however, in comparison, even though, in other words, on the other hand, notwithstanding, nevertheless) to make connections between a text and other sources of information. (RI&RL)

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
		<ul style="list-style-type: none"> ● Use sentence structures to make connections between a text and other sources of information (e.g., “This text represents_____, whereas the other text focuses on_____”; “both texts/authors/sources address issues of_____but differ in that _____”; “both authors/sources agree on_____, but disagree on_____”; “the first text presents information on_____, whereas, the second text presents_____.”). (RI&RL)

Writing Anchor Standards

Text Types and Purposes

- STANDARD 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- STANDARD 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- STANDARD 3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
- STANDARD 4:** Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
- STANDARD 5:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Presentation of Knowledge and Ideas

- STANDARD 6:** Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
- STANDARD 7:** Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism.

Welcoming and Affirming Environment

- Incorporate student choice when assigning writing topics to enhance intrinsic motivation. Oftentimes when students feel more invested in a topic, they will have more to say and write about.
- Help students identify their learning styles and preferred supports needed to engage in the writing process (e.g., graphic organizers, collaborative writing, writers' workshop, sentence starters).
- Allow students to share ideas orally before writing with a peer or in a small group.



High Expectations and Rigorous Instruction

- Use mentor texts to provide students with examples and to inform their writing.
- Provide targeted feedback that acknowledges students' growth and language acquisition, encourages critical thinking, and supports self-esteem. Provide students sufficient time to act on the feedback.



Inclusive Curriculum and Assessment

- Provide tiered writing activities and assignments in order to give students of various English proficiency levels the opportunity to fully participate in all classroom activities.
- Engage students in authentic assessments such as developing a writing portfolio so that they have multiple ways to demonstrate their learning.



Ongoing Professional Learning and Support

- Consider and learn about how students from different cultures may use a different lens through which to view, evaluate, and assess certain literary themes. Understand that these students' concepts related to authority, time, family dynamics, gender roles, love, etc., may vary greatly from your own.
- Learn about the languages spoken by students in the class. Consider how linguistic elements such as grammar, syntax, orthography, and semantics may shape students' written communication.



Considerations and Strategies to Support ELLs with Disabilities for Learning Standards in Writing

Teachers should be using the principles of Universal Design for Learning (UDL) in developing their lesson plans to support all students by enhancing the design of classroom and instructional practices and accommodating and supporting a variety of learning styles. However, while scaffolds and supports are important for all students, ELLs with disabilities will require more individualized accommodations and instruction to address specific disability needs. It is important to consider each student's disability, and how it may affect reading in the development of the student's IEP. Below are sample considerations and strategies related to processing differences that impact writing, mainly in the areas of handwriting, spelling, and organization of ideas.

Sample Considerations

In considering and explicitly planning to address the needs of ELLs with disabilities, teachers should identify needed supports, services, accommodations, teaching strategies, learning strategies, etc., that the student may need.

Processing Differences	Learning Behaviors Manifested
Orthographic processing	Difficulties in areas of legibility and automaticity; difficulty writing in a clear, legible, and organized manner
Visual Motor Integration	Difficulty with copying from the board or from books; spacing; organization
Expressive Language	Difficulty in expressing ideas orally and in writing

Sample Strategies

- Provide opportunities for students to use multiple means of expression (e.g., oral presentations, drawings, videos).
- Allow use of computer for writing assignments, including the use of speech-to-text technologies.
- Use graph paper and varied types of lined paper to help with organization and neatness.
- Provide post-it notes and graphic organizers, with a focus on how to select and use them as tools for organizing ideas.
- Provide sentence frames and starters as well as paragraph frames to be used for oral and written expression.
- Encourage students to talk things out with a partner, small group, and/or the teacher prior to writing them down.

Ongoing Professional Learning and Support

- Provide ongoing PD for all teachers to understand the various disability categories and how they affect student performance, engagement, etc.
- Provide PD and planning time for teachers in different roles (classroom/bilingual teacher, ENL teacher, special education teacher, speech language pathologist, etc.) to discuss and plan together to maximize supports that will benefit diverse learners in the classroom.

Language Standards, Functions & Forms Matrix for Writing

Standard	ELA Content	Language Function	Language Standard Link	Language Forms and Skills Associated with the Function
Writing 1	Argument	<ul style="list-style-type: none"> • Evaluate • Inform • Describe • Persuade • Compare/contrast • Make claims • Draw conclusions 	<ul style="list-style-type: none"> • 1,2 3,6 	<ul style="list-style-type: none"> • Modal verbs • Sequencing words and structures • Comparative and Superlative adjectives (good/better/best) • Demonstrative adjectives (this/that/these/those) • Conditional conjunctions • Prepositional phrases • Specificity of word choice to convey meaning
Writing 2	Informative/ Explanatory Writing	<ul style="list-style-type: none"> • Describe • Retell • Compare/contrast • Summarize • Analyze • Explain 	<ul style="list-style-type: none"> • 1, 2, 3, 4, 6 	<ul style="list-style-type: none"> • Conjunctions – correlative and subordinating • Adverbs of manner, degree and time • Past tense forms (e.g., simple past, past continuous, past perfect, etc.) • Comparative and Superlative adjectives (good/better/best) • Demonstrative adjectives (this/that/these/those)
Writing 3	Narrative	<ul style="list-style-type: none"> • Describe • Retell • Persuade • Define • Express likes and needs • Sequence 	<ul style="list-style-type: none"> • 1, 2, 3, 4, 5 	<ul style="list-style-type: none"> • Grammatical person (first person, third person, omniscient, etc.) • Use of past tense and perfect sentence structures • Descriptive adjectives of quality, quantity, and number • Figurative language • Phrasal verbs • Idioms and idiomatic expressions • Understanding and choosing the appropriate language register for the task • Adverbs of time, manner, degree, frequency and place • Relative clauses
Writing 4	Developing connections within and	<ul style="list-style-type: none"> • Draw conclusions • Inferences • Analyze 	<ul style="list-style-type: none"> • 1, 2, 3, 5, 6 	<ul style="list-style-type: none"> • Abstract nouns • Nominalizations • Modals and auxiliary verbs

	across genres	<ul style="list-style-type: none"> • Generalize • Summarize 		<ul style="list-style-type: none"> • Comparative adjectives • Adverbs of place
Writing 5	Read closely; Draw inferences; Cite evidence	<ul style="list-style-type: none"> • Infer • Predict • Hypothesize • Seek Information 	<ul style="list-style-type: none"> • 1, 2, 3 	<ul style="list-style-type: none"> • Interrogative question forms • Future tense • Descriptive language • If..not/if...then conditionals • Modal verbs
Writing 6	Focused Research	<ul style="list-style-type: none"> • Analyzing • Summarizing • Explaining • Defining 	<ul style="list-style-type: none"> • 1, 2, 4, 6 	<ul style="list-style-type: none"> • Specific vocabulary, possibly related to content • Verbs: auxiliary and modal • Phrasal verbs • Understanding and choosing the appropriate language register for the task • Adverbs of manner • Declarative and complex sentences
Writing 7	Media Literacy and integrating information	<ul style="list-style-type: none"> • Paraphrasing • Evaluating • Synthesizing • Interpreting 	<ul style="list-style-type: none"> • 3, 4, 5, 6 	<ul style="list-style-type: none"> • Language of propaganda • Nominalizations • Comparative adjectives • Abstract nouns • Specificity of word choice to convey meaning

Writing Standard 1

NGLS Writing Anchor Standard 1	Main Academic Demand
<i>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i>	<i>Craft arguments supporting a claim using valid reasoning and relevant and sufficient evidence.</i>

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<i>KW1:</i> Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that topic.	<i>Combine drawing, dictating, writing, and/or oral language to give an opinion with supporting reasons about a familiar topic.</i>	<ul style="list-style-type: none"> ● Introduce a familiar topic or personal experience by combining oral expression and/or drawing to express an opinion (e.g., “I like/don’t like...”; “My favorite_____is_____.”). ● Express opinions in writing, oral expression and/or drawing when introducing a topic (e.g., “I like...”; “I think that...”; “That is/isn’t...”). ● Provide reasons when supporting opinions in writing, oral expression and/or drawing (e.g., “I like books because...”).
<i>1W1:</i> Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.	<i>Write an opinion giving two or more supporting reasons on a topic or personal experience.</i>	<ul style="list-style-type: none"> ● Express an opinion, orally or by drawing, using words, phrases and/or sentences on a topic or personal experience (e.g., “My favorite book is ...”). ● Provide supporting reasons (e.g., because). ● Connect ideas with transitional words (e.g., one reason, another reason). ● Choose adjectives and/or verbs (e.g., mean, kind, liked, didn’t like) to support opinions and reasons.

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<p>2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence.</p> <p><i>Please note: Students in 2nd grade should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons. For example, a student’s opinion could be “I like cupcakes.” A student’s claim could be “Cupcakes are the best snack.” A student’s argument could be “Cupcakes are the best snack because…” with supporting reasons and evidence.</i></p>	<p><i>Write an opinion or an argument on a topic, using clear reasons and relevant evidence.</i></p>	<ul style="list-style-type: none"> ● Introduce an opinion or argument on a topic or personal experience (e.g., “My favorite _____ is _____”; “Dogs are better than cats because _____”; “The best pet is _____.”). ● Support an opinion or argument with clear, relevant reasons and evidence (e.g., “I think that _____ because _____”; “I thought that _____ since _____”; “I didn’t like _____.”). ● Choose verbs, adjectives, and transition words (e.g., should, must) to illustrate the opinion or argument (e.g., “Schools should recycle because…”; “Recycling is important because…”).
<p>3W1: Write an argument to support claim(s), using clear reasons and relevant evidence.</p> <p><i>3W1a: Introduce a claim, supported by details, and organize the reasons and evidence logically.</i></p>	<p><i>Write an argument to support claim(s), using clear reasons supported by details and evidence that are organized logically using precise language and content-specific vocabulary.</i></p> <p><i>Provide concluding statement.</i></p>	<ul style="list-style-type: none"> ● State and support an argument using clear reasons and evidence (e.g., “I believe _____ because _____”; “In my opinion…”). ● Choose precise words and content vocabulary, making connections between words and how they are used. ● Use linking words and phrases to connect claims and evidence (e.g., therefore, since, for example, also). ● Use concluding words and/or phrases (e.g., clearly, obviously, in conclusion).

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<p><i>3W1b: Use precise language and content-specific vocabulary.</i></p> <p><i>3W1c: Use linking words and phrases to connect ideas within categories of information.</i></p> <p><i>3W1d: Provide a concluding statement or section.</i></p>		
<p>4W1: <i>Write an argument to support claim(s), using clear reasons and relevant evidence.</i></p> <p><i>4W1a: Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically.</i></p> <p><i>4W1b: Use precise language and content-specific vocabulary.</i></p> <p><i>4W1c: Use transitional words and phrases to connect ideas within categories of information.</i></p> <p><i>4W1d: Provide a concluding statement or section related to the argument presented.</i></p>	<p><i>Write a well-organized argument to support precise claim(s) using clear reasons and supported by relevant evidence, facts, and details that are organized logically using precise language and content-specific vocabulary.</i></p> <p><i>Provide concluding statement.</i></p>	<ul style="list-style-type: none"> ● Introduce and support an argument (e.g., modal verbs). ● Support reasons with facts (e.g., numbers) and details (e.g., adjectives). ● Connect ideas using transitional words (e.g., for instance, in order to, in addition). ● Use concluding words and phrases (e.g., in summary; in conclusion; overall). ● Choose precise words and content-specific vocabulary, including synonyms and antonyms as related to the topic.

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<p>5W1: Write an argument to support claims with clear reasons and relevant evidence.</p> <p>5W1a: Introduce a precise claim and organize the reasons and evidence logically.</p> <p>5W1b: Provide logically ordered reasons that are supported by facts and details from various sources.</p> <p>5W1c: Use precise language and content-specific vocabulary while writing an argument.</p> <p>5W1d: Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts.</p> <p>5W1e: Provide a concluding statement or section related to the argument presented.</p> <p>5W1f: Maintain a style and tone appropriate to the writing task.</p>	<p><i>Write an argument to clearly support a claim, Organize writing logically with valid reasoning and evidence from various sources that supports the writer’s opinion.</i></p> <p><i>Provide a concluding statement that stems from the argument while maintaining appropriate style and tone.</i></p>	<ul style="list-style-type: none"> ● Introduce a claim and support an argument (e.g., modal verbs). ● Support claims with precise reasons and evidence (e.g., adjectives, adverbs). ● Organize evidence to connect ideas using transitional words (e.g., furthermore, specifically). ● Use concluding words and phrases (e.g., in summary, to conclude).

<p align="center">NGLS Grade Level Standard</p>	<p align="center">Grade Level Academic Demand</p>	<p align="center">Linguistic Demand</p> <p align="center"><i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i></p>
<p>6W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p><i>6W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.</i></p> <p><i>6W1b: Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</i></p> <p><i>6W1c: Use precise language and content-specific vocabulary to argue a claim.</i></p> <p><i>6W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</i></p> <p><i>6W1e: Provide a concluding statement or section that explains the significance of the argument presented.</i></p>	<p><i>Write arguments and claims with credible sources by organizing clear reasons and relevant evidence in a logical manner. Acknowledge and distinguish the claim from a counterclaim.</i></p> <p><i>Use content-specific vocabulary to clarify the argument.</i></p> <p><i>Provide a concluding statement that stems from the argument while preserving the style and tone aligned to the task.</i></p>	<ul style="list-style-type: none"> ● Use precise language and content-specific vocabulary to introduce a claim, distinguished from a counterclaim (e.g., “50% of students...”) and relevant evidence (e.g., facts and information). ● Use transitional vocabulary to organize reasons and to introduce a counterclaim (e.g., on the other hand, however, in particular). ● Use concluding language (e.g., clearly, to conclude) to support the key elements.

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<p><i>6W1f: Maintain a style and tone appropriate to the writing task.</i></p>		
<p>7W1: <i>Write arguments to support claims with clear reasons and relevant evidence.</i></p> <p><i>7W1a: Introduce a precise claim, acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically.</i></p> <p><i>7W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</i></p> <p><i>7W1c: Use precise language and content-specific vocabulary to argue a claim.</i></p> <p><i>7W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</i></p>	<p><i>Write arguments to support claims with logical reasoning and relevant evidence in a cohesive manner and using precise language.</i></p> <p><i>Provide a concluding statement that explains the significance of the argument while preserving the style and tone aligned to the task.</i></p>	<ul style="list-style-type: none"> ● Use precise language and content-specific vocabulary to introduce the argument (e.g., “The author(s) think(s)...”; “The author’s beliefs/assumptions are ...”). ● Use relevant language to introduce reasons (logic of the argument) and evidence (facts and information) (e.g., “The author’s reasons are ...”; “The author makes the point that...”; “The facts that support/don’t support the author’s argument are ...”; “Supporting evidence indicates that ...”). ● Use transitions that explain claims, counterclaims, and reasons and that clarify relationships among ideas and concepts (e.g., “An opposite view is ...”; “Some researchers would claim ...”; “Equally important is ...”). ● Use concluding vocabulary to complete a piece (e.g., In summary; Obviously; In essence; Given these points).

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<p><i>7W1e: Provide a concluding statement or section that explains the significance of the argument presented.</i></p> <p><i>7W1f: Maintain a style and tone appropriate to the writing task.</i></p>		
<p>8W1: <i>Write arguments to support claims with clear reasons and relevant evidence.</i></p> <p>8W1a: <i>Introduce a precise claim, acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically.</i></p> <p>8W1b: <i>Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</i></p> <p>8W1c: <i>Use precise language and content-specific vocabulary to argue a claim.</i></p> <p>8W1d: <i>Use appropriate and varied transitions to create cohesion and clarify the</i></p>	<p><i>Write arguments with clear reasons and relevant evidence, including counterclaims, in a cohesive manner while using varied and precise language and credible sources.</i></p> <p><i>Provide a concluding statement that explains the significance of the argument while preserving the style and tone aligned to the task.</i></p>	<ul style="list-style-type: none"> ● Use introductory vocabulary to distinguish claims from opposing claims (e.g., “The author(s) think(s)...”; “The author’s beliefs/assumptions are...”; “An opposing view is...”; “Some researchers would argue that...”). ● Use precise language and credible sources to support reasons with evidence (facts/numbers) and details (adjectives). ● Explain claims, counterclaims, and reasons using transitions (e.g., for example, similarly, on the contrary). ● Use concluding vocabulary (e.g., in essence, accordingly, as can be seen) to write a concluding statement.

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<p><i>relationships among ideas and concepts.</i></p> <p><i>8W1e: Provide a concluding statement or section that explains the significance of the argument presented.</i></p> <p><i>8W1f: Maintain a style and tone appropriate to the writing task.</i></p>		
<p>9-10W1: <i>Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i></p> <p><i>9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.</i></p> <p><i>9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.</i></p>	<p><i>Write logical arguments, including counterclaims, based on substantive claims, valid reasoning, and relevant, sufficient evidence, in a cohesive manner and using varied and precise language and content-specific vocabulary.</i></p> <p><i>Provide a concluding statement that explains the significance of the argument while preserving the style and tone aligned to the task.</i></p>	<ul style="list-style-type: none"> ● State and develop claims and counterclaims (e.g., based on facts, causes or context). ● Use transitional words or phrases to support and explain claims, counterclaims, and reasons such as cause and effect (e.g., as a result; consequently), compare and contrast (e.g., whereas; rather), and chronological or time markers (e.g., at the present time, from time to time, sooner or later). ● Use concluding vocabulary (e.g., in summary, speaking, in the final analysis, all things considered, to conclude).

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<p><i>9-10W1c: Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.</i></p> <p><i>9-10W1d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.</i></p> <p><i>9-10W1e: Provide a concluding statement or section that explains the significance of the argument presented.</i></p> <p><i>9-10W1f: Maintain a style and tone appropriate to the writing task.</i></p>		
<p>11-12W1: <i>Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i></p> <p><i>11-12W1a: Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an</i></p>	<p><i>Write arguments, including counterclaims, based on substantive claims, valid reasoning, and relevant and sufficient evidence, in varied syntax that allows for cohesion using varied and precise language and content-specific vocabulary.</i></p> <p><i>Provide a concluding statement that explains the significance of</i></p>	<ul style="list-style-type: none"> ● State and develop claims and counterclaims (based on facts, causes or context). ● Use transitional words or phrases to support and explain claims, counterclaims, and reasons such as cause and effect (e.g., as a result; consequently), compare and contrast (e.g., whereas; rather), and chronological or time markers (e.g., at the present time, from time to time, sooner or later). ● Use concluding vocabulary (e.g., in brief, to conclude, in summary), to clarify the importance of the argument.

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<p><i>organization that logically sequences claims, counterclaims, reasons, and evidence.</i></p> <p><i>11-12W1b: Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience’s knowledge level, concerns, values, and possible biases.</i></p> <p><i>11-12W1c: Use precise language, content-specific vocabulary, and literary techniques to express the appropriate complexity of the topic.</i></p> <p><i>11-12W1d: Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.</i></p> <p><i>11-12W1e: Provide a concluding statement or section that</i></p>	<p><i>the argument while preserving the style and tone aligned to the task.</i></p>	

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<i>explains the significance of the argument presented.</i> <i>11-12W1f: Maintain a style and tone appropriate to the writing task.</i>		



Writing Standard 2

NGLS Writing Anchor Standard 2	Main Academic Demand
<p><i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i></p>	<p><i>Write informative/explanatory texts to examine, organize and convey complex ideas and relevant information.</i></p>

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand*
<p>KW2: <i>Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.</i></p>	<p><i>Use drawing, dictating, writing and/or oral language to provide information.</i></p>	<p><i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i></p> <ul style="list-style-type: none"> ● Draw a picture and name the features using nouns (e.g., dog, tree, house). ● Describe a person or object using adjectives (e.g., “The dog is red.”; “The dog is big.”). ● Share experiences verbally, in writing, or in a picture by responding to commands (e.g., “Draw your favorite animal.”; “Tell us about your dog.”). ● Provide information by responding to Yes/No questions (e.g., “Do you have a dog?”; “Is there a dog in the story?”). ● Identify facts about a topic using simple present tense (e.g., “The dog is Clifford.”; “He has white spots.”).

<p>1W2: Write an informative/ explanatory text that introduces a topic, supplying some facts to develop points, and provide some sense of closure.</p>	<p>Write informative/explanatory text to introduce and develop a topic, including facts and providing closure.</p>	<ul style="list-style-type: none"> ● Write simple sentences to inform readers about a topic, answering WHO questions (e.g., “Firefighters help people.”). ● Use simple present tense to describe a topic answering WHAT questions (e.g., “What do firefighters do?” “Firefighters put out fires.”). ● Describe a topic using adjectives (e.g., “Firefighters are brave.”). ● Close their writing with linking words (e.g., “Finally, these are reasons firefighters help people.”).
<p>2W2: Write informative/ explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.</p>	<p>Write informative/explanatory texts to introduce and develop a topic, include facts, and provide a closing section.</p>	<ul style="list-style-type: none"> ● Introduce a content-specific topic using going to (e.g., “I am going to talk about plants.”). ● Provide a series of facts in order, using simple past tense and sequence words (e.g., “First, we planted the seeds.”; “Second, we added water.”; “Next, we put the plant in the sun.”). ● Close writing with expressions that create a compound sentence (e.g., “I learned that plants need a lot of water”; “We see that sunlight is important for plants.”).

<p>3W2: Write informative/ explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p> <p><i>3W2a: Introduce a topic and organize related information together.</i></p> <p><i>3W2b: Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.</i></p> <p><i>3W2c: Use precise language and content-specific vocabulary.</i></p> <p><i>3W2d: Use linking words and phrases to connect ideas within categories of information.</i></p> <p><i>3W2e: Provide a concluding statement or section.</i></p>	<p><i>Write informative/explanatory texts to examine a topic using relevant facts, definitions, details or illustrations and provide a concluding statement.</i></p>	<ul style="list-style-type: none"> ● Introduce a content-specific topic using there is/there are (e.g., “There are seven continents.”). ● Provide a definition for a key idea using superlative and comparative adjectives (e.g., “Asia is the largest continent.”; “Costa Rica is smaller than Mexico.”). ● Reference an image that supports the topic using demonstrative pronouns such as this, that, those, these (e.g., “This part of the map shows the prime meridian.”). ● Provide a series of details using present tense and linking words (e.g., “Additionally, Asia is the largest continent.”). ● Close writing with the expression “which” to create compound and complex sentences (e.g., “Each continent has characteristics that make them unique.”).
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<p>4W2: Write informative/ explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p> <p>4W2a: Introduce a topic clearly and organize related information in paragraphs and sections.</p> <p>4W2b: Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.</p> <p>4W2c: Use precise language and content-specific vocabulary.</p> <p>4W2d: Use transitional words and phrases to connect ideas within categories of information.</p> <p>4W2e: Provide a concluding statement or section related to the information or explanation presented.</p>	<p><i>Write informative/explanatory texts to examine a topic and convey relevant information clearly, using well-defined text structures and vocabulary and provide a concluding statement.</i></p>	<ul style="list-style-type: none"> ● Introduce a topic using simple past tense in a time clause (e.g., “When James ran away from his horrible aunts...”; “When I moved to NY...”). ● Provide a definition for a key detail using adjectives of opinion (e.g., “Strange things started happening”; “In NY everything was very different.”). ● Reference a text feature that supports the topic using demonstrative pronouns such as this, that, those, these (e.g. “This illustration shows...”). ● Provide a series of details using simple past tense and transitional words and phrases, and connect those ideas using simple, compound, or complex, structures (e.g., “When Jack saw her, he tried to run away, but she caught him.”). ● Close their writing with compound or complex sentences (e.g., “Jack and his mother were now very rich, and they lived happily ever after.”).
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<p><i>5W2: Write informative/ explanatory texts to explore a topic and convey ideas and information relevant to the subject.</i></p> <p><i>5W2a: Introduce a topic clearly, provide a general focus, and organize related information logically.</i></p> <p><i>5W2b: Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.</i></p> <p><i>5W2c: Use precise language and content-specific vocabulary to explain a topic.</i></p> <p><i>5W2d: Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts.</i></p> <p><i>5W2e: Provide a concluding statement or section related to the information or explanation presented.</i></p> <p><i>5W2f: Establish a style aligned to a subject area or task.</i></p>	<p><i>Write informative/explanatory texts to clearly introduce and develop a topic and convey ideas and relevant information clearly, logically, and with detail in organized paragraphs and sections using relevant facts, definitions, concrete details, text features, transitional words and phrases, precise language, content-specific vocabulary and style, and a concluding statement related to the information presented.</i></p>	<ul style="list-style-type: none"> ● Introduce a topic using simple past tense. (e.g., “I conducted an experiment...”; “I studied...”). ● Explain details using adverbs (e.g., “the plant quickly absorbed the water.”; “The plant slowly died without water.”). ● Sequence events with subordinating conjunctions (e.g., “Before I watered the plant...”; “The plant grew once...”). ● Provide a concluding statement using specific vocabulary (e.g., “In the end...”; “As a result...”).
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<p>6W2: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>6W2a: Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.</p> <p>6W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p>6W2c: Use precise language and content-specific vocabulary to explain a topic.</p> <p>6W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>6W2e: Provide a concluding statement or section that explains the significance of the information presented.</p> <p>6W2f: Establish and maintain a style appropriate to the writing task.</p>	<p>Write organized informative/ explanatory texts that introduce and develop a topic using relevant facts, content-specific vocabulary, definitions and/or quotations use appropriate transitions, style, and conclusion.</p>	<ul style="list-style-type: none"> ● Introduce a topic using a declarative statement (e.g., “Students should not eat during class because ...”). ● Identify facts, definitions, quotations, examples, and/or details related to the topic. ● Use relevant words and phrases to introduce a focused topic. ● Use general academic words (e.g., benefit, analyze, evaluate, access) and content-specific words (e.g., delta, pharaoh, sarcophagus) accurately in writing. ● Use a variety of words and phrases (e.g., in contrast, especially, because, thus, therefore) to link ideas and information. ● Use concluding words and phrases to provide an ending that is the result of the information presented (e.g., accordingly, as a result, for these reasons, to sum up, overall, due to).
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<p>7W2: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><i>7W2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.</i></p> <p><i>7W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.</i></p> <p><i>7W2c: Use precise language and content-specific vocabulary to explain a topic.</i></p> <p><i>7W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</i></p> <p><i>7W2e: Provide a concluding statement or section that explains the significance of the information presented.</i></p> <p><i>7W2f: Establish and maintain a style appropriate to the writing task.</i></p>	<p><i>Write informative/explanatory well-structured texts to examine a topic with clarity and relevance, using precise language, content-specific vocabulary and style.</i></p>	<ul style="list-style-type: none"> ● Identify facts, definitions, quotations, examples, and details related to the topic. ● Introduce a topic clearly, presenting the ideas that will follow. ● Use a variety of words and phrases to link ideas and information (e.g., in contrast, especially, because, thus, therefore, hence, even though). ● Use general academic words/phrases (e.g., allocated, adjusted, benefit, analyze, evaluate, access) and content-specific words/phrases (e.g., industrial revolution, capitalist) accurately in academic writing. ● Use precise words and phrases to provide a concluding statement (e.g., briefly, to summarize, finally). ● Use and maintain appropriate style.
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<p>8W2: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><i>8W2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.</i></p> <p><i>8W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.</i></p> <p><i>8W2c: Use precise language and content-specific vocabulary to explain a topic.</i></p> <p><i>8W2d: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</i></p> <p><i>8W2e: Provide a concluding statement or section that explains the significance of the information presented.</i></p> <p><i>8W2f: Establish and maintain a style appropriate to the writing task.</i></p>	<p><i>Write informative/explanatory, well-structured texts that introduce and develop a topic with clarity using relevant facts and precise language, incorporating content-specific vocabulary and style.</i></p>	<ul style="list-style-type: none"> ● Identify facts, definitions, quotations, examples, and details related to the topic. ● Introduce a topic clearly, presenting the ideas that will follow. ● Use a variety of words and phrases to link ideas and information (e.g., given that, whether, equally, in the first place). ● Use general academic words/phrases (e.g., allocated, adjusted, benefit, analyze, evaluate, access) and content-specific words/phrases (e.g., hypothesis, variable) accurately in academic writing. ● Use appropriate words (e.g., obviously, as noted, indeed), to provide a concluding statement. ● Use and maintain an appropriate style throughout a text.
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<p>9-10W2: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.</p> <p>9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p>9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.</p> <p>9-10W2d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.</p> <p>9-10W2e: Provide a concluding statement or section that explains the significance of the information presented.</p> <p>9-10W2f: Establish and maintain a style appropriate to the writing task.</p>	<p><i>Write to inform and explain complex ideas clearly by providing relevant facts with precision and command of textual and language structures with content-specific vocabulary and precise language use well-constructed paragraphs and transition sentences that connect paragraphs to create a cohesive whole.</i></p>	<ul style="list-style-type: none"> ● Identify facts, definitions, quotations, examples, and details related to the topic. ● Use words and phrases to introduce a topic clearly, presenting the ideas that will follow. ● Use a variety of words and phrases to link ideas and information (e.g., in similar fashion, despite, regardless, nonetheless). ● Use general academic words/phrases (e.g., ambiguous, irrelevant, validate) and content specific words/phrases accurately in writing (e.g., absolutism, cuneiform, polytheism, westernization). ● Use appropriate words and phrases to provide a conclusion and emphasize the significance of the information presented (e.g., as demonstrated, as indicated, hence). ● Use precise words and phrases to establish and maintain appropriate style.
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<p>11-12W2: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>11-12W2a: Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.</p> <p>11-12W2b: Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p>11-12W2c: Use precise language, content-specific vocabulary, and literary techniques to express the appropriate complexity of a topic.</p> <p>11-12W2d: Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.</p> <p>11-12W2e: Provide a concluding statement or section that explains the significance of the information presented.</p> <p>11-12W2f: Establish and maintain a style appropriate to the writing task.</p>	<p><i>Write to inform and explain complex ideas clearly, with precision and command of textual and language structures with content-specific vocabulary and precise language.</i></p> <p><i>Develop topic thoroughly, selecting the most relevant facts using well-constructed paragraphs and transition sentences that connect paragraphs to create a cohesive whole.</i></p>	<ul style="list-style-type: none"> ● Identify the most relevant facts, definitions, quotations, examples, and details related to the topic. ● Use words and phrases to introduce a topic. ● Use a variety of words and phrases to link ideas and information (e.g., conversely, nevertheless, even though, furthermore). ● Use general academic words/phrases (e.g., critique, facilitate, sustainable) and content-specific words/phrases (e.g., activation energy, half-life, enterprise system) accurately in writing. ● Use appropriate words and phrases to provide a conclusion and emphasize the significance of the information presented (e.g., altogether, as discussed, in the final analysis). ● Use precise words and syntax to establish and maintain appropriate style.
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Writing Standard 3

NGLS Writing Anchor Standard 3	Main Academic Demand
<i>Write narratives to develop real or imagined experiences or events using effective technique, relevant details, and well-structured event sequences.</i>	<i>Write detailed, structured, and sequenced real or imagined narratives.</i>

NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
KW3: <i>Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.</i>	<i>Narrate an event or events in a sequence using drawing, dictating, writing, and/or oral language.</i>	<ul style="list-style-type: none"> ● Use nouns and pronouns (e.g., dog, tree, I, she) to refer to a subject. ● Use verbs (e.g., go, eat, walked) to describe activities. ● Use adjectives (e.g., happy, sad) to describe reactions. ● Use sequence words and phrases to tell events in order by using a combination of drawing, dictating, oral expression and/or writing (e.g., first, then, after, in the end, beginning, middle, and end).
1W3: <i>Write narratives which recount detailed real or imagined experiences or events in a sequence.</i>	<i>Write detailed, real, or imagined, sequenced narratives.</i>	<ul style="list-style-type: none"> ● Use nouns and pronouns (e.g., dog, tree, I, she) to refer to a subject. ● Use verbs (e.g., go, eat, walked) to describe events. ● Use adjectives to provide descriptive details (e.g., big, happy, good). ● Use sequence words and phrases to signal event order (e.g., first, then, after, in the end, beginning, middle, and end).
2W3: <i>Write narratives which recount real or imagined</i>	<i>Write detailed descriptions of real or imagined sequenced narratives.</i>	<ul style="list-style-type: none"> ● Use nouns and pronouns (e.g., brother, sister, family, they, she) to refer to a subject.

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<p><i>experiences or a sequence of events, including details to describe actions, thoughts, and feelings.</i></p>		<ul style="list-style-type: none"> ● Use past tense verbs (e.g., walked, ran, saw) to recount actions, thoughts, and feelings. ● Use adjectives (e.g., big, best, fast) to describe thoughts and feelings. ● Use adverbs (e.g., quickly, slowly, quietly, very) to describe actions. ● Use sequence words and phrases to signal and recount event order (e.g., first, then, after, in the end, beginning, middle, and end).
<p>3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>3W3a: Establish a situation and introduce a narrator and/or characters.</p> <p>3W3b: Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.</p> <p>3W3c: Use words and phrases to signal event sequence.</p> <p>3W3d: Provide a conclusion.</p>	<p><i>Develop narratives about real or imagined experiences that include a character/narrator introduction, sequence of events, details, and a conclusion.</i></p>	<ul style="list-style-type: none"> ● Provide a clear beginning by introducing the character(s) and narrator (e.g., “In the beginning...”; “Once upon a time...”; “In my backyard...”). ● Use verbs/verb tenses (e.g., -ed, -ing) to describe characters’ actions and events. ● Use adjectives (e.g., warm, long, hurt) to describe characters, thoughts, and feelings. ● Use adverbs (e.g., only, never, much) to describe characters’ actions. ● Use sequence words and phrases to signal event order (e.g., first, then, after, in the end). ● Provide a clear ending (e.g., “In the end...”; “Finally,...”).
<p>4W3: Write narratives to develop real or imagined experiences or events using effective technique,</p>	<p><i>Develop narratives about real or imagined experiences which establish a situation, introduce a narrator and/or character, use</i></p>	<ul style="list-style-type: none"> ● Use common introductory words and phrases to guide the reader to a situation, character, and/or narrator (e.g., “There once was...”; “At first...”).

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<p><i>descriptive details, and clear event sequences.</i></p> <p><i>4W3a: Establish a situation and introduce a narrator and/or characters.</i></p> <p><i>4W3b: Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.</i></p> <p><i>4W3c: Use transitional words and phrases to manage the sequence of events.</i></p> <p><i>4W3d: Use concrete words, phrases, and sensory details to convey experiences and events precisely.</i></p> <p><i>4W3e: Provide a conclusion that follows from the narrated experiences or events.</i></p>	<p><i>dialogue and sensory details, logically sequence experiences and events, and include a conclusion consistent with the sequenced events.</i></p>	<ul style="list-style-type: none"> ● Use sequence words and phrases to signal event order (e.g., first, then, after, in the end). ● Use adjectives to describe settings (e.g., beautiful, sunny, rainy); characters' and real individuals' traits, thoughts and feelings (e.g., cheerful, awful, kind); and sensory details (e.g., loud, prickly, sticky). ● Use verbs and quotation marks to indicate use of dialogue (e.g., "said..."; "asked..."; "I am ..."). ● Use adverbs to describe characters' or individuals' actions (e.g., through, also, off, rapidly). ● Use transitional words and phrases (e.g., but, because, however) to signal sequence. ● Use concluding words and phrases (e.g., finally, in conclusion, ever after, in the end...).
<p>5W3: <i>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</i></p> <p><i>5W3a: Establish a situation and introduce a narrator and/or characters.</i></p>	<p><i>Develop well-structured narratives about real or imagined experiences that establish a situation, introduce a narrator and/or character, sequence events, include concrete words/phrases and sensory details, and include a logical conclusion.</i></p>	<ul style="list-style-type: none"> ● Guide the reader to a situation or narrator using adverbials of time (e.g., "Throughout the history of railroads in New York ..."; "Before you begin cooking..."). ● Create a narrative to establish a situation for the reader, using relevant tense (e.g., present progressive: "Maria and Juan are sitting..."; past tense: "Maria and Juan were..."). ● Use transitional words and phrases to manage the sequence of events (e.g., suddenly, later, at the present time, in a moment, by the time...).

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<p><i>5W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events or show the responses of characters to situations.</i></p> <p><i>5W3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</i></p> <p><i>5W3d: Use concrete words, phrases, and sensory details to convey experiences and events precisely.</i></p> <p><i>5W3e: Provide a conclusion that follows from the narrated experiences or events.</i></p>		<ul style="list-style-type: none"> ● Use adjectives to describe settings (e.g., obsolete, solitary, immense, intense); characters' and real individuals' traits, thoughts, and feelings (e.g., amazed, careful, confused); and sensory details (e.g., bumpy, bitter, blurry). ● Use verbs to describe states of being, thoughts, feelings, and actions (e.g., felt, adored, believed, imagined, deserved). ● Create dialog using adverbs to describe speech (e.g., bravely, broadly, elegantly, nicely). ● Conclude a narrative using transitional words, phrases, and clauses (e.g., finally, in conclusion, in the end).
<p>6W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p><i>6W3a: Engage the reader by introducing a narrator and/or characters.</i></p> <p><i>6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.</i></p> <p><i>6W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts</i></p>	<p><i>Develop engaging narratives about real or imagined experiences that introduce a narrator and/or characters; that use narrative techniques, including a variety of transitional words and phrases; that use precise descriptive sensory details to convey sequence and signal shifts in time; and that provide thoughtful conclusions.</i></p>	<ul style="list-style-type: none"> ● Use introductory words and phrases to establish a real or imagined situation (e.g., a description of the setting/place (adjectives), a description of the actions (adverbials), and characters (nouns and adjectives)). ● Use verbs and verb tenses to refer to characters' and individuals' actions, thoughts, and feelings (e.g., adapt, sensed, pursue, reflected). ● Use adverbs to describe characters and individuals' actions (e.g., fairly, gently, loudly, fiercely). ● Use adjectives to describe characters, real individuals, and narrative settings or events (e.g., abundant, diverse, gloomy, assertive). ● Use sequence and transitional words to signal shifts in time frame or setting and event order (e.g., at this time, instantly, occasionally, until, since, meanwhile).

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<p><i>from one time frame or setting to another.</i></p> <p><i>6W3d: Use precise words and phrases, descriptive details, and sensory language to convey experiences and events.</i></p> <p><i>6W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</i></p>		<ul style="list-style-type: none"> ● Use concluding words and phrases (e.g., after all, finally, altogether, in the end, consequently).
<p>7W3: <i>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear event sequences.</i></p> <p><i>7W3a: Engage the reader by establishing a point of view and introducing a narrator and/or characters.</i></p> <p><i>7W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.</i></p> <p><i>7W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</i></p>	<p><i>Develop engaging narratives about real or imagined experiences that establish a point of view and introduce a narrator and/or characters; that use narrative techniques, including a variety of precise transitional words and phrases and relevant descriptive details to convey clear event sequences and signal shifts in time; and that provide a thoughtful conclusion.</i></p>	<ul style="list-style-type: none"> ● Use introductory words and phrases to orient the reader to a situation or narrator (e.g., a description of the setting/place (adjectives) or character (nouns and adjectives)). ● Use first or third person to develop point of view and introduce narrator/characters in a narrative (e.g., “I am...”; “s/he is...”). ● Use adjectives and adverbs (e.g., abrupt, agitated, grimy, gruesome, abruptly, hilariously, robustly) to describe sensory details. ● Use verbs, adverbs, adjectives for dialogue and descriptions (e.g., replied, declared, whispered, answered, subtly, truly, urgently, subtle, uncertain, urgent) to develop the story. ● Use transitional words, phrases, and clauses to convey clear event sequence and signal shifts in time frame or setting (e.g., prior to, now, whenever, to begin with, before that...). ● Use concluding words and phrases (e.g., usually, resultantly, in any event, in the end, consequently, thus).

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<p><i>7W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</i></p> <p><i>7W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</i></p>		
<p>8W3: <i>Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear event sequencing.</i></p> <p><i>8W3a: Engage the reader by establishing a point of view and introducing a narrator and/or characters.</i></p> <p><i>8W3b: Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.</i></p> <p><i>8W3c: Use a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</i></p>	<p><i>Develop engaging narratives about real or imagined experiences or events that establish a point of view and introduce a narrator and/or characters.</i></p> <p><i>Use narrative techniques, a variety of precise transitional words and phrases, and relevant descriptive details to convey clear event sequences.</i></p> <p><i>Provide a conclusion that reflects the course of the narrative.</i></p>	<ul style="list-style-type: none"> ● Use introductory words, phrases, and sentences to orient the reader to a context (e.g., a description of the setting or character’s traits). ● Use first or third person to develop point of view and introduce narrator/characters in a narrative (e.g., “I am...”; “s/he is...”). ● Use transitional words, phrases, and clauses to convey sequence and signal shifts in timeframe or setting (e.g., afterward, in the meantime, meanwhile, beginning with). ● Use precise verbs (e.g., advocate, clarify, culminated), adverbs (e.g., gingerly, punctually, indubitably, initially) and adjectives (e.g., serene, turbulent) to capture the action and convey experiences and events. ● Use concluding words and phrases (e.g., In brief, all things considered, in essence, hence).

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<p><i>8W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</i></p> <p><i>8W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</i></p>		
<p>9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences.</p> <p><i>9-10W3a: Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</i></p> <p><i>9-10W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.</i></p> <p><i>9-10W3c: Use a variety of techniques to sequence events to create cohesion and a clear</i></p>	<p><i>Develop engaging narratives about real or imagined experiences that present a problem; establish one or more points of view; and introduce a narrator and/or characters.</i></p> <p><i>Use a variety of narrative techniques, and precise descriptive sensory details to develop a clear cohesive event sequence among experiences, events, settings, and characters that lead to a conclusion that reflects the course of the narrative</i></p>	<ul style="list-style-type: none"> ● Use introductory words and phrases to guide the reader to a problem and establish one or multiple point(s) of view (e.g., “I have observed that ...”; “the conflict is...”; “two opposing views on _____are_____.”). ● Use the first or third person to develop one or multiple points of view (e.g., “I am...”; “s/he is...”). ● Use sequence and transitional words and phrases to build and convey event order (e.g., immediately, this time, next, following, simultaneously). ● Use precise verbs (e.g., decipher, embark, enhanced), adverbs (e.g., overtly, formidably, cleverly, morosely) and adjectives (e.g., plausible, eventful, overt) to convey a clear cohesive picture of the experiences, events, setting and/or characters. ● Use concluding words and phrases (e.g., in the long run, as can be seen, as has been noted, given these points, in any event).

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<p><i>progression of experiences or events.</i></p> <p><i>9-10W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</i></p> <p><i>9-10W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</i></p>		
<p>11-12W3: <i>Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and clear event sequences.</i></p> <p><i>11-12W3a: Engage the reader by presenting a problem, conflict, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</i></p> <p><i>11-12W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot lines to develop experiences, events, and/or characters.</i></p>	<p><i>Develop engaging narratives about real or imagined experiences that present a problem; establish one or more points of view and introduce a narrator and/or characters.</i></p> <p><i>Use a variety of narrative techniques and precise descriptive sensory details to develop a clear cohesive event sequence among experiences, events, settings, and characters with distinct tone, and a conclusion that reflects the course of the narrative.</i></p>	<ul style="list-style-type: none"> ● Use introductory words and phrases to guide the reader to a problem and establish one or multiple point(s) of view (e.g., “I have observed that ...”; “the conflict is...”; “two opposing views on _____ are _____.”). ● Use the first or third person to develop one or multiple points of view (e.g., “I am...”; “s/he is...”). ● Use sequence and transitional words and phrases to build and convey event order (e.g., quickly, formerly, at this instant, from time to time, by the time). ● Use precise verbs (e.g., subside, surpass, discern), adverbs (e.g., spontaneously, sporadically, tediously, voraciously) and adjectives (e.g., eerie, pungent, sleek) to convey a clear cohesive picture, tone and outcome of the experiences, events, setting and/or characters. ● Use concluding words and phrases (e.g., overall, on the whole, after all, in the end, all things considered).

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<p><i>11-12W3c: Use a variety of techniques to sequence events to create cohesion, and a clear progression of experiences or events, and build toward a distinct tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</i></p> <p><i>11-12W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</i></p> <p><i>11-12W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</i></p>		

Writing Standard 4

NGLS Writing Anchor Standard 4		Main Academic Demand
<i>Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.</i>		<i>Develop connections and responses to texts within and across genres through writing.</i>
NGLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
KW4: <i>Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).</i>	<i>With prompting and support, respond to a text, author, or personal experience through varied writing genres.</i>	<ul style="list-style-type: none"> • Use a combination of emergent writing, words, phrases, and drawings to introduce or respond to a poem, dramatization, artwork, author, or a personal experience (e.g., “We made...”; “This is my _____ about _____.”). • Use words and phrases to respond/make connections to a text, author, or personal experience (e.g., “This reminds me of...”; “This is like...”).
1W4: <i>Create a response to a text, author, theme, or personal experience (e.g., poem, dramatization, artwork, or other).</i>	<i>With prompting and support, respond to a text, author, theme, or personal experience through varied writing genres.</i>	<ul style="list-style-type: none"> • Use a combination of words, phrases, and drawings to introduce a poem, dramatization, artwork, or respond to author, theme, or personal experience (e.g., “We will present...”; “I created _____ to show _____”; “This is my _____ about _____.”). • Use words and phrases to respond/make connections to a text, author, theme, or personal experience (e.g., “This reminds me of...”; “I can connect to...”; “I think that _____ is like _____.”).
2W4: <i>Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other).</i>	<i>Respond to a text, author, theme, or personal experience through varied writing genres.</i>	<ul style="list-style-type: none"> • Use words, phrases, or sentence structures to introduce a poem, artwork, play, or response to a text, author, theme, or personal experience (e.g., I wrote about...; I will present a about _____”; “I created...”). • Use words, phrases, or sentence structures to respond/make connections to a text, author, theme, or personal experience (e.g., “This reminds me of...”; “I can connect to...”).

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<p>3W4: Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other).</p>	<p>Respond to a text, author, theme, or personal experience through varied writing genres.</p>	<ul style="list-style-type: none"> • Use words, phrases, or sentence structures to introduce a poem, play, story, artwork, or response to a text, author, theme, or personal experience (e.g., “I created a story/poem/artwork about...”; “I created a _____ in response to _____”; “My/Our presentation is about...”). • Use words, phrases, or sentence structures to respond/make connections to a text, author, theme, or personal experience (e.g., “This story/illustration reminds me of _____ because ”; “I can connect to _____ because _____”; “I think that _____ is like _____ because _____”; “This reminds me of _____ because _____.”).
<p>4W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>	<p>Respond to a text, author, theme, or personal experience through varied writing genres.</p>	<ul style="list-style-type: none"> • Use sentence structures to introduce a poem, story, play, artwork, or other response to a text, author, theme, or personal experience (e.g., “I wrote about _____ in response to _____”; “I/We will present _____ about _____”; “I created a _____ in response to _____.”). • Use words, phrases, or sentence structures to respond/make connections to a text, author, theme, or personal experience (e.g., “This story/illustration reminds me of _____ because ”; “I can connect to _____ because _____”; “Other authors say that...”).
<p>5W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>	<p>Respond to a text, author, theme, or personal experience through varied writing genres.</p>	<ul style="list-style-type: none"> • Use sentence structures to introduce a poem, story, play, artwork, or other response to a text, author, theme, or personal experience (e.g., “I wrote about _____ in response to _____”; “I/We will present _____ about _____”; “I created a _____ in response to _____.”). • Use sentence structures to respond/make connections to a text, author, theme, or personal experience (e.g., “This story/illustration reminds me of _____ because _____”; “I can connect to _____ because _____”; “I think...”; “This reminds me of _____ because _____”; “Other authors say that _____.”).

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<p>6W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>	<p><i>Respond to a text, author, theme, or personal experience through varied writing genres.</i></p>	<ul style="list-style-type: none"> ● Use sentence structures to introduce a poem, story, play, artwork, or other response to a text, author, theme, or personal experience (e.g., “This work will show...”; “The subject of discussion is...”; “I/We will present _____ about _____”; “I created the following _____ in response to _____.”). ● Use words, phrases, or sentence structures to respond and make personal, cultural, textual, and/or thematic connections (e.g., “I can connect to _____ because _____”; “This reminds me of _____ because _____”; “Other authors say...”; “A personal experience related to this topic is...”).
<p>7W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>	<p><i>Respond to a text, author, theme, or personal experience using varied writing genres.</i></p>	<ul style="list-style-type: none"> ● Use words, phrases, and sentence structures to introduce a poem, story, play, artwork, or other response to a text, author, theme, or personal experience (e.g., This poem/story/play/artwork will examine/discuss _____; The subject of discussion is _____; I/We will present _____ about _____; I created _____ in response to _____). ● Use words, phrases, and sentence structures to respond and make personal, cultural, textual, and/or thematic connections (e.g., Other authors/texts state _____; A personal experience related to this topic is _____; A similar point is made in _____).
<p>8W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.</p>	<p><i>Create and explain a response to a text, author, theme, or personal experience and perspectives using varied genres of writing.</i></p>	<ul style="list-style-type: none"> ● Use words, phrases, and sentence structures to introduce a poem, story, play, artwork, or other response to a text, author, theme, or personal experience (e.g., “This poem/story/play/artwork will examine/discuss...”; “The subject of discussion is...”). ● Use words, phrases, and sentence structures to make personal, cultural, textual, and/or thematic connections across genres (e.g., “Other authors/texts state...”; “a

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		<p>personal experience that relates to this topic is...”; “a similar point is made in...”).</p> <ul style="list-style-type: none"> ● Use words and phrases that indicate how the response is different from the original (e.g., “The author states _____ but I think that_____”; “the author writes _____ but/and I also want to add_____.”).
<p>9-10W4: <i>Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.</i></p> <p><i>Explain divergences from the original when appropriate.</i></p>	<p><i>Create and explain a response to a text, author, theme, or personal experience and perspectives and connections using various genres of writing.</i></p>	<ul style="list-style-type: none"> ● Use words, phrases, and sentence structures to make personal, cultural, textual, and/or thematic connections across genres (e.g., “Other authors/texts state...”; “a personal experience related to this topic is...”; “a similar point is made in...”). ● Identify and apply words, phrases, and techniques of various genres of literature (e.g., vocabulary, sentence patterns, rhetorical elements) to create a literary text. ● Use transitional words and phrases that indicate the connections between the original work and the response (e.g., In comparison; in the same manner; likewise; similarly.). ● Use words, phrases, and sentence structures that indicate how the response is different from the original (e.g., The author states_____, but I think that_____”; “the author says_____, but/and I also want to add_____.”).
<p>11-12W4: <i>Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres.</i></p>	<p><i>Create and explain a response to a text, author, theme, or personal experience and perspectives and connections using various genres of writing.</i></p>	<ul style="list-style-type: none"> ● Use words, phrases, and sentence structures to introduce a poem, story, play, artwork, or other response to a text, author, or theme, or personal experience (e.g., “This poem/story/play/artwork will examine/discuss...”; “the subject of discussion is...”). ● Use words, phrases, and sentence structures to make personal, cultural, textual, and/or thematic connections across genres (e.g., “Other authors/texts state...”; “a

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<i>Explain connections between the original and the created work.</i>		<p>personal experience related to this topic is...”; “a similar point is made in...”).</p> <ul style="list-style-type: none"> ● Use words, phrases, and techniques of various genres of literature (e.g., vocabulary, sentence patterns, rhetorical and allegorical elements, irony and ambiguity) to create a poem, story, play, artwork or other response to a text, author theme or personal experience. ● Use words and phrases that indicate the connections between and divergences from the original work and the response (e.g., In comparison; in the same manner; likewise; similarly; they are the same in that...).

Writing Standard 5

NGLS Writing Anchor Standard 5	Main Academic Demand
<i>Draw evidence from literary or informational texts to support analysis, reflection, and research.</i>	<i>Support written analysis, reflection, and research with textual evidence.</i>
<p>Note regarding Writing Standard 5:</p> <p><i>Writing Standard 5 (W5) begins in grade 4 and specifically refers back to the Reading Standards. Thus, the linguistic demands for each grade level of W5 can be drawn from any of the Reading Standards, depending on the lesson or unit objective. The examples provided demonstrate how the linguistic demands from the Reading Standards can be applied to writing tasks mapped to W5 for each grade level. Each example includes the corresponding Reading standard in parentheses. RI indicates a task appropriate to informational text while RL indicates a task appropriate to literary texts. It is up to the teacher to use professional knowledge and expertise to design a writing task that includes drawing evidence from literary or informational texts appropriate to the Reading Standard included in the unit or lesson.</i></p> <p><i>In addition, links to the Language Standards are included to demonstrate various ways in which to integrate the Language Standards into the linguistic demands for writing. The Language Standards are referenced in parentheses, as in this example: (4L4a).</i></p>	

NGLS Grade Level Standard	Grade Level Academic Demands	Linguistic Demands
<i>KW5: See note</i>	<i>See note</i>	<i>See note</i>
<i>1W5: See note</i>	<i>See note</i>	<i>See note</i>
<i>2W5: See note</i>	<i>See note</i>	<i>See note</i>
<i>3W5: See note</i>	<i>See note</i>	<i>See note</i>

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<p>4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying grade 4 reading standards.</p>	<p>Apply 4th-grade reading competencies of informational and literary texts in evidence-based written analysis, reflection, and research.</p>	<ul style="list-style-type: none"> ● Use cause and effect language structures (4L3a) to describe a specific event in a nonfiction text(4R3RI). ● Describe which details in a text help to make an inference (4R1 RI&RL) using context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase (4L4a).
<p>5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.</p>	<p>Apply 5th-grade reading competencies of informational and literary texts in evidence-based written analysis, reflection, and research.</p>	<ul style="list-style-type: none"> ● Write a summary explaining the central idea of the text by identifying specific words and phrases as examples that contribute to the meaning (5R2 RI&RL, 5L3a). ● Write a comparison of two or more characters/settings/ events, drawing on specific details in the text (5R3 RI&RL) using accurate general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition) (5L6).
<p>6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply Grade 6 Reading standards to both literary and informational text, where applicable.</p>	<p>Apply 6th-grade reading competencies of informational and literary texts in evidence-based written analysis, reflection, and research.</p>	<ul style="list-style-type: none"> ● Explain how a logical inference connects to the analysis of grade-level text, citing examples (6R1 RI&RL) and demonstrating understanding of figurative language, word relationships, and nuances in word meanings (6L5).
<p>7W5: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply Grade 7 Reading standards to both literary and informational text, where applicable.</p>	<p>Apply 7th-grade reading competencies of informational and literary texts in evidence-based written analysis, reflection, and research.</p>	<ul style="list-style-type: none"> ● Write a narrative that demonstrates understanding of logical inferences (7R1 RI&RL), figurative language, word relationships and nuances in word meanings to convey a tone or mood (7R4 RL, 7L5).

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<p>8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><i>Apply Grade 8 Reading standards to both literary and informational text, where applicable.</i></p>	<p><i>Apply 8th-grade reading competencies of informational and literary texts in evidence-based written analysis, reflection, and research.</i></p>	<ul style="list-style-type: none"> ● Write a comparative reflective essay analyzing comparing the points of view of two characters in a grade-level text by citing textual evidence (8R6 RL) that identifies the literary elements (e.g., figurative language, word relationships, and nuances in word meanings) the author utilized to emphasize those points of view (8L5).
<p>9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><i>Apply Grade 9/10 Reading standards to both literary and informational text, where applicable.</i></p>	<p><i>Apply 9th-10th-grade reading competencies of informational and literary texts in evidence-based written analysis, reflection, and research.</i></p>	<ul style="list-style-type: none"> ● In writing, compare and contrast information presented in a documentary versus a primary source grade-level text to evaluate the advantages and disadvantages of each type of media (9-10R7 RI) while choosing content-specific words and phrases to express relationships between ideas (9-10L6)
<p>11-12W5: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><i>Apply Grade 11/12 Reading standards to both literary and informational text, where applicable.</i></p>	<p><i>Apply 11th-12th-grade reading competencies of informational and literary texts in evidence-based written analysis, reflection, and research.</i></p>	<ul style="list-style-type: none"> ● Evaluate an expository text through a specific lens (e.g., ethos, logos, pathos) (11-12R8 RI) while choosing content-specific words and phrases to assess the validity or fallacy of key arguments (11-12L6).

Writing Standard 6

NGLS Writing Anchor Standard 6	Main Academic Demand
<i>Conduct research based on focused questions to demonstrate understanding of the subject under investigation.</i>	<i>Conduct research based on self-generated questions to demonstrate understanding of a topic.</i>

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<i>KW6:</i> <i>Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.</i>	<i>Participate in collaborative questioning and shared research on a topic.</i>	<ul style="list-style-type: none"> ● Use question words (e.g.: who, what, where, when, why, how) to collaboratively generate questions about a topic. ● Respond to question forms (e.g.: who, what, where, when, why, how) about a topic, orally and in writing. ● Collaboratively use question words (e.g.: who, what, where, when, why, how) to develop follow-up questions that build upon shared knowledge and extended research.
<i>1W6:</i> <i>Develop questions and participate in shared research and explorations to answer questions and to build knowledge.</i>	<i>Participate in collaborative questioning and shared research on a topic.</i>	<ul style="list-style-type: none"> ● Use question words (e.g., who, what, where, when, why, how) to collaboratively generate questions about a topic, orally and in writing, in whole class, small group and/or paired settings. ● Collaboratively answer questions (e.g.: who, what, where, when, why, and how) about a topic, orally and in writing, to demonstrate understanding. ● Collaboratively use question words (e.g.: who, what, where, when, why, how) to develop follow-up questions that build upon shared knowledge and extended research.

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<p>2W6: <i>Develop questions and participate in shared research and explorations to answer questions and to build knowledge.</i></p>	<p><i>Participate in collaborative questioning and shared research on a topic.</i></p>	<ul style="list-style-type: none"> ● Collaboratively and independently generate questions (e.g.: who, what, where, when, why, how) about a topic, orally and in writing, in whole class, small group and/or paired settings. ● Answer question forms (e.g.: who, what, where, when, why, how) about a topic, orally and in writing, in whole class, small group and/or paired settings. ● Collaboratively use question words (e.g.: who, what, where, when, why, how) to develop follow-up and clarifying questions that build upon research. ● Use sentence structures to introduce a source used in the research (e.g., The book/website/article/video clip/digital resource _____ said _____.”).
<p>3W6: <i>Conduct research to answer questions, including self-generated questions, and to build knowledge.</i></p>	<p><i>Generate questions to conduct research on a topic.</i></p>	<ul style="list-style-type: none"> ● Use sentence structures to generate questions and other question forms about a topic, orally and in writing (e.g., “Who was...”; “why did _____ happen?”; “Some questions I have about _____ are _____.”). ● Answer question forms (e.g.: who, what, where, when, why, how) to demonstrate understanding of a topic. ● Use question words (e.g.: who, what, where, when, why, how) to develop follow-up and clarifying questions that build upon research. ● Introduce a research topic (e.g., “This research is about...”; “The research will answer the following questions:”). ● Use sequence words and phrases (e.g., the most important fact, also, finally) to record and discuss information found in research.

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<p>4W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.</p>	<p><i>Generate questions and conduct research on multiple aspects of a topic.</i></p>	<ul style="list-style-type: none"> • Use varied sentence structures to generate questions about a topic: (e.g., “Who was ...?”; “Why did _____ happen?”; “Some questions I have about _____ are _____.”). • Answer question forms (e.g.: who, what, where, when, why, how) to demonstrate knowledge about the different aspects of a topic. • Use self-generated and/or teacher-posed follow-up questions to build upon knowledge and extended research. • Use words and phrases to introduce the research topic (e.g., “This research is about...”; “the research will explain that _____, even though others think that _____.”). • Introduce a source used in the research (e.g.: “We used the following book/website/article/blog post/video clip/digital resource...”; “We used the following source...”; “This research is based on....”). • Use words and phrases to build knowledge of different aspects of a topic (e.g., another aspect, furthermore, in addition).
<p>5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.</p>	<p><i>Generate questions and conduct research on a topic using multiple sources.</i></p>	<ul style="list-style-type: none"> • Use varied sentence structures to generate questions about a topic: (e.g., “Who was ...?”; “Why did _____ happen?”; “Some questions I have about _____ are _____.”). • Answer various question forms (e.g.: who, what, where, when, why, how) about different aspects of a topic. • Use self-developed questions to build upon knowledge and extended research, orally and in writing.

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		<ul style="list-style-type: none"> ● Introduce the research topic (e.g., “This research is about...”; “some authors think that_____, others think that_____.”). ● Introduce the use of multiple sources (e.g.: “This research is based on...”; “the following books/websites/articles/blog posts/video clips/digital resources were consulted: ...”; “we used the following sources:”). ● Use words and phrases to demonstrate different aspects of a topic (e.g., another aspect, furthermore, in addition, finally).
<p>6W6: <i>Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.</i></p>	<p><i>Generate questions and conduct research on a topic using multiple sources;</i></p> <p><i>Refocus inquiry when appropriate.</i></p>	<ul style="list-style-type: none"> ● Use varied sentence structures to generate a variety of questions about a topic (e.g., Wh-question stems; “some questions I have about_____are_____”; “the main question is...”; “another related question is”). ● Use words, phrases, and questions to focus on a topic to be researched (e.g., “This research is about...”; “the main questions are....”). ● Introduce the use of multiple sources (e.g., “The following trade books/websites/articles/blog posts/video clips/digital resources, were consulted:_____.”). ● Refocus the inquiry (when appropriate) (e.g., “Therefore, the main question is now_____and not_____”; “the issue is now_____and not_____.”). ● Use self-developed questions to build upon knowledge and extended research.

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<p>7W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.</p>	<p><i>Generate questions and conduct research on a topic using multiple sources;</i></p> <p><i>Refocus inquiry when appropriate;</i></p> <p><i>Generate additional related questions</i></p>	<ul style="list-style-type: none"> • Use varied sentence structures to generate a variety of questions about a topic (e.g., Wh-question stems; “some questions I have about _____ are _____”; “the main question is...”; “another related question is”). • Use words, phrases, and questions to focus on a topic to be researched (e.g., “This research is about...”; “the main questions are....”). • Introduce the use of multiple sources (e.g., “The following trade books/websites/articles/blog posts/video clips/digital resources, were consulted: _____.”). • Generate additional related questions to further research and investigate (e.g., “Other questions that are worth investigating are...”; “further research should analyze...”; “the research has raised the following questions:....”).
<p>8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.</p>	<p><i>Generate questions and conduct research on a topic using multiple sources;</i></p> <p><i>Refocus inquiry when appropriate;</i></p> <p><i>Generate additional related questions</i></p>	<ul style="list-style-type: none"> • Use varied sentence structures to generate a variety of questions about a topic (e.g.: “Some questions I have about _____ are _____”; “in addition, the _____ question remains unanswered”; “another related question is _____.”). • Use words, phrases, and questions to focus on a topic to be researched (e.g., “This research is about...”; “the main questions are....”). • Introduce different sources used in the research (e.g., “In order to answer these questions, the following books/websites/articles/blog posts/video clips/digital resources were consulted:....”). • Generate additional related questions to further research and investigate (e.g., “Other questions that are worth

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		<p>investigating are...”; “further research should analyze...”; “the research has raised the following questions:....”).</p>
<p>9-10W6: <i>Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.</i></p>	<p><i>Conduct research or solve a problem using self-generated questions;</i></p> <p><i>Synthesize multiple sources;</i></p> <p><i>Adjust scope of inquiry when appropriate</i></p>	<ul style="list-style-type: none"> ● Use varied sentence structures to generate a variety of questions about a topic (e.g.: “Some questions I have about _____ are _____”; “in addition, the _____ question remains unanswered”; “another related question is _____”; “the issue/problem/complication is _____”; “a problem/issue that needs further research is _____.”). ● Introduce different sources used in the research (e.g., “In order to answer these questions, the following books/websites/articles/blog posts/video clips/digital resources were consulted:....”). ● Use sentence structures that narrow or broaden the inquiry (e.g., “One aspect that has not received attention is _____; “the following factors need to be included _____.”). ● Synthesize multiple sources (e.g., “All/Most authors/sources agree on _____ but disagree on _____”; “What we take from this body of research is that _____.”). ● Conclude the inquiry or solve the problem. (e.g., “The conclusion is...”; “in summary,...”; “the solution/explanation is...”).
<p>11-12W6: <i>Conduct research through self-generated questions or solve a problem; narrow or broaden the inquiry when appropriate, synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.</i></p>	<p><i>Conduct research or solve a problem using self-generated questions;</i></p> <p><i>Synthesize and analyze multiple sources;</i></p>	<ul style="list-style-type: none"> ● Use varied sentence structures to generate a variety of questions about a topic (e.g.: “Some questions I have about _____ are _____”; “the main question is _____”; “in addition, the question of _____ remains unanswered”; “another related question is _____”; “the issue/problem/complication is _____”; “a problem/issue that needs further research is _____.”).

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	<i>Adjust scope of inquiry when appropriate.</i>	<ul style="list-style-type: none"> ● Introduce different sources used in research (e.g.: “In order to answer these questions, the following books/websites/articles/blog posts/video clips/digital resources were consulted:”). ● Narrow or broaden the inquiry (e.g., “One aspect that has not received attention is...”; “the following factors need to be included:....”). ● Synthesize multiple sources (e.g., “All/Most authors/sources agree on _____ but disagree on _____”; “what we take from this body of research is that _____.”). ● Conclude the inquiry or solve the problem (e.g., “the conclusion is...”; “in summary,...”; “the solution/explanation is....”).

Writing Standard 7

NGLS Writing Anchor Standard 7	Main Academic Demand
<i>Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism.</i>	<i>Gather and evaluate relevant information from multiple sources and avoid plagiarism.</i>

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KW7: <i>Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).</i>	<i>Recall, reproduce, and gather relevant related information to answer a question in a variety of ways.</i>	<ul style="list-style-type: none"> ● Use question and answer forms to recall experiences using sentence structures (e.g., “Has something like this happened to you before?”; “When did it happen?”). ● Ask and answer questions from provided sources (e.g., “Do you remember where you learned...?”; “do you recall which book?”; “I learned this from...”; “I know that...”). ● Draw a picture of an experience and describe the information in the picture. ● Sequence pictures to recall a story that was read aloud. ● Label the information you see in the picture.
1W7: <i>Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.</i>	<i>Recall and gather relevant information to answer a question.</i>	<ul style="list-style-type: none"> ● Use question and answer forms to recall information from experiences (e.g., “Has something like this happened to you before?”; “What does this remind you of?”; “This reminds me of...”; “I remember that...”; “I wish I was there because...”; “I want to go there again because...”). ● Ask and answer questions from provided sources (e.g., “Do you remember where you learned to...?”; “Who taught you to do that?”; “At the beginning, was it easy or hard for you?”; “Did you enjoy learning this?”; “Why/Why not?”).

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		<ul style="list-style-type: none"> ● Draw a picture of an experience and describe the information in the picture. ● Label the information you see in a picture and answer a variety of questions (e.g., “What do you see in the picture?” Write a short story about the picture.”). ● Use prompts to write a story: (e.g., “My favorite book is _____, because I like/don’t like _____.”). ● Use words from your word bank to write a story about your favorite place to visit.
<p>2W7: <i>Recall and represent relevant information from experiences or gather information from provided sources to answer a question.</i></p>	<p><i>Recall and gather relevant information to answer a question.</i></p>	<ul style="list-style-type: none"> ● Use question and answer forms to recall information from experiences (e.g., “Has something like this happened to you before?”; “What does this remind you of?”; “This reminds me of...”; “I remember that...”). ● Ask and answer questions from provided sources (e.g., “Do you remember where you learned...?”; “do you recall which book?”; “I learned _____ in the _____ books.”). ● Use past tense to ask and recall information from experience (e.g., “What does this make you think of...?”; “What do you already know about...?”). ● Use comparison words to represent information from different stories (e.g., similar to, different from). ● Recognize the topic versus details using who, what, where, when, why. ● Use your word bank to express your own opinion and summarize a story. ● Use linking words to connect sentences in a story. (e.g., because, that is why).

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		<ul style="list-style-type: none"> ● Use information independently to answer questions about a story.
<p>3W7: <i>Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.</i></p>	<p><i>Recall and gather relevant information;</i></p> <p><i>Make notes about the multiple sources and categorize evidence.</i></p>	<ul style="list-style-type: none"> ● Use question and answer forms to recall information from experience (e.g., “Has something like this happened to you before?”; “What does this remind you of?”; “This reminds me of...”; “I learned that...”). ● Use question and answer forms that focus on gathering information from multiple sources (e.g., “Where did you find that information?”; “Where did you learn that?”; “What books have you used for...?”; “I used the following books...”; “I used the following sources...”). ● Use words and phrases to describe information gathered from multiple sources (e.g., “I used the following books/chapters/articles/website/browser/database...”). ● Use sentence structures that sort evidence into categories (e.g., “This information fits in this category because...”; “These sources can be organized together because they all ...”; “I used this graphic organizer to show...”). ● Use past tense to ask and recall information from experience (e.g., “Has something like this happened to you before?”; “What did this remind you of?”; “This reminded me of...”). ● Turn complex sentences into brief notes by using keywords, bullets, and simple sentences. ● Use a provided graphic organizer to create categories for information (e.g., noun headings such as “colonial life, food, housing, dress”) as a pre-writing strategy. ● Take notes from a source and use them to write about the source.

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		<ul style="list-style-type: none"> ● Use information gathered while consulting two sources to write a story.
<p>4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.</p>	<p><i>Recall, gather, take notes and categorize relevant information from multiple sources and provide a list of sources.</i></p>	<ul style="list-style-type: none"> ● Use words and phrases to describe information gathered from multiple sources (e.g., “I used the following books/chapters/articles/website/browser/database:....”). ● Use sentence structures that sort evidence into categories (e.g., “This information can be organized by..”; “The facts can be arranged by...”; “The following categories can be useful to analyze this information....”). ● Turn complex sentences into brief notes by using keywords, bullets, and simple sentences. ● Recognize the topic versus details using who, what, where, when, why. ● Use a graphic organizer with words from your word bank to gather information that can be used to develop a research report with a list of sources. ● Use information gathered through research to independently write a research report using multiple sources and provide a list of sources.
<p>5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.</p>	<p><i>Gather relevant information from multiple sources, paraphrasing and providing a list of sources, avoiding plagiarism.</i></p>	<ul style="list-style-type: none"> ● Recall information from several experiences by summarizing relevant details. Answer questions about the experiences. (e.g., “Has something like this happened to you before?”; “What does this remind you of?”; “Why was this experience so memorable?”; “What did you learn from this experience?”). ● Use question and answer forms that focus on gathering information from multiple sources (e.g., “Where did you find that information?”; “What is a ‘reliable’ source?”; “Why is it

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		<p>important to review multiple resources before offering your opinion or coming to a conclusion?”).</p> <ul style="list-style-type: none"> ● Use sentence structures to summarize (e.g., in summary; all in all; it is clear that...; to sum up...; the main points are...). ● Use the future tense to write about a variety of topics (e.g., “In the future I would like to...?”; “I think that the future would be fun because...?”; “In the year 2050, I would like to be...”). ● Use sequence words (e.g., next, then, afterward, later, finally) to summarize an experience or information beginning with a larger version and moving to a smaller version. ● Paraphrase to summarize information from sources without verbatim repetition. ● Alphabetize and organize bibliographic information with appropriate punctuation and order. ● Use information gathered independently to develop a research project with multiple references which includes a claim, evidence, and a closing statement.
<p>6W7: Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.</p>	<p><i>Gather relevant information from multiple sources;</i></p> <p><i>Assess the credibility of sources, quote and paraphrase the data;</i></p> <p><i>Use references (e.g., bibliography) avoiding plagiarism.</i></p>	<ul style="list-style-type: none"> ● Use sentence structures to explain where information was found (e.g., “The author states that...”; “On page _____ the author says _____.”). ● Assess the credibility of sources using adjectives (e.g., reliable/unreliable; dependable/credible/believable/accurate). ● Use direct and indirect language to reference information from sources. ● Paraphrase, summarizing information from sources without verbatim repetition.

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		<ul style="list-style-type: none"> ● Use referential terms and phrases (e.g., “According to...”; “The author states that...”) to cite sources. ● Alphabetize and organize bibliographic information with appropriate punctuation and order. ● Use information gathered independently to develop a report with multiple references which includes a claim, multiple pieces of evidence, and a closing statement.
<p><i>7W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism, and follow a standard format for citation.</i></p>	<p><i>Gather relevant information from multiple sources;</i></p> <p><i>Assess the credibility of sources, quote and paraphrase the data;</i></p> <p><i>Use standard citation format avoiding plagiarism.</i></p>	<ul style="list-style-type: none"> ● Assess the reliability of sources using adjectives (e.g., reliable/unreliable; dependable/credible/believable/accurate/measurable.”. ● Use direct and indirect language to reference information from sources. ● Use the basic questions (who, what, where, when, why, and how) to support details when writing fiction and/or nonfiction. ● Paraphrase, summarizing information from sources without verbatim repetition. ● Use referential terms and phrases (e.g., “According to...”; “The author states that...”) to cite sources. ● Use direct quotes, with appropriate quotation marks, and include source in the reference page. ● Alphabetize and organize bibliographic information with appropriate punctuation. ● Use information gathered independently to develop a report including a claim, multiple pieces of evidence, summary of findings, and a closing statement; include multiple references following a standard format for citations and avoiding plagiarism.

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<p>8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.</p>	<p><i>Gather relevant information from multiple sources;</i></p> <p><i>Assess the credibility of sources;</i></p> <p><i>Quote and paraphrase the data;</i></p> <p><i>Organize sources and maintain cohesion as they are integrated;</i></p> <p><i>Use proper citation without plagiarism.</i></p>	<ul style="list-style-type: none"> ● Use the basic questions (who, what, where, when, why, and how) to support details when writing fiction and/or nonfiction. ● Use sentence structures to analyze the credibility of sources (e.g., “This source is valid/reliable because...” ; “The information from this source is invalid/unreliable because....”). ● Use sentence structures to describe the data and conclusions of others (e.g., “These authors conclude that...”; “The final outcome is...”; “The conclusion was....”). ● Use direct quotes with appropriate quotation marks, and include source in the reference page. ● Paraphrase, summarizing information from sources without verbatim repetition. ● Use referential terms and phrases (e.g., “According to...”; “The author states that...”) to cite sources. ● Organize sources in a cohesive manner so that the completed writing sample has a logical progression from introduction to conclusion. ● Use information gathered independently to develop a report including a claim, multiple pieces of evidence, summary of findings, and a closing statement; include multiple references following a standard format for citations and avoiding plagiarism.
<p>9-10W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate</p>	<p><i>Gather relevant information from multiple sources to answer the research question;</i></p> <p><i>Use advanced search techniques to explore the topic;</i></p>	<ul style="list-style-type: none"> ● Use sentence structures to critique sources. (e.g., “This website is reliable/dependable because...”; “This source is unreliable because...”). ● Use words and phrases to analyze the usefulness of each source when answering a research question (e.g., “This

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<p><i>information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.</i></p>	<p><i>Assess the credibility of sources; Organize sources and maintain cohesion as they are integrated; Use proper citation; avoid plagiarism.</i></p>	<p>source has the advantage of...”; “The benefit of using this website is that...”; “The disadvantage of this source is that....”).</p> <ul style="list-style-type: none"> ● Use sentence structures to describe the data and conclusions of others (e.g., “The authors conclude that...”; “The consequence/outcome of this research is that...”; “To conclude, the authors state that....”). ● Use direct and indirect language to reference information from sources. ● Paraphrase and summarize information from sources without verbatim repetition. ● Use concluding words (e.g., generally speaking, consequently, as shown, given these points, as I have stated, as we can see, in closing) when concluding a piece of writing. ● Use referential terms and phrases (e.g., “According to...”; “It is the author’s contention that...”; “The author closes by saying...”). ● Use information gathered independently to develop a report with multiple references which includes a claim, multiple pieces of evidence, summarizes findings without plagiarism, provides a closing statement, and follows a standard format for citations.
<p>11-12W7: <i>Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information</i></p>	<p><i>Gather, evaluate, and integrate information from multiple sources in terms of task, purpose, and audience.</i></p>	<ul style="list-style-type: none"> ● Use sentence structures to describe sources (e.g., “This website is reliable/unreliable because...”; “this source is dependable because....”). ● Use words and phrases to analyze the usefulness and limitations of each source in answering the research question (e.g., “This source has the advantage of...”; “the benefit of

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<p><i>into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.</i></p>	<p><i>Avoid plagiarism, overreliance on one source, and follow a standard format for citation.</i></p>	<p>using this website is that...”; “the disadvantage of this source is...”; “the limitations of this source/website are....”).</p> <ul style="list-style-type: none"> ● Use sentence structures to describe the data and conclusions of others (e.g., “The authors conclude that...”; “The consequence/outcome of this research is that...”; “To conclude, the authors state that....”). ● Paraphrase, summarizing information from sources without verbatim repetition. ● Critique the strengths and limitations of each source in terms of its applicability to the research project. Consider the task, purpose, audience, and how the information is integrated and coherent. ● Use persuasive language to present selected information based on the writing task, purpose, and audience (e.g., passionate language to sway and persuade the reader to consider your point of view; direct language to support your premise; clear, succinct language to communicate a clear argument). ● Use referential terms and phrases (e.g., “According to...”; “It is the author’s contention that...”; “The author reminds us that...”). ● Use multiple sources and avoid overreliance on any one source. ● Use concluding words (e.g., that is why, in essence, generally speaking, be that as it may, consequently, as can be seen, given these points) to complete a research piece with appropriate citations. ● Use information gathered independently to develop a report including a claim and counterclaim, multiple pieces of evidence, summary of findings, and a closing statement;

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		include multiple references following a standard format for citations and avoiding plagiarism.

Speaking and Listening Anchor Standards

Comprehension and Collaboration

STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STANDARD 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to the task, purpose, and audience.

STANDARD 5: Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.

STANDARD 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of academic English when indicated or appropriate.

Culturally Responsive-Sustaining Education Strategies and Considerations for Speaking and Listening

Welcoming and Affirming Environment



- Make space for student voice and agency while bringing attention to audience and how that impacts diction.
- Provide opportunities for student to compare and contrast registers from different genres and contexts, including their own.
- Allow for the use of students' home languages during academic and social conversations to bridge understanding.
- Model empathy and active listening.
- Practice mutual respect for diverse viewpoints and aspects of cultural identity.

High Expectations and Rigorous Instruction



- Give students language frames to engage in and talk about their learning (e.g., collaborative conversation sentence stems, transition words, speaking rubrics).
- Help students process new content using methods from oral traditions (e.g., the use of rhymes, songs, chants, prose, or verses).
- Prepare students for collaboration by providing clear directions in multiple languages, grouping students with attention to diversity and inclusion, and providing linguistic scaffolds for academic discussion.

Inclusive Curriculum and Assessment



- Connect new content and language to culturally relevant examples and metaphors from students' communities and experiences to demonstrate how to adapt speech to a variety of contexts.
- Provide rubrics and feedback during student collaborations and dialogue to promote student autonomy and self-monitoring.
- Tier assessments and activities in order to allow students of varying language proficiency levels the opportunity to participate and demonstrate their learning.

Ongoing Professional Learning and Support



- Recognize and own your own cultural lens and reflect on how this can impact your teaching and communication with your students.
- Develop a deeper understanding of the role of culture in verbal and non-verbal communication as well as cultural norms for collaboration (e.g., collectivist vs. individualistic mindsets).

Considerations and Strategies to Support ELLs with Disabilities for Learning Standards in Speaking and Listening

Teachers should be using the principles of Universal Design for Learning (UDL) in developing their lesson plans to support all students by enhancing the design of classroom and instructional practices and accommodating and supporting a variety of learning styles. However, while scaffolds and supports are important for all students, ELLs with disabilities will require more individualized accommodations and instruction to address specific disability needs. It is important to consider each student's disability, and how it may affect reading in the development of the student's IEP. Below are sample considerations and strategies related to processing differences that impact speaking and listening.

Sample Considerations

In considering and explicitly planning to address the needs of ELLs with disabilities, teachers should identify needed supports, services, accommodations, teaching strategies, learning strategies, etc., that the student may need.

Processing Differences	Learning Behaviors Manifested
Auditory Sequencing	Confusion with instructions given verbally, taking dictation of sentences, spelling words, phonics surveys, etc.
Auditory Memory	Difficulty remembering what was heard; poor recall of details and information heard; difficulty spelling, especially verbally
Auditory Figure Ground	Difficulty hearing and/or distinguishing sounds from background noises
Auditory Discrimination	Misunderstands information communicated verbally; trouble distinguishing between similar sounds and/or words; appears to not be listening
Expressive Language	Difficulty expressing ideas clearly and coherently, orally and/or in writing; may seem to be shy or disengaged
Receptive Language	Appears to not be listening; may not complete work or complete incorrectly because of misunderstood instructions

Sample Strategies

- Provide instructions and important information both orally and in writing. Use visual cues, pictures, graphics to signal and remind student of what is being required and/or to present new information.
- Speak slowly and repeat instructions.
- Provide adequate wait time to process information or a question presented, and to formulate a response or ask a question.
- Provide sentence frame/starters, transition words, other scaffolds to support oral language development.
- Provide multiple opportunities to engage in academic conversations about important content.
- Use anchor charts and table tents to provide the linguistic scaffolds necessary to help the student express themselves and structured listening activities to improve auditory skills.

Ongoing Professional Learning and Support

- Provide ongoing PD for all teachers to understand the various disability categories and how they affect student performance, engagement, etc.
- Provide PD and planning time for teachers in different roles (classroom/bilingual teacher, ENL teacher, special education teacher, speech language pathologist, etc.) to discuss and plan together to maximize supports that will benefit diverse learners in the classroom.

Language Standards, Functions & Forms Matrix for Speaking and Listening

Standard	ELA Content	Language Function	Language Standard Link	Language Forms and Skills Associated with the Function
Speaking and Listening 1	Participate in conversations and collaborations	<ul style="list-style-type: none"> • Inform • Describe • Make claims • Draw conclusions 	<ul style="list-style-type: none"> • 1, 3,4, 5, 6 	<ul style="list-style-type: none"> • Interrogative question forms • Tag questions • Prepositional phrases • Understand and choose the appropriate language register for the conversation or collaboration • Collective nouns
Speaking and Listening 2	Integrate Information	<ul style="list-style-type: none"> • Paraphrasing • Evaluating • Synthesizing • Interpreting 	<ul style="list-style-type: none"> • 3, 4, 5, 6 	<ul style="list-style-type: none"> • Conjunctions – correlative and subordinating • Adverbs of manner, degree, and time • Past tense forms (e.g., simple past, past continuous, past perfect, etc.) • Comparative and Superlative adjectives (good/better/best) • Demonstrative adjectives or pronouns (this/that/these/those)
Speaking and Listening 3	Point of View	<ul style="list-style-type: none"> • Describe • Retell • Persuade • Define • Expressing likes and needs • Sequencing 	<ul style="list-style-type: none"> • 1, 3, 5, 6 	<ul style="list-style-type: none"> • Grammatical person (first person, third person, omniscient, etc.) • Use of past tense and perfect sentence structures • Descriptive adjectives of quality, quantity, and number • Figurative language • Phrasal verbs • Idioms and idiomatic expressions • Adverbs of time, manner, degree, frequency, and place • Relative clauses

Speaking and Listening 4	Present Information	<ul style="list-style-type: none"> • Draw conclusions • Inferences • Analyze • Generalize • Summarize 	<ul style="list-style-type: none"> • 1, 3, 6 	<ul style="list-style-type: none"> • Abstract nouns • Nominalizations • Modals and auxiliary verbs • Comparative adjectives • Adverbs of place
Speaking and Listening 5	Media Literacy	<ul style="list-style-type: none"> • Integrating • Synthesizing • Informing • Describing 	<ul style="list-style-type: none"> • 1, 3, 6 	<ul style="list-style-type: none"> • Language of propaganda • Nominalizations • Comparative and superlative adjectives
Speaking and Listening 6	Adapt speech to audience, purpose, and task	<ul style="list-style-type: none"> • Persuading • Analyzing • Summarizing • Explaining • Defining 	<ul style="list-style-type: none"> • 1, 3, 6 	<ul style="list-style-type: none"> • Understand and choose the appropriate language register for the task, purpose, and audience • Transitional words and phrases for agreement, contrast, comparison, persuasion, illustration, and addition • Verbs: auxiliary and modal • Phrasal verbs • Idioms and Idiomatic expressions

Speaking and Listening Standard 1

NGLS Speaking and Listening Anchor Standard 1	Main Academic Demand
<p><i>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.</i></p>	<p><i>Prepare and participate in conversations, expressing and building ideas clearly and persuasively.</i></p>

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<p>KSL1: <i>Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</i></p> <p><i>KSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.</i></p> <p><i>KSL1b: Participate in conversations through multiple exchanges.</i></p> <p><i>KSL1c: Consider individual differences when communicating with others.</i></p>	<p><i>Participate in collaborative conversations: follow rules of discussion, continue conversation through multiple exchanges, and consider individual differences.</i></p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Words and phrases that demonstrate comprehension of discussion guidelines, such as taking turns, building an idea while sharing in pairs or in small/large groups, and being inclusive of diverse peers (e.g., “It’s my/your turn”; “You’re first/next”; “I am listening”; “Do you want to work with me?”; “Let’s work together.”). • Words and phrases that demonstrate ability to sustain a conversation (e.g., “I like _____, too”; “Tell me more about _____”; “What do you think? Why?”).
<p>1SL1: <i>Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).</i></p> <p><i>1SL1a: Follow agreed-upon rules for discussions and participate by</i></p>	<p><i>Participate in collaborative conversations by following rules for discussions: actively listening, taking turns, staying on topic, building on others’ conversations,</i></p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Words and phrases that express opinion about a specific topic (e.g., “I like/don’t like...”; “I prefer...”; “I thinkthat...”). • Words and phrases that elicit exchanges from peers or adults (e.g., “What do you think about...?”; “I agree/disagree

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<p><i>actively listening, taking turns, and staying on topic.</i></p> <p><i>1SL1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</i></p> <p><i>1SL1c: Ask questions to clear up any confusion about topics and texts under discussion.</i></p> <p><i>1SL1d: Consider individual differences when communicating with others.</i></p>	<p><i>asking clarifying questions, and considering individual differences.</i></p>	<p>because..."; "Which one do you like?"; "What does she like/think/see?").</p> <ul style="list-style-type: none"> • Words and phrases that ask for clarification (e.g., "I don't understand."; "Can you repeat that?"; "What did /do you mean?").
<p>2SL1: <i>Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</i></p> <p><i>2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.</i></p> <p><i>2SL1b: Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.</i></p> <p><i>2SL1c: Ask for clarification and further explanation as needed about topics and texts under discussion.</i></p>	<p><i>Participate in collaborative conversations by following rules for discussions: actively listening, taking turns, staying on topic, building on others' conversations by linking comments, asking clarifying questions and further explanation, and considering individual differences.</i></p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Words and phrases that facilitate linking comments to those of their peers in a conversation (e.g., "I want to add..."; "I think that..."; "I also think that..."; "You said _____, but s/he said _____"; "It's the same/different because..."; "We/I agree that _____, but we/I disagree that _____"). • Words and phrases that describe requests for clarification and further explanation (e.g., "I am confused/don't understand."; "Can you please explain...?").

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<i>2SL2d: Consider individual differences when communicating with others.</i>		
<p>3SL1: <i>Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.</i></p> <p>3SL1a: <i>Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</i></p> <p>3SL1b: <i>Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.</i></p> <p>3SL1c: <i>Ask questions to check understanding of information presented and link comments to the remarks of others.</i></p> <p>3SL1d: <i>Explain their own ideas and understanding of the discussion.</i></p> <p>3SL1e: <i>Consider individual differences when communicating with others.</i></p>	<p><i>Prepare for and participate in collaborative conversations by following discussion norms: actively listening, taking turns, staying on topic, asking clarifying questions, linking comments, explaining one’s ideas and understanding of a topic, and considering individual differences.</i></p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> ● Words and phrases used by other peers to prepare for collaborative discussions (e.g., “When I talked to _____, she/he/they said _____”; “From _____ I learned that _____”; “I have a question about _____.”). ● Words and phrases used to explain one’s ideas and understanding (e.g., “I read that...”; “I know/understand that...”; “According to the text,...”; “In response to _____, the text states _____.”).

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<p>4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.</p> <p>4SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>4SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.</p> <p>4SL1c: Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.</p> <p>4SL1d: Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.</p>	<p><i>Effectively prepare for, engage in, and contribute to collaborative discussions by following norms and carrying out assigned roles: asking and answering clarifying questions, making and linking comments, reviewing relevant ideas, clearly explaining one’s ideas and understanding of a topic, and considering individual differences.</i></p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Words and phrases that relate to following discussion norms to collaborate with peers such as carrying out assigned roles (e.g., “I/You will be the reporter/timekeeper/note-taker/summarize.”). • Words and phrases used to clearly explain one’s ideas and understanding (e.g., “What I mean is...”; “What you are saying is...”; “What the character /passage is saying is that...”; “Before I thought_____, but now I think_____.”). • Words and phrases that are used to review relevant ideas (e.g., “The main points made were...”; “The most important part of_____was_____”; “This idea is important because....”).
<p>5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>5SL1a: Come to discussions prepared, having read or studied</p>	<p><i>Prepare for, effectively engage in, and contribute to collaborative discussions by following norms and carrying out assigned roles: expressing ideas clearly and persuasively, posing and responding to specific questions,</i></p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Words and phrases that clearly and persuasively express ideas (e.g., “In support of/against...”; “An advantage/disadvantage of_____is_____.”). • Words and phrases that ask and respond to specific questions to elaborate on the remarks of others (e.g., “What

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<p><i>required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</i></p> <p><i>5SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.</i></p> <p><i>5SL1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</i></p> <p><i>5SL1d: Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions.</i></p>	<p><i>making comments and elaborating on others' ideas, drawing conclusions on gained knowledge, and considering individual differences.</i></p>	<p>do you mean by ____?"; "To answer your question about _____, I agree with you and would like to add _____ to your point"; "Another important point is..."; "That is a great point because....").</p> <ul style="list-style-type: none"> • Words and phrases that facilitate drawing conclusions on gained knowledge (e.g., "That's a great idea because..."; "The character realizes that..."; "I used to think that _____, but now I think _____.").
<p>6SL1: <i>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</i></p> <p><i>6SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</i></p> <p><i>6SL1b: Follow norms for collegial discussions, set specific goals and</i></p>	<p><i>Prepare for, effectively engage in, and contribute to collaborative discussions by following collegial discussion norms: setting specific goals, defining assigned roles, expressing ideas clearly and persuasively, posing and responding to specific questions with elaboration and detail, and understanding multiple perspectives through reflection and paraphrasing.</i></p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Words and phrases that relate to following discussion norms to collaborate with peers, such as setting specific goals and deadlines, and defining individual roles (e.g., "The goal of our discussion is..."; "My goal is..."; "We have to (action) _____ by (date)_____."). • Words and phrases to ask and respond to specific questions to elaborate on the remarks of others with detail (e.g., "Can you explain you mean by _____ when you discuss _____?"; "To answer your question about _____, I agree with you, and on page _____ it is stated that _____"; "I would like to add to your point," "Another thing to consider is....").

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<p><i>deadlines, and define individual roles as needed.</i></p> <p><i>6SL1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</i></p> <p><i>6SL1d: Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</i></p>		<ul style="list-style-type: none"> • Words and phrases to demonstrate understanding of multiple perspectives (e.g., “There are _____ ways to solve the problem of _____”; “According to your point of view....”). • Words and phrases that demonstrate consideration of ideas shared (e.g., “I learned that...”; “After listening to _____’s idea I realize that _____.”).
<p>7SL1: <i>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively; and build on those of others.</i></p> <p><i>7LS1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</i></p> <p><i>7SL1b: Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</i></p> <p><i>7SL1c: Pose questions that elicit elaboration and respond to others’ questions and comments with</i></p>	<p><i>Extensively prepare for, effectively engage in, and consistently contribute to collaborative discussions by following collegial discussion norms: tracking progress toward specific goals and deadlines, defining individual roles, expressing ideas clearly and persuasively, posing and responding to questions and comments with elaboration and relevant observations that bring the conversation back to topic, acknowledging new perspectives and evaluating one’s own.</i></p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Words and phrases that relate to following discussion norms to collaborate with peers such as tracking progress on specific goals and deadlines, and defining individual roles (e.g., “Have we met our goals for...?”; “How will we know when we have met our goal?”). • Words, phrases, and sentences to pose and respond to questions to elicit elaboration that monitor cohesion in the discussion (e.g., “I am noticing that...”; “How is related to the topic?”) • Words, phrases, and sentences to demonstrate understanding of multiple perspectives through self-reflection and monitoring (e.g., “After reviewing I noticed that...”, “Upon reflection I learned....”).

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<p><i>relevant observations and ideas that bring the discussion back on topic as needed.</i></p> <p><i>7SL1d: Acknowledge new information expressed by others and, when warranted, modify personal views.</i></p>		
<p>8SL1: <i>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</i></p> <p><i>8LS1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</i></p> <p><i>8SL1b: Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</i></p> <p><i>8SL1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</i></p>	<p><i>Extensively prepare for, effectively engage in, and consistently contribute to collaborative conversations by following collegial discussion and decision-making norms: tracking progress toward specific goals and deadlines; defining individual roles; expressing ideas clearly and persuasively with supportive evidence on the topic, text, or issue; posing and responding to questions that connect the ideas of several speakers; acknowledging new perspectives; and justifying personal views.</i></p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> ● Words, phrases, and sentences that relate to decision-making during collaborative peer work (e.g., “Who will oversee...?”; “I would like to...”; “What are our nextsteps?”). ● Words, phrases, and sentences that clearly and persuasively express ideas and justify personal views with supportive evidence on the topic, text, or issue (e.g., “In support of/against...”; “An advantage/disadvantage of...”; “The evidence shows that...”; “Based on the evidence...”; “I believe that _____ because _____.”). ● Words, phrases, and sentences to demonstrate understanding of new information expressed from multiple perspectives (e.g., “After reviewing all the sources I understand that...”; “Thinking about it now...”; “You mentioned that _____, however I still believe that _____ because _____.”).

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<p><i>8SL1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in light of the evidence presented.</i></p>		
<p>9-10SL1: <i>Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</i></p> <p><i>9-10SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.</i></p> <p><i>9-10SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.</i></p> <p><i>9-10SL1c: Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</i></p>	<p><i>Effectively initiate, participate in, and prepare to contribute to a collaborative, thoughtful, and well-reasoned exchange of ideas and perspectives by following collegial discussion and decision-making norms: establishing clear goals and deadlines; defining individual roles; expressing ideas clearly and persuasively on complex texts, ideas, and issues; and posing and responding to questions that relate to broader themes or ideas including others into the discussion, while making new connections.</i></p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Words, phrases, and sentences that relate to establishing clear goals, deadlines, and individual roles needed (e.g., “Who will oversee...?”; “I would like to...”; “What are our next steps?”; “When is the deadline for...?”). • Words, phrases, and sentences that clearly and persuasively express ideas to initiate discussions on complex topics or issues that incorporate others into the conversation (e.g., “The central ideas to consider in this discussion are...”; “I would like to address...”; “My response to _____ is _____”; “The strongest evidence of _____ is _____”; “I agree/disagree with _____ because _____”; “Do you have any research to support your conclusion?”).

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<p><i>9-10SL1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.</i></p>		
<p>11-12SL1: <i>Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</i></p> <p>11-12LS1a: <i>Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.</i></p> <p>11-12SL1b: <i>Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.</i></p> <p>11-12SL1c: <i>Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or</i></p>	<p><i>Effectively initiate, participate in, and prepare to contribute to a collaborative, thoughtful, and well-reasoned exchange of ideas and perspectives by following collegial discussion and decision-making norms: establishing clear goals and deadlines; defining individual roles; expressing ideas clearly and persuasively on complex texts, ideas, and issues; posing and responding to questions that probe reasoning and evidence addressing multiple perspectives; synthesizing information; resolving contradictions and elicit additional research to deepen the investigation.</i></p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> ● Words, phrases, and sentences to pose and respond to questions to probe reasoning and evidence by addressing multiple perspectives (e.g., “Based on the evidence provided....”). ● Words, phrases, and sentences to resolve contradictions and evaluate the need for additional information to support comments, claims, and evidence to conduct a more thorough investigation (e.g., “Can we reach consensus on...?”; “The bottom line is...”; “On what points can we come to an agreement?”; “An alternative solution is....”).

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<p><i>challenge ideas and conclusions; and promote divergent and creative perspectives.</i></p> <p><i>11-12SL1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</i></p>		

Speaking and Listening Standard 2

Next Generation Speaking and Listening Anchor Standard 2	Main Academic Demand
<i>Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).</i>	<i>Use and evaluate information presented in various formats.</i>

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand* <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<i>KSL2:</i> <i>Develop and answer questions about key details in diverse texts and formats.</i>	<i>Ask and answer questions to clarify understanding.</i>	Speak and Listen for: <ul style="list-style-type: none"> • Words and phrases that clarify information. (e.g., “Is this/that...?”). • Seek information using questions forms (e.g., who, what when, where, why, and how).
<i>1SL2:</i> <i>Develop and answer questions about key details in diverse texts and formats.</i>	<i>Ask and answer questions to clarify understanding.</i>	Speak and Listen for: <ul style="list-style-type: none"> • Expressions to clarify information (e.g., “Can you repeat that again?”; “Is this/that...?”). • Seek information using question forms (e.g., who, what when, where, why, and how). • Tag questions (e.g., “Isn’t it?”; “Doesn’t she?”).
<i>2SL2:</i> <i>Recount or describe key ideas or details of diverse texts and formats.</i>	<i>Recount and describe key ideas or details.</i>	Speak and Listen for: <ul style="list-style-type: none"> • Transition words that support recounting, such as markers of time, sequence, or chronology (e.g., in the beginning, first, then, after, in the end). • Positive and negative statements (e.g., did/didn’t; was/wasn’t). • Use of adjectives and adverbs that provide details.

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand* <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
3SL2: Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).	<i>Determine the central/main idea and supporting details.</i>	Speak and Listen for: <ul style="list-style-type: none"> • Demonstratives to point to visual materials (e.g., this, that, these, those). • Possessive determiners to describe details (e.g., his, her, its, their). • Descriptions using quantifiers (e.g., many, much, a lot of).
4SL2: Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).	<i>Paraphrase information.</i>	Speak and Listen for: <ul style="list-style-type: none"> • Referencing using expressions pointing to materials (e.g., “this text is about…”). • Sequencing (e.g., then, after that, in the beginning, in the end) to support paraphrasing of a text
5SL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).	<i>Summarize information.</i>	Speak and Listen for: <ul style="list-style-type: none"> • Summarizing expressions (e.g., in sum, the main point). • Recounting using past tenses.
6SL2: Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study.	<i>Interpret information and explain how it relates to a topic.</i>	Speak and Listen for: <ul style="list-style-type: none"> • Compare and contrast phrases (e.g., like, unlike, whereas, similar, on the one hand, on the other hand) to present relational information. • Cause and effect phrases (e.g., because, since, so, the consequence was, the reason was) to present information. • Transition words of limitation/contrast/contradiction (e.g., however, but, nonetheless, etc.) to convey a change in the line of reasoning.

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand* <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
7LS2: <i>Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study.</i>	<i>Analyze the central/main idea and supporting details and explain how an idea clarifies a topic.</i>	Speak and Listen for: <ul style="list-style-type: none"> • Transition words of limitation/contradiction (e.g., however, but, nonetheless, etc.) to convey a change in the line of reasoning. • Stative verbs to present decisions (e.g., believe, appear, imagine) with related supporting details.
8SL2: <i>Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</i>	<i>Analyze the purpose of information and evaluate the motives behind its presentation.</i>	Speak and Listen for: <ul style="list-style-type: none"> • Expressions of value or degree with adjectives (e.g., very, really, quite, extremely). • Transition words of opposition to present evaluation of the text (e.g., although this may be true, in contrast, different from, of course, but, at the same time).
9-10SL2: <i>Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source.</i>	<i>Integrate sources of information, and evaluate the credibility and accuracy of each source.</i>	Speak and Listen for: <ul style="list-style-type: none"> • Words and phrases that signal credibility and accuracy (e.g., impartial/biased, objective/subjective, valid/invalid, trustworthy/untrustworthy). • Modal verbs to address the credibility of sources in terms of probability, possibility, doubt (e.g., the author may not have considered/could be biased; the reader should consider that; the source may not be valid because).
11-12 SL2: <i>Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source and note any discrepancies among the data</i>	<i>Integrate sources of information, evaluate their credibility, and note discrepancies.</i>	Speak and Listen for: <ul style="list-style-type: none"> • Gerunds as subjects to introduce opinions before presenting data (e.g., “Smoking is unhealthy”; “Working hard is the key to success.”). • Passive voice (e.g., based on, concerned with) to support claims with evidence.

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand* <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<i>to make informed decisions and solve problems.</i>		

Speaking and Listening Standard 3

NGLS Speaking and Listening Anchor Standard 3	Main Academic Demand
<i>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</i>	<i>Evaluate a speaker's point of view.</i>

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<i>KSL3:</i> <i>Develop and answer questions to clarify what the speaker says.</i>	<i>Ask and answer questions to seek help, clarify, or get information.</i>	Speak and Listen for: <ul style="list-style-type: none"> • Question forms (e.g., who, what, when, where, why, and how) to seek help, information, or clarification (e.g., “Who said that?”; “Where did _____ happen? When?”; “What about _____? What made you think that?”; “How did you get that answer?”).
<i>1SL3:</i> <i>Develop and answer questions to clarify what the speaker says and identify a speaker's point of view.</i>	<i>Ask and answer questions to gather and clarify information.</i>	Speak and Listen for: <ul style="list-style-type: none"> • Question forms (e.g., who, what, when, where, why, and how) to gather and clarify information (e.g. “What did _____ say?”; “Who said that?”; “Can you help me with _____?”; “Can you repeat that part?”; “What about _; what does s/he think?”; “Why did you/she/he/they say more about?”). • Phrases that articulate a point of view (e.g., “I think that _____ because _____”; “I believe that _____ because ____.”).

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
2SL3: <i>Develop and answer questions about what a speaker says; agree or disagree with the speaker’s point of view, providing a reason(s).</i>	<i>Ask and answer questions to clarify, gather information, and deepen understanding.</i>	Speak and Listen for: <ul style="list-style-type: none"> • Question forms (e.g., who, what, when, where, why, and how) to gather and clarify information (e.g. “What did _____ say?”; “Who said that?”; “Can you help me with _____?”; “Can you repeat that part?”; “What about _____; what does s/he think?”; “Why did you/she/he/ they say more about?”). • Phrases that articulate a point of view (e.g., “I think that...”; “I believe that...”). • Phrases of agreement/disagreement (e.g., “I agree because...”; “I disagree because....”).
3SL3: <i>Ask and answer questions in order to evaluate a speaker’s point of view, offering appropriate elaboration and detail.</i>	<i>Ask and answer questions with appropriate detail and evidence.</i>	Speak and Listen for: <ul style="list-style-type: none"> • Phrases that articulate a point of view: (e.g., “I/he/she they think(s) ...”; “I believe that...”). • Answers to the questions to provide clarification. (e.g., “It means...”; “It happened when....”). • Questions for elaboration (e.g., “What is your evidence?”).
4SL3: <i>Identify and evaluate the reasons and evidence a speaker provides to support particular points.</i>	<i>Identify and evaluate the reasons and evidence a speaker provides.</i>	Speak and Listen for: <ul style="list-style-type: none"> • Question forms (e.g., who, what, when, where, why, and how) to determine the evidence a speaker provides: (e.g., “Why do you think that? Is there evidence?”; “What is your reason for saying that?”; “What would be an example? How do you know?”; “Why do you think that is true?”; “What are

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
		<p>your reasons for saying that?"; "Could you explain your reasons for saying that?").</p> <ul style="list-style-type: none"> • Phrases that articulate evidence or logical reasoning: (e.g., "This is true because..."; "I believe this because..."; "The evidence includes..."). • Transition words of cohesion that support logical reasoning (e.g., ordinal numbers: first, second, third, finally; additionally). • Transition words to support examples (e.g., in other words, including, such as; for example, to explain).
<p>5SL3: <i>Identify and evaluate the reasons and evidence a speaker provides to support particular points.</i></p>	<p><i>Summarize and explain the points a speaker makes.</i></p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Question forms to elicit summarization (e.g., "Let me see if I understand..."; "Are you saying that _____?"). • Phrases that articulate evidence or logical reasoning: (e.g., "The evidence includes..."). • Transition words of cohesion that support logical reasoning (e.g., additionally; moreover; furthermore; equally important). • Transition words to support examples (e.g., in other words; notably; including; such as; for example; to clarify; to explain.) • Transition words of summary and conclusion that support logical reasoning (e.g., to conclude; to summarize; the key points are; therefore).

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
6SL3: <i>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</i>	<i>Delineate the speaker’s claims that are supported by evidence from those that are not.</i>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Expressions to introduce reasons, evidence, facts, quotations, etc. (e.g., “The evidence suggests...”; “The facts are...”; “The author states that...”). • Expressions to introduce claims/interpretation of data (e.g., “This means that...”; “A possible interpretation is...”; “The author argues....”). • Expressions that articulate how claims and evidence support each other (e.g., “The claims are well supported by the evidence”; “A compelling argument is....”). • Transition words of opposition/contradiction (e.g., “on one hand/on the other hand...”; “even so/though...”; “but...”; “yet, the evidence suggests that...”). • Expressions that question the claims which are not supported by evidence. (e.g., “Can you explain more about the evidence?”; “where does it show that...?”; “people believe/think that...”; “for example....”).
7SL3: <i>Delineate a speaker’s argument and specific claims, evaluating for sound reasoning and the relevance and sufficiency of the evidence.</i>	<i>Delineate a speaker’s argument and claims; Evaluate the reasoning and relevance of information.</i>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Transition words of opposition/contradiction (e.g., “although this may be true...”; “on one hand/on the other hand...”; “even so/though”; “but”; “still”; “yet”; “While the speaker claims that_____the evidence suggests that_____”). • Expressions that identify relevant information to evaluate sound reasoning (e.g., “I think that...”; “I think this is relevant because....”). • Expressions to support sufficiency of evidence (e.g., “The details relating to_____support the claim that_____”).

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
8SL3: <i>Delineate a speaker’s argument and specific claims, evaluating for sound reasoning and the relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.</i>	<i>Delineate a speaker’s argument and claims; Evaluate the relevance and sufficiency of evidence; Identify irrelevant information.</i>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Transition words of opposition/contradiction (e.g., “alternatively...”; “on the contrary,...”; “although this may be true...”; “on one hand/on the other hand...”; “even so/though”; “but”; “still”; “yet”; “While the speaker claims that _____ the evidence suggests that _____.”). • Expressions that identify irrelevant information (e.g., “I don’t think that...”; “Where does it show that...?”; “I think this is irrelevant.”). • Expressions that identify relevant information (e.g., “It is clear that _____ because _____.”).
9-10SL3: <i>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.</i>	<i>Evaluate a speaker’s point of view, evidence, and rhetoric; Identify fallacious and/or distorted evidence.</i>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Transition words of opposition/contradiction (e.g.. “although this may be true...”; “on one hand/on the other hand...”; “even so/though”; “be that as it may”; “but”; “still”; “yet”; “however”; “nonetheless”; “While the speaker claims that _____ the evidence suggests that _____”; “The sources are unreliable because _____.”) to identify relevant evidence. • Expressions that point out fallacious, exaggerated, distorted evidence and reasoning to support it. (e.g., “I don’t agree (that) _____, because _____”; “I see no evidence that _____ because _____”; “I do not believe that _____ is accurate based on _____.”). • Language of persuasion which connects the claim and evidence. (e.g.; “It is clear that _____ is true based on _____.”).

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
<p>11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.</p>	<p>Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.</p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Transition words of opposition/contradiction (e.g., albeit; whereas; nonetheless; on the contrary; in spite of; on the condition that). • Words and phrases that analyze connections within an argument (e.g., "The speaker's use of _____ indicates _____"; "The speaker's use of repetition means _____"). • Language of persuasion and rhetorical appeals that connect the claim and evidence. (e.g., "Without a doubt..."). • Speaker's use of tone (e.g.; "By phrasing _____ in such a way the speaker _____ shows that he/she thinks _____").

Speaking and Listening Standard 4

NGLS Speaking and Listening Anchor Standard 4	Main Academic Demand
<i>Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.</i>	<i>Present information appropriate to task, purpose, and audience, with coherent and well-organized reasoning and evidence.</i>

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
KSL4: Describe familiar people, places, things, and events.	Describe people, places, things, and events.	Speak and Listen for: <ul style="list-style-type: none"> • Words that identify and describe people, places, things, and events (e.g., tall, special, big, green). • Nouns and associated pronouns (e.g., I, you, Dad/we, it) to refer to people, places, and things.
1SL4: Describe familiar people, places, things, and events with relevant details expressing ideas clearly.	Clearly describe people, places, things, and events with relevant details.	Speak and Listen for: <ul style="list-style-type: none"> • Words that identify and describe details clearly (e.g., my, her, those, six, a lot of). • Words that identify and describe actions (e.g., ran quickly, walked slowly, talked quietly).
2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Clearly describe people, places, things, and events with relevant details and feelings.	Speak and Listen for: <ul style="list-style-type: none"> • Words that identify and describe feelings (e.g., happy, sad, angry). • Appropriate tense to recount experiences in the past. • Non-referential pronouns to support recounting a story or event (e.g., “there was a lot of noise...”; “it was a rainy day.”).

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Clearly report on a topic, tell a story, or recount an experience with relevant facts and details in an understandable pace.	Speak and Listen for: <ul style="list-style-type: none"> • Words and phrases that describe a setting (e.g., damp/dry, loud/quiet). • Prefixes and suffixes that provide details (e.g., -y; -ed; -er; -est). • Words of sequence to describe events in order. (e.g., First, then, as a result.). • Clear enunciation and appropriate speaking strategies (e.g., eye contact, posture).
4SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.	Clearly report on a topic, tell a story, or recount an experience with relevant facts and details using an understandable pace and volume.	Speak and Listen for: <ul style="list-style-type: none"> • Pronouns to identify the subject or to support recounting a story or event (e.g., “He ran to victory”; “It was raining.”). • Time-order transitions organize a report (e.g., To begin with; at dawn; at noontime; in the meantime; as one can see). • Clear enunciation and appropriate speaking strategies (e.g., pace; eye contact; posture).
5SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.	Clearly report on a topic or text logically using facts and details to support the central idea/theme in an understandable pace and volume.	Speak and Listen for: <ul style="list-style-type: none"> • Words and phrases that describe ideas, facts and details that support central ideas or theme including adjectives (e.g., enchanting; unending; humble) and adverbs (e.g., hesitantly; willingly; appropriately). • Words and phrases that signal a logical sequence (e.g., First of all; as a result; as soon as; suddenly; eventually; before; afterward). • Clear enunciation and appropriate speaking strategies (e.g., pace; volume; eye contact; posture).

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.	Clearly present claims and findings, sequencing ideas logically and using descriptions, facts, and details to accentuate support the central ideas or themes with appropriate presentation techniques.	Speak and Listen for: <ul style="list-style-type: none"> • Words, phrases, and sentences that present claims and findings (e.g., “The Hekla volcano could erupt soon”; “Everyone should wear uniforms.”). • Sequence connectors that signal cohesion and support reasoning (e.g., but; when; then). • Clear enunciation and appropriate speaking strategies (e.g., pace; volume; eye contact; posture).
7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation.	Present claims and findings coherently, with pertinent and relevant descriptions, facts, details, and examples including salient points with appropriate delivery.	Speak and Listen for: <ul style="list-style-type: none"> • Words, phrases, and sentences that introduce claims and findings (e.g., “This means that the Hekla volcano could erupt soon”; “Everyone should use reusable bags.”). • Sequence connectors that signal cohesion and support objective reasoning (e.g., in addition; equally important; not only/but also; although). • clear enunciation and appropriate speaking strategies (e.g., pace; volume; eye contact; posture; facial expressions).
8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation.	Present claims and findings coherently, with pertinent and relevant details, evidence, and valid reasoning, including salient points with appropriate delivery.	Speak and Listen for: <ul style="list-style-type: none"> • Phrases and sentences that indicate authentic sources of evidence/fact: (e.g., “According to...”; “as discussed by...”). • Sequence connectors that signal cohesion and support logical reasoning (e.g., meanwhile; therefore; consequently.). • Clear enunciation and appropriate speaking strategies (e.g., pace; volume; eye contact; posture; facial expressions; gestures; emphasis).

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<p>9-10SL4: Present claims, findings, and supporting evidence clearly, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.</p>	<p>Present claims and findings clearly, concisely, and logically showing organization, development, substance, and style with awareness of audience.</p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Transition words and phrases that signal concise and logical development of claims and findings (e.g., thus; however; consequently; in conclusion; on the contrary; importantly; as a matter of fact; subsequently; in conclusion). • Words, phrases, and sentences that signal purpose (e.g., this presentation will argue/advocate/persuade). • Technique and language appropriate to an intended audience (e.g., formal; informal; academic; enunciation; volume) and task (e.g., reading a letter; presenting to a group).
<p>11-12SL4: Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.</p>	<p>Present purposeful claims, findings, and evidence inclusive of clear alternative perspectives showing organization, development, substance, and style with awareness of audience.</p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Expressions that convey a clear perspective or purpose, (e.g., “I strongly believe that...”; “This presentation will argue that...”). • Words and phrases that signal opposing perspectives. (e.g., However; although; on the one hand/other hand). • Transition words and phrases that support logical, coherent connections (e.g., thus; moreover; in essence; however; consequently; in conclusion). • Technique and language appropriate to an intended audience (e.g., formal; informal; academic; enunciation; volume) and task (e.g., reading a letter; presenting to a group).

Speaking and Listening Standard 5

NGLS Speaking and Listening Anchor Standard 5	Main Academic Demand
<i>Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.</i>	<i>Make strategic use of media and visual information to enhance and support presentations.</i>
<p>Note regarding Speaking and Listening Standard 5</p> <p><i>Speaking and Listening Standard 5 refers to creating and/or utilizing visual displays and digital media to support the expression of ideas and information without specific reference to speaking and listening skills. The use of digital media and alternative forms of expression has quickly become the norm and their use will continue to evolve and become more sophisticated as students progress through high school, college, and careers.</i></p>	
<p>Language Standard Closely Linked to Speaking and Listening Standard 5:</p> <p><i>Language Anchor Standard 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</i></p>	

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand
<p>KSL5: Create and/or utilize existing visual displays to support descriptions.</p>	<p>Draw or select visual media to provide additional details.</p>	<p><i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i></p> <p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Use words to identify and describe pictures from a visual display while making connections of their use in other contexts (e.g., multiple contexts that are warm/colorful/have water). • Use of self-generated words and phrases that integrate listening, speaking, and language to describe people, places, things, and events portrayed on visual displays (e.g., “I saw lions”; “these are my friends.”).

1SL5: Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.

Draw or select visual displays to clarify ideas, thoughts, and feelings.

Speak and Listen for:

- Use of words or phrases that integrate listening, speaking, and language to clearly explain one's thoughts, ideas, and feelings about a visual display (e.g., "This picture makes me happy because the sun is shining.").

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<p>2SL5: Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.</p>	<p>Use drawings or other visual displays to clarify thoughts, ideas, and feelings.</p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Use of words and phrases—acquired through conversations, reading and being read to, and responding to texts—that clearly describe one’s thoughts in response to a visual presentation (e.g., “When the characters arrived at the beach, I thought they looked excited to quickly get in the water.”). • Description of how the choice of visual media clarifies ideas or thoughts (e.g., “The picture shows that....”). • Use adjectives and adverbs to describe a visual display or to clarify what is being presented.
<p>3SL5: Include digital media and/or visual displays in presentations to emphasize certain facts or details.</p>	<p>Select digital or visual media to emphasize specific information.</p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Use of words and phrases—including those that signal spatial and temporal relationships—to how an infographic emphasizes facts and details (e.g., “I see that the numbers give information about....”; “the icons are different sizes because...”; “here you see...”).
<p>4SL5: Include digital media and/or visual displays in presentations to emphasize central ideas or themes.</p>	<p>Add digital or visual media to support and highlight central ideas or themes.</p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Description of digital or visual media using academic and content-specific words and phrases including those that signal precise actions, emotions, or states of being (e.g., “This photo is an example of...”; “This graph shows that...”; “This map is important because...”). • Explain how the use of digital media highlights ideas and themes in the text (e.g., “I used cartoons in this video to explain...”).

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<p>5SL5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.</p>	<p>Include multimedia and visual displays to strengthen and highlight central ideas or themes.</p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Description of digital or visual media using academic and content-specific words and phrases including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). • Explanation of why certain digital media/visual displays were chosen for the particular presentation. (e.g., “This picture of the arctic landscape reveals...”). • Explanation of how specific digital media/visual displays emphasize the main ideas/themes of the text (e.g., “The importance of including in the video is to show _____.”).
<p>6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes.</p>	<p>Include multimedia and visual displays to clarify information for a central idea and enhance main ideas or themes.</p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Use of academic and content-specific words and phrases that apply vocabulary knowledge when describing digital or visual media to enhance the ideas being presented (e.g., “In other words,...”; “in addition to...”; “to put it another way...”; “as an illustration...”). • Use of transition words to clarify items featured in a digital/video presentation (e.g., “You can clearly see that...”; “As you can see/understand/ hear from this...”; “in short...”; “in summary...”).
<p>7SL5: Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>Include multimedia and visual displays to clarify claims, findings, and emphasize points.</p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Use of academic and content-specific words and phrases that apply vocabulary knowledge when describing digital or visual media to clarify claims and findings and to emphasize salient points presented within by the media (e.g., “According to...”; “the predominant factor of _____ is _____.”; “furthermore...”).

<p align="center">NGLS Grade Level Learning Standard</p>	<p align="center">Grade Level Academic Demand</p>	<p align="center">Linguistic Demand</p> <p align="center"><i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i></p>
		<ul style="list-style-type: none"> • Use of transition words to clarify items featured in a digital/video presentation (e.g., “You can clearly see that...”; “As you can see/understand/ hear from this...”; “in short...”; “in summary...”). • Explanation of rationale behind choices made in student-developed multimedia displays (e.g., “I chose this image because...”; “the reason we included this song...”; “this video means...”).
<p>8SL5: Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience.</p>	<p>Integrate multimedia and visual displays to clarify information, add interest and strengthen evidence to engage the audience.</p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Use of academic and content-specific words and phrases that apply vocabulary knowledge when describing digital or visual media strengthen claims and evidence through emphasis and clarification (e.g.; “Why was John D. Rockefeller called_____? He exemplified_____; therefore, he was known best for _____.”). • Explanation of rationale behind choices made in student-developed multimedia displays (e.g., “I chose this image because...”; “The reason we included this song...”; “This video means...”). • Use of a variety of sentence structures to connect with the audience (e.g., using rhetorical questions).
<p>9-10SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.</p>	<p>Make strategic use of digital media to enhance understanding of findings, reasoning, and evidence and to engage the audience.</p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Use of academic and content-specific words and phrases that apply vocabulary knowledge sufficient for reading, writing, speaking, and listening when considering a word or phrase important to comprehension or expression of digital or visual media in order to enhance an audience’s understanding of findings, reasoning, and evidence. • Explanation of rationale behind choices made in student-developed multimedia displays (e.g., “This picture/video

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
		<p>illustrates...”; “The reason we included this song is because...”; “The meaning of this video is...”).</p> <ul style="list-style-type: none"> • Use of a variety of sentence structures to connect with the audience about the use of visuals. (e.g., “What do you think when you hear these lines?”; “The sounds repeating demonstrate the use of alliteration.”).
<p>11-12SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.</p>	<p>Make strategic use of digital media to enhance understanding of findings, reasoning, and evidence and to engage the audience.</p>	<p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Use of academic and content-specific words and phrases that apply vocabulary knowledge sufficient for reading, writing, speaking, and listening when considering a word or phrase important to comprehension or expression of digital or visual media in order to enhance an audience’s understanding of findings, reasoning, and evidence. • Explanation of rationale behind choices made in student-developed multimedia displays (e.g., “This picture/video illustrates...”; “the reason we included this song is because...”; “the meaning of this video is...”). • Use of a variety of sentence structures to connect with the audience about the use of visuals. (e.g., “Please take a good look at this picture (chart, video, etc.) and explain how it relates to the text.”).

Speaking and Listening Standard 6

NGLS Speaking and Listening Anchor Standard 6	Main Academic Demand
<p><i>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of academic English when indicated or appropriate.</i></p>	<p><i>Adapt speech to a variety of contexts, demonstrating command of academic English.</i></p>
<p>Note regarding Speaking and Listening Standard 6</p> <p><i>Speaking and Listening Standard 6 requires students to understand the difference between academic and informal registers of English and choose appropriate vocabulary in order to adapt speech to a variety of contexts and tasks. The linguistic demands for SL6 are closely linked to the Language Standards listed below. The NYS NGLS Language Standards will inform the language structures appropriate for the grade levels that teachers should incorporate into the tasks and the examples listed draw directly from the language standards. The NYS NGLS Language Standards “At-a-Glance” pages are included as an appendix for teachers’ reference.</i></p>	
<p>Language Standards Closely Linked to Speaking and Listening Standard 6:</p> <ul style="list-style-type: none"> • Language Anchor Standard 1: <i>Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.</i> • Language Anchor Standard 3 (Begins in Grade 2): <i>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</i> • Language Anchor Standard 6: <i>Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</i> 	

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand
<p>KSL6: Express thoughts, feelings, and ideas.</p>	<p>Express thoughts, feelings, and ideas.</p>	<p><i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i></p> <p>Speak and Listen for:</p> <ul style="list-style-type: none"> • Sharing of thoughts, feelings, and ideas by using words and phrases acquired in conversations, reading and being read to, and responding to texts. (e.g., “I feel happy when...”; “I feel upset when...”; “I like to play with _____ because _____.”).

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
1SL6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.	Produce complete sentences to express thoughts, feelings, and ideas as appropriate to task, situation and audience.	Speak and Listen for: <ul style="list-style-type: none"> • Sharing of thoughts, feelings, and ideas in complete sentences by using words and phrases acquired in conversations, reading and being read to, and responding to texts in a variety of tasks, situations, and audiences. (e.g., “At home, I feel _____ because _____”; “when I am outside, I like to _____ because _____.”). • Use of precise transition words and conjunctions to signal simple relationships (e.g., because).
2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.	Clearly express thoughts, feelings, and ideas according to context.	Speak and Listen for: <ul style="list-style-type: none"> • Sharing of thoughts, feelings, and ideas by using words and phrases acquired in conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe in a variety of contexts. (e.g., “When other kids are happy that makes me happy.”). • Use of precise words and phrases to reference details presented in a video including frequently occurring conjunctions (e.g., and; but; or; so; because) and transition words (e.g., first; then; therefore; finally).
3SL6: Identify contexts that call for academic English or informal discourse.	Identify contexts that are appropriate for academic or informal English.	Speak and Listen for: <ul style="list-style-type: none"> • Use of conversational, general academic, and content-specific words and phrases based on formal or informal contexts, including those that signal spatial and temporal relationships (e.g., “After dinner, we went out for dessert at the local ice cream stand”; “I drew a circle around one column of three in the array.”). • Use relative pronouns (e.g.; who; whose; which) and relative adverbs (e.g.; where; when; why) to connect ideas.

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
4SL6: Distinguish between contexts that call for formal English versus/or informal discourse; use formal English when appropriate to task and situation.	Differentiate between contexts that call for formal and informal English and use when appropriate.	Speak and Listen for: <ul style="list-style-type: none"> • Use of general academic and content-specific words and phrases based on context, including those that signal precise actions, emotions, or states of being (e.g., quizzed; whined; stammered) and that are basic to a particular topic (e.g., “These are the ingredients you need to make pancakes”; “the nucleus of the cell is located....”). • Use of verb tenses to convey times, sequences, states, and conditions (e.g., “I am going to show you how to make pancakes”; “I have added the salt, and now I will pour the batter.”)
5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate.	Speak and Listen for: <ul style="list-style-type: none"> • Use of general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however; although; nevertheless; similarly; moreover; in addition). • Use of formal language to signal logical relationships (e.g., however; although; in addition).
6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate.	Speak and Listen for: <ul style="list-style-type: none"> • Use of general academic and content-specific words and phrases; application of vocabulary knowledge when considering a word or phrase important to comprehension or expression while adapting speech to a variety of contexts and tasks. (e.g., “The material caught on fire” vs. “The material ignited.”).
7SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal	Adapt speech to a variety of contexts and tasks, demonstrating	Speak and Listen for: <ul style="list-style-type: none"> • Use of general academic and content-specific words and phrases; application of vocabulary knowledge when

NGLS Grade Level Learning Standard	Grade Level Academic Demand	Linguistic Demand <i>*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.</i>
English when indicated or appropriate.	command of formal English when appropriate.	considering a word or phrase important to comprehension or expression while adapting speech to a variety of contexts and tasks. (e.g., “The material caught on fire” vs. “The material ignited.”).
8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate.	Speak and Listen for: <ul style="list-style-type: none"> • Use of general academic and content-specific words and phrases; application of vocabulary knowledge when considering a word or phrase important to comprehension or expression while adapting speech to a variety of contexts and tasks. (e.g., “The material caught on fire” vs. “The material ignited.”).
9-10SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks demonstrating command of formal English when appropriate.	Speak and Listen for: <ul style="list-style-type: none"> • Use of general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstration of independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks demonstrating command of formal English when appropriate.	Speak and Listen for: <ul style="list-style-type: none"> • Use of general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstration of independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

APPENDIX A: NYS NGLS Language Standards “At-a-Glance”

The following pages provide reprints of companion documents to the New York State Next Generation English Language Arts Learning Standards, including:

- PK-2 Next Generation ELA Standards at a Glance, pp 180-186
- 3-5 Next Generation ELA Standards at a Glance, pp 187-193
- 6-8 Next Generation ELA Standards at a Glance, pp 194-200
- 9-12 Next Generation ELA Standards at a Glance, pp 201-209

PK-2 Next Generation ELA Standards at a Glance

PK-2 Reading Standards (Literary and Informational Text)

Review the [PK](#), [K](#), [1st](#), and [2nd](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Key Ideas and Details

PK	K	1	2
PKR1: Participate in discussions about a text.	KR1: Develop and answer questions about a text.	1R1: Develop and answer questions about key ideas and details in a text.	2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text.
PKR2: Retell stories or share information from a text.	KR2: Retell stories or share key details from a text.	1R2: Identify a main topic or central idea in a text and retell important details.	2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text.
PKR3: Develop and answer questions about characters, major events, and pieces of information in a text.	KR3: Identify characters, settings, major events in a story, or pieces of information in a text.	1R3: Describe characters, settings, and major events in a story, or pieces of information in a text.	2R3: In literary texts, describe how characters respond to major events and challenges. In informational texts, describe the connections among ideas, concepts, or a series of events.

Craft and Structure

PK	K	1	2
PKR4: Exhibit an interest in learning new vocabulary.	KR4: Identify specific words that express feelings and senses.	1R4: Identify specific words that express feelings and senses.	2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses.
PKR5: Interact with a variety of genres.	KR5: Identify literary and informational texts.	1R5: Identify a variety of genres and explain major differences between literary texts and informational texts.	2R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text.
PKR6: Describe the role of an author and illustrator.	KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text.	1R6: Describe how illustrations and details support the point of view or purpose of the text.	2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text.

Integration of Knowledge and Ideas

PK	K	1	2
PKR7: Describe the relationship between illustrations and the text.	KR7: Describe the relationship between illustrations and the text.	1R7: Use illustrations and details in literary and informational texts to discuss story elements and/or topics.	2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features.
<i>Begins in Kindergarten</i>	KR8: Identify specific information to support ideas in a text.	1R8: Identify specific information an author or illustrator gives that supports ideas in a text.	2R8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons.

PKR9: Make connections between self, text, and the world.

KR9: Make connections between self, text, and the world.

1R9: Make connections between self and text (texts and other people/world).

2R9: Make connections between self and text (texts and other people/world).

PK-2 Reading Standards (Foundational Skills)

Review the [PK](#), [K](#), [1st](#), and [2nd](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Print Concepts

PK	K	1	2
<p>PKRF1: Demonstrate understanding of the organization and basic features of print.</p> <p>PKRF1a: Recognize that words are read from left to right, top to bottom and page to page.</p> <p>PKRF1b: Recognize that spoken words are represented in written language.</p> <p>PKRF1c: Understand that words are separated by spaces in print.</p> <p>PKRF1d: Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.</p> <p>PKRF1e: Recognize that letters are grouped to form words.</p> <p>PKRF1f: Differentiate letters from numerals.</p> <p>PKRF1g: Identify front cover and back cover.</p>	<p>KRF1: Demonstrate understanding of the organization and basic features of print.</p> <p>KRF1a: Follow words from left to right, top to bottom, and page by page.</p> <p>KRF1b: Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>KRF1c: Understand that words are separated by spaces in print.</p> <p>KRF1d: Recognize and name all upper and lowercase letters of the alphabet.</p> <p>KRF1e: Identify the front cover, back cover, and title page of a book.</p>	<p>1RF1: Demonstrate understanding of the organization and basic features of print.</p> <p>1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p style="text-align: center;"><i>Print Concept Standards are addressed in Prekindergarten – Grade 1. Please see preceding grades for more information.</i></p>

Phonological Awareness

PK	K	1	2
<p>PKRF2: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <p>PKRF2a: Begin to recognize and match spoken words that rhyme (e.g. songs, chants, finger plays).</p> <p>PKRF2b: Begin to recognize individual syllables within spoken words (e.g. cup cake, base ball).</p> <p>PKRF2c: Isolate and pronounce the initial sounds (phonemes) in spoken one-syllable words (e.g. the /m/ in map).</p>	<p>KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>KRF2a: Recognize and produce spoken rhyming words.</p> <p>KRF2b: Blend and segment syllables in spoken words.</p> <p>KRF2c: Blend and segment onsets and rimes of spoken words.</p> <p>KRF2d: Blend and segment individual sounds (phonemes) in spoken one-syllable words.</p> <p>KRF2e: Create new words by manipulating the phonemes orally in one-syllable words.</p>	<p>1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>1RF2a: Count, blend and segment single syllable words that include consonant blends.</p> <p>1RF2b: Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.</p> <p>1RF2c: Manipulate individual sounds (phonemes) in single-syllable spoken words.</p>	<p style="text-align: center;"><i>Phonological Awareness Standards are addressed in Prekindergarten – Grade 1. Please see preceding grades for more information.</i></p>

PK-2 Reading Standards (Foundational Skills, continued)

Review the [PK](#), [K](#), [1st](#), and [2nd](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Phonics and Word Recognition

PK	K	1	2
<p>PKRF3: Demonstrate emergent phonics and word analysis skills.</p> <p>PKRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.</p>	<p>KRF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>KRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.</p> <p>KRF3b: Decode short vowel sounds with common spellings.</p> <p>KRF3c: Decode some regularly spelled one-syllable words.</p> <p>KRF3d: Read common high-frequency words by sight.</p>	<p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g., sh, ch, th).</p> <p>1RF3b: Decode long vowel sounds in regularly spelled one-syllable words (e.g., final -e conventions and common vowel teams).</p> <p>1RF3c: Decode regularly spelled one-syllable words.</p> <p>1RF3d: Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.</p> <p>1RF3e: Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>1RF3f: Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked).</p> <p>1RF3g: Read most common high-frequency words by sight.</p>	<p>2RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).</p> <p>2RF3b: Decode short and long vowel sounds in two-syllable words.</p> <p>2RF3c: Decode regularly spelled two-syllable words.</p> <p>2RF3d: Recognize and identify root words and common suffixes and prefixes.</p> <p>2RF3e: Read all common high-frequency words by sight.</p>

Fluency

PK	K	1	2
<p>PKRF4: Displays emergent reading behaviors with purpose and understanding.</p>	<p>KRF4: Will engage with emergent-reader texts and read-alouds to demonstrate comprehension.</p>	<p>1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.</p> <p>1RF4a: Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>1RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>2RF4a: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

PK-2 Writing Standards

Review the [PK](#), [K](#), [1st](#), and [2nd](#) grade ELA introductions for information regarding:

guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Review the [PK](#), [K](#), [1st](#), and [2nd](#) grade Writing introductions for information regarding production and range of writing.

Text Types and Purposes

PK	K	1	2
PKW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning.	KW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.	1W1: Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.	2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence. <i>As in 2nd grade should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons. (See Standards for examples.)</i>
PKW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning.	KW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.	1W2: Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.	2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.
PKW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.	KW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.	1W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.	2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.
PKW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).	KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).	1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).	2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).
W5: <i>Begins in Grade 4</i>	W5: <i>Begins in Grade 4</i>	W5: <i>Begins in Grade 4</i>	W5: <i>Begins in Grade 4</i>

Research to Build and Present Knowledge

PK	K	1	2
PKW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.	KW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.	1W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.	2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.
PKW7: Engage in a discussion using gathered information from experiences or provided resources.	KW7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).	1W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.	2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question.

PK-2 Speaking and Listening Standards

Review the [PK](#), [K](#), [1st](#), and [2nd](#) grade ELA introductions for information regarding:

guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Comprehension and Collaboration

PK	K	1	2
<p>PKSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> <p>PKSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.</p> <p>PKSL1b: Participate in conversations through multiple exchanges.</p> <p>PKSL1c: Consider individual differences when communicating with others.</p>	<p>KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> <p>KSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.</p> <p>KSL1b: Participate in conversations through multiple exchanges.</p> <p>KSL1c: Consider individual differences when communicating with others.</p>	<p>1SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> <p>1SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.</p> <p>1SL1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>1SLc: Ask questions to clear up any confusion about topics and texts under discussion.</p> <p>1SLd: Consider individual differences when communicating with others.</p>	<p>2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> <p>2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.</p> <p>2SL1b: Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.</p> <p>2SL1c: Ask for clarification and further explanation as needed about topics and texts under discussion.</p> <p>2SL1d: Consider individual differences when communicating with others.</p>
<p>PKSL2: Interact with diverse formats and texts.</p>	<p>KSL2: Participate in a conversation about features of diverse texts and formats.</p>	<p>1SL2: Develop and answer questions about key details in diverse texts and formats.</p>	<p>2SL2: Recount or describe key ideas or details of diverse texts and formats.</p>
<p>PKSL3: Identify the speaker.</p>	<p>KSL3: Develop and answer questions to clarify what the speaker says.</p>	<p>1SL3: Develop and answer questions to clarify what the speaker says and identify a speaker's point of view.</p>	<p>2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s).</p>

Presentation of Knowledge and Ideas

PK	K	1	2
<p>PKSL4: Describe familiar people, places, things, and events.</p>	<p>KSL4: Describe familiar people, places, things, and events with detail.</p>	<p>1SL4: Describe familiar people, places, things, and events with relevant details expressing ideas clearly.</p>	<p>2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
<p>PKSL5: Create a visual display.</p>	<p>KSL5: Create and/or utilize existing visual displays to support descriptions.</p>	<p>1SL5: Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.</p>	<p>2SL5: Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.</p>
<p>PKSL6: Express thoughts, feelings, and ideas.</p>	<p>KSL6: Express thoughts, feelings, and ideas.</p>	<p>1SL6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.</p>	<p>2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.</p>

PK-2 Language Standards

Review the [PK](#), [K](#), [1st](#), and [2nd](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Conventions of Academic English/Language for Learning

PK-2 (Students are expected to know and be able to use these skills by the end of 2 nd grade.)	
<p>Anchor Standard 1 (PK-2L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*</p>	<p>CORE CONVENTIONS SKILLS</p> <ul style="list-style-type: none"> • Print upper and lowercase letters in their name → Print many letters → Print all upper and lowercase letters. • Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs. • Use common, proper, and possessive nouns. • Use collective nouns (e.g., group). • Form and use regular plural nouns (e.g., dog, dogs; wish, wishes). • Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish). • Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump). • Understand and use interrogatives (question words – e.g., who, what where, when, why, how). • Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). • Produce and expand complete sentences in shared language activities. • Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves). • Use verbs → Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). • Use frequently occurring adjectives. → Use adjectives and adverbs appropriately. • Use frequently occurring conjunctions (e.g., and, but, or, so because). → Use frequently occurring transition words (e.g., first, then, therefore, finally). • Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
<p>Anchor Standard 2 (PK-2L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*</p>	<p>CORE PUNCTUATION and SPELLING SKILLS</p> <ul style="list-style-type: none"> • Attempt to write symbols or letters to represent words. • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy). • Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Consult reference materials as needed to check and correct spellings. • Recognize and name end punctuation. → Use end punctuation for sentences. • Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays. • Use commas in dates and to separate words in a series. → Use commas in greetings and closings of letters. • Use an apostrophe to form contractions and frequently occurring possessives.

* While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs, may demonstrate skills bilingually or transfer linguistic knowledge across languages.

Knowledge of Language

PK	K	1	2
<i>Begins in Grade 2</i>	<i>Begins in Grade 2</i>	<i>Begins in Grade 2</i>	<p>2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>2L3a: Compare academic and conversational uses of English.</p>

PK-2 Language Standards (continued)

Review the [PK](#), [K](#), [1st](#), and [2nd](#) grade ELA introductions for information regarding:

guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Vocabulary Acquisition and Use

PK	K	1	2
<p>PKL4: Explore and use new vocabulary in child-centered, authentic, play-based experiences.</p>	<p>KL4: Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following:</p> <p>KL4a: Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>KL4b: Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of a word.</p>	<p>1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <p>1L4a: Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>1L4b: Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>1L4c: Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>).</p>	<p>2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <p>2L4a: Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>2L4b: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p> <p>2L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p> <p>2L4d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>2L4e: Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</p>
<p>PKL5: Explore and discuss word relationships and word meanings.</p> <p>PKL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.</p> <p>PKL5b: Demonstrate understanding of frequently occurring words by relating them to their opposites (e.g., <i>hot/cold</i>).</p> <p>PKL5c: Use words to identify and describe the world around them.</p>	<p>KL5: Explore and discuss word relationships and word meanings.</p> <p>KL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.</p> <p>KL5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>KL5c: Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are <i>colorful</i>).</p> <p>KL5d: Explore variations among verbs that describe the same general action (e.g., <i>walk</i>, <i>march</i>, <i>gallop</i>) by acting out the meanings.</p>	<p>1L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>1L5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>1L5b: Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>1L5c: Use words for identification and description, making connections between words and their use (e.g., places at home that are <i>cozy</i>).</p> <p>1L5d: Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i>, <i>gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>2L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>2L5a: Identify real-life connections between words and their use.</p> <p>2L5b: Use words for identification and description, making connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>2L5c: Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>
<p>PKL6: Use words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences.</p>	<p>KL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p>2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>

3-5 Next Generation ELA Standards at a Glance

3-5 Reading Standards (Literary and Informational Text)

Review the [3rd](#), [4th](#), and [5th](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Key Ideas and Details

3	4	5
3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.	4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.	5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.
3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.	4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.	5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.
3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.	4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.	5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.

Craft and Structure

3	4	5
3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words.	4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words.	5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.
3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension.	4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.	5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.
3R6: Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text.	4R6: In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. In informational texts, compare and contrast a primary and secondary source on the same event or topic.	5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

3	4	5
3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur).	4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text.	5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts.
3R8: Explain how claims in a text are supported by relevant reasons and evidence.	4R8: Explain how claims in a text are supported by relevant reasons and evidence.	5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.
3R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.	4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.	5R9: Use established criteria to categorize texts and make informed judgements about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences.

3-5 Reading Standards (Foundational Skills)

Review the [3rd](#), [4th](#), and [5th](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Print Concepts and Phonological Awareness

Standards are addressed in PK-Grade 1. Please see preceding grades for more information.

Phonics and Word Recognition

3	4	5
<p>3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3RF3a: Identify and know the meaning of the most common prefixes and suffixes.</p> <p>3RF3b: Decode multi-syllabic words.</p> <p>3RF3c: Identify, know the meanings of, and decode words with suffixes.</p> <p>3RF3d: Recognize and read grade-appropriate irregularly spelled words.</p>	<p>4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>4RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>5RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>

Fluency

3	4	5
<p>3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>3RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>3RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>4RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>5RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>5RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

3-5 Writing Standards

Review the [3rd](#), [4th](#), and [5th](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Review the [3rd](#), [4th](#), and [5th](#) grade Writing introductions for information regarding production and range of writing.

Text Types and Purposes

3	4	5
<p>3W1: Write an argument to support claim(s), using clear reasons and relevant evidence.</p> <p>3W1a: Introduce a claim, supported by details, and organize the reasons and evidence logically.</p> <p>3W1b: Use precise language and content-specific vocabulary.</p> <p>3W1c: Use linking words and phrases to connect ideas within categories of information.</p> <p>3W1d: Provide a concluding statement or section.</p>	<p>4W1: Write an argument to support claim(s), using clear reasons and relevant evidence.</p> <p>4W1a: Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically.</p> <p>4W1b: Use precise language and content-specific vocabulary.</p> <p>4W1c: Use transitional words and phrases to connect ideas within categories of information.</p> <p>4W1d: Provide a concluding statement or section related to the argument presented.</p>	<p>5W1: Write an argument to support claims with clear reasons and relevant evidence.</p> <p>5W1a: Introduce a precise claim and organize the reasons and evidence logically.</p> <p>5W1b: Provide logically ordered reasons that are supported by facts and details from various sources.</p> <p>5W1c: Use precise language and content-specific vocabulary while writing an argument.</p> <p>5W1d: Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts.</p> <p>5W1e: Provide a concluding statement or section related to the argument presented.</p> <p>5W1f: Maintain a style and tone appropriate to the writing task.</p>
<p>3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p> <p>3W2a: Introduce a topic and organize related information together.</p> <p>3W2b: Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.</p> <p>3W2c: Use precise language and content-specific vocabulary.</p> <p>3W2d: Use linking words and phrases to connect ideas within categories of information.</p> <p>3W2e: Provide a concluding statement or section.</p>	<p>4W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p> <p>4W2a: Introduce a topic clearly and organize related information in paragraphs and sections.</p> <p>4W2b: Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.</p> <p>4W2c: Use precise language and content-specific vocabulary.</p> <p>4W2d: Use transitional words and phrases to connect ideas within categories of information.</p> <p>4W2e: Provide a concluding statement or section related to the information or explanation presented.</p>	<p>5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p> <p>5W2a: Introduce a topic clearly, provide a general focus, and organize related information logically.</p> <p>5W2b: Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.</p> <p>5W2c: Use precise language and content-specific vocabulary to explain a topic.</p> <p>5W2d: Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts.</p> <p>5W2e: Provide a concluding statement or section related to the information or explanation presented.</p> <p>5W2f: Establish a style aligned to a subject area or task.</p>

3-5 Writing Standards (continued)

Review the [3rd](#), [4th](#), and [5th](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Review the [3rd](#), [4th](#), and [5th](#) grade Writing introductions for information regarding production and range of writing.

Text Types and Purposes (continued)

3	4	5
<p>3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>3W3a: Establish a situation and introduce a narrator and/or characters.</p> <p>3W3b: Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>3W3c: Use temporal words and phrases to signal event order.</p> <p>3W3d: Provide a conclusion.</p>	<p>4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>4W3a: Establish a situation and introduce a narrator and/or characters.</p> <p>4W3b: Use dialogue and description of actions, thoughts, and feelings to develop experiences and events to show the responses of characters to situations.</p> <p>4W3c: Use transitional words and phrases to manage the sequence of events.</p> <p>4W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>4W3e: Provide a conclusion that follows from the narrated experiences or events.</p>	<p>5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>5W3a: Establish a situation and introduce a narrator and/or characters.</p> <p>5W3b: Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.</p> <p>5W3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>5W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>5W3e: Provide a conclusion that follows from the narrated experiences or events.</p>
<p>3W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other).</p>	<p>4W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.</p>	<p>5W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.</p>
<p><i>Begins in Grade 4.</i></p>	<p>4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.</p>	<p>5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.</p>

Research to Build and Present Knowledge

3	4	5
<p>3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge.</p>	<p>4W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.</p>	<p>5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.</p>
<p>3W7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.</p>	<p>5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.</p>

3-5 Speaking and Listening Standards

Review the [3rd](#), [4th](#), and [5th](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Comprehension and Collaboration

3	4	5
<p>3SL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.</p> <p>3SL1a: Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.</p> <p>3SL1c: Ask questions to check understanding of information presented and link comments to the remarks of others.</p> <p>3SL1d: Explain their own ideas and understanding of the discussion.</p> <p>3SL1e: Consider individual differences when communicating with others.</p>	<p>4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.</p> <p>4SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>4SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.</p> <p>4SL1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>4SL1d: Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.</p>	<p>5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>5SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>5SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.</p> <p>5SL1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>5SL1d: Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions.</p>
<p>3SL2: Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).</p>	<p>4SL2: Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).</p>	<p>5SL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).</p>
<p>3SL3: Ask and answer questions in order to evaluate a speaker's point of view, offering appropriate elaboration and detail.</p>	<p>4SL3: Identify and evaluate reasons and evidence a speaker provides to support particular points.</p>	<p>5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.</p>

Presentation of Knowledge and Ideas

3	4	5
<p>3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>4SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.</p>	<p>5SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.</p>
<p>3SL5: Include digital media and/or visual displays in presentations to emphasize certain facts or details.</p>	<p>4SL5: Include digital media and/or visual displays in presentations to emphasize central ideas or themes.</p>	<p>5SL5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.</p>
<p>3SL6: Identify contexts that call for academic English or informal discourse.</p>	<p>4SL6: Distinguish between contexts that call for formal English versus/or informal discourse; use formal English when appropriate to task and situation.</p>	<p>5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.</p>

3-5 Language Standards

Review the [3rd](#), [4th](#), and [5th](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Conventions of Academic English/Language for Learning

Grades 3-5 (Students are expected to know and be able to use these skills by the end of 5 th grade.)	
<p>Anchor Standard 1 (3-5L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*</p>	<p>CORE CONVENTION SKILLS</p> <ul style="list-style-type: none"> • Produce simple, compound, and complex sentences. • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences. • Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). • Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences. • Form and use regular and irregular plural nouns. • Use abstract nouns. • Form and use regular and irregular verbs. • Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). • Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). • Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). • Use verb tense to convey various times, sequences, states, and conditions. • Recognize and correct inappropriate shifts in verb tense. • Ensure subject-verb and pronoun-antecedent agreement. • Use coordinating and subordinating conjunctions. • Use and identify prepositional phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Correctly use frequently confused words (e.g., to, too, two; there, their).
<p>Anchor Standard 2 (3-5L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*</p>	<p>CORE PUNCTUATION and SPELLING SKILLS</p> <ul style="list-style-type: none"> • Capitalize appropriate words in titles. • Use correct capitalization. • Use commas in addresses. • Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text. • Use a comma before a coordinating conjunction in a compound sentence. • Use a comma to separate an introductory element from the rest of the sentence. • Use punctuation to separate items in a series. • Form and use possessives. • Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness). • Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed. <p>Use quotation marks or italics to indicate titles of works.</p>

* While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs, may demonstrate skills bilingually or transfer linguistic knowledge across languages.

3-5 Language Standards (continued)

Review the [3rd](#), [4th](#), and [5th](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Knowledge of Language

3	4	5
<p>3L3: Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.</p> <p>3L3a: Choose words and phrases for effect.</p> <p>3L3b: Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>4L3a: Choose words and phrases to convey ideas precisely.</p> <p>4L3b: Choose punctuation for effect.</p> <p>4L3c: Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).</p>	<p>5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>5L3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>5L3b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>

Vocabulary Acquisition and Use

3	4	5
<p>3L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to:</p> <p>3L4a: Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>3L4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).</p> <p>3L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p> <p>3L4d: Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</p>	<p>4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>4L4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>4L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>4L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>5L4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>5L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>5L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
<p>3L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>3L5a: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>3L5b: Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or <i>helpful</i>).</p> <p>3L5c: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>	<p>4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>4L5a: Explain the meaning of simple similes and metaphors in context.</p> <p>4L5b: Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>4L5c: Demonstrate understanding of words by relating them to their antonyms and synonyms.</p>	<p>5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5L5a: Interpret figurative language, including similes and metaphors, in context.</p> <p>5L5b: Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>5L5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
<p>3L6: Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went out for dessert</i>).</p>	<p>4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p>5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

6-8 Next Generation ELA Standards at a Glance

6-8 Reading Standards (Literary and Informational Text)

Review the [6th](#), [7th](#), and [8th](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#) for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Key Ideas and Details

6	7	8
6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.	7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.	8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences.
RH 1 (6-8): Cite specific textual evidence to support analysis of primary and secondary sources.		
RST 1 (6-8): Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.		
6R2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text.	7R2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text.	8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text.
RH2 (6-8): Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.		
RST2 (6-8): Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.		
6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.	7R3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.	8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.
RH3 (6-8): Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).		
RST3 (6-8): Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.		

Craft and Structure

6	7	8
6R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.	7R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.	8R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.
RH4 (6-8): Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.		
RST4 (6-8): Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.		
6R5: In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme/central idea, setting, or plot. In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme/central ideas.	7R5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes and central ideas. In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes and central ideas.	8R5: In literary texts, and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme or central idea.
RH5 (6-8): Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).		
RST5 (6-8): Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.		

6-8 Reading Standards (Literary and Informational Text, continued)

Review the [6th](#), [7th](#), and [8th](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#) for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Craft and Structure (continued)

6	7	8
6R6: In literary texts, identify the point of view and explain how it is developed and conveys meaning. In informational texts, explain how an author’s geographic location or culture affects his or her perspective.	7R6: In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. In informational texts, analyze how the author distinguishes his or her position from that of others.	8R6: In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. In informational texts, analyze how the author addresses conflicting evidence or viewpoints.
RH6 (6-8): Identify aspects of a text that reveal an author’s point of view, stance, or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.).		
RST6 (6-8): Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.		

Integration of Knowledge and Ideas

6	7	8
6R7: Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject.	7R7: Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format’s portrayal of a subject.	8R7: Evaluate the advantages and disadvantages of using different media – text, audio, video, stage, or digital – to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text.
RH7 (6-8): Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.		
RST7 (6-8): Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).		
6R8: Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not.	7R8: Trace and evaluate the development of an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced.	8R8: Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced.
RH8 (6-8): Distinguish among fact, opinion, and reasoned judgment in a text. Identify and distinguish between a primary and secondary source on the same topic.		
RST8 (6-8): For scientific sources, distinguish between observation and inference-based judgments, and reasoned judgment and opinion. For technical sources, distinguish between facts and reasoned judgment.		
6R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.	7R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.	8R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
RH9 (6-8): Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
RST9 (6-8): Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.		

6-8 Writing Standards

Review the [6th](#), [7th](#), and [8th](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#) for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities. Review the [6th](#), [7th](#), and [8th](#) grade writing introductions in the Next Generation Learning Standards for information regarding production and range of writing.

Text Types and Purposes

6	7	8
<p>6W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>6W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.</p> <p>6W1b: Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p> <p>6W1c: Use precise language and content-specific vocabulary to argue a claim.</p> <p>6W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>6W1e: Provide a concluding statement or section that explains the significance of the argument presented.</p> <p>6W1f: Maintain a style and tone appropriate to the writing task.</p>	<p>7W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>7W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.</p> <p>7W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p> <p>7W1c: Use precise language and content-specific vocabulary to argue a claim.</p> <p>7W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>7W1e: Provide a concluding statement or section that explains the significance of the argument presented.</p> <p>7W1f: Maintain a style and tone appropriate to the writing task.</p>	<p>8W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>8W1a: Introduce precise claim(s), acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically.</p> <p>8W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p> <p>8W1c: Use precise language and content-specific vocabulary to argue a claim.</p> <p>8W1d: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>8W1e: Provide a concluding statement or section that explains the significance of the argument presented.</p> <p>8W1f: Maintain a style and tone appropriate to the writing task.</p>
<p>WHST 1 (6-8): Write arguments focused on discipline-specific content.</p> <p>WHST 1a: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>WHST 1b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic by identifying and using credible sources.</p> <p>WHST 1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, and evidence.</p> <p>WHST 1d: Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.</p> <p>WHST 1e: Provide a concluding statement or section that follows from and supports the argument presented.</p>		
<p>6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>6W2a: Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.</p> <p>6W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p>6W2c: Use precise language and content-specific vocabulary to explain a topic.</p> <p>6W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>6W2e: Provide a concluding statement or section that explains the significance of the information presented.</p> <p>6W2f: Establish and maintain a style appropriate to the writing task.</p>	<p>7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>7W2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.</p> <p>7W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p>7W2c: Use precise language and content-specific vocabulary to explain a topic.</p> <p>7W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>7W2e: Provide a concluding statement or section that explains the significance of the information presented.</p> <p>7W2f: Establish and maintain a style appropriate to the writing task.</p>	<p>8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>8W2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.</p> <p>8W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p>8W2c: Use precise language and content-specific vocabulary to explain a topic.</p> <p>8W2d: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>8W2e: Provide a concluding statement or section that explains the significance of the information presented.</p> <p>8W2f: Establish and maintain a style appropriate to the writing task.</p>
<p>WHST 2 (6-8): Write informative/explanatory text focused on discipline-specific content.</p> <p>WHST 2a: Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.</p> <p>WHST 2b: Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.</p> <p>WHST 2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>WHST 2d: Use precise language and content-specific vocabulary to inform and/or to explain the topic.</p> <p>WHST 2e: Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.</p>		

6-8 Writing Standards (continued)

Review the [6th](#), [7th](#), and [8th](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#) for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities. Review the [6th](#), [7th](#), and [8th](#) grade writing introductions in the Next Generation Learning Standards for information regarding production and range of writing.

Text Types and Purposes (continued)

6	7	8
<p>6W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing.</p> <p>6W3a: Engage the reader by introducing a narrator and/or characters.</p> <p>6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.</p> <p>6W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>6W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>7W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.</p> <p>7W3a: Engage the reader by establishing a point of view and introducing a narrator and/or characters.</p> <p>7W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.</p> <p>7W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>7W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>7W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.</p> <p>8W3a: Engage the reader by establishing a point of view and introducing a narrator and/or characters.</p> <p>8W3b: Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.</p> <p>8W3c: Use a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>8W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>8W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
<p>WHST 3 (6-8): Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.</p>		
<p>6W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>	<p>7W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>	<p>8W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.</p>
<p>WHST 4 (6-8): Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.</p>		

Research to Build and Present Knowledge

6	7	8
<p>6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.</p>	<p>7W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.</p>	<p>8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable.</p>
<p>WHST 5 (6-8): Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>		
<p>6W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.</p>	<p>7W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.</p>	<p>8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.</p>
<p>WHST 6 (6-8): Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>		
<p>6W7: Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.</p>	<p>7W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.</p>	<p>8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.</p>
<p>WHST 7 (6-8): Draw evidence from informational texts to support analysis, reflection, and research.</p>		

6-8 Speaking and Listening Standards

Review the [6th](#), [7th](#), and [8th](#) grade ELA introductions for information regarding:

guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Comprehension and Collaboration

6	7	8
<p>6SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>6LS1a: Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>6SL1b: Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>6SL1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>6SL1d: Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>7SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>7SL1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>7SL1b: Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>7SL1c: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>7SL1d: Acknowledge new information expressed by others and, when warranted, modify personal views.</p>	<p>8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>8SL1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>8SL1b: Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>8SL1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>8SL1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in light of the evidence presented.</p>
<p>6SL2: Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study.</p>	<p>7SL2: Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study.</p>	<p>8SL2: Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
<p>6SL3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>7SL3: Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence.</p>	<p>8SL3: Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.</p>

Presentation of Knowledge and Ideas

6	7	8
<p>6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.</p>	<p>7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation.</p>	<p>8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation.</p>
<p>6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes.</p>	<p>7SL5: Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>8SL5: Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience.</p>
<p>6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>7SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

6-8 Language Standards

Review the [6th](#), [7th](#), and [8th](#) grade ELA introductions for information regarding:

guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Conventions of Academic English/Language for Learning

<p>Anchor Standard 1 (6-8L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*</p>	<p>Anchor Standard 2 (6-8L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*</p>
<p>CORE CONVENTION SKILLS (Grades 6-8)</p> <ul style="list-style-type: none"> • Ensure that pronouns are in the proper case (subjective, objective, and possessive). • Recognize and correct inappropriate shifts in pronoun number and person. • Recognize and correct pronouns that have unclear or ambiguous antecedents. • Explain the function of phrases and clauses in general, as well as in specific sentences. • Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. • Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. • Explain the function of verbals (gerunds, participles, infinitives). • Form and use verbs in the active and passive voice. • Recognize and correct inappropriate verb shifts. 	<p>CORE PUNCTUATION and SPELLING SKILLS (Grades 6-8)</p> <ul style="list-style-type: none"> • Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing. • Use punctuation (comma, ellipsis, dash) to indicate a pause or break. • Use an ellipsis to indicate an omission.

* While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs, may demonstrate skills bilingually or transfer linguistic knowledge across languages.

Knowledge of Language

6	7	8
<p>6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 6L3a: Vary sentence patterns for meaning, reader/listener interest, and style. 6L3b: Maintain consistency in style and tone.</p>	<p>7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 7L3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p>8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 8L3a: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>

6-8 Language Standards (continued)

Review the [6th](#), [7th](#), and [8th](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Vocabulary Acquisition and Use

6	7	8
<p>6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>6L4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>6L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>6L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>6L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>7L4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>7L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>7L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>7L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>8L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>8L4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>8L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p> <p>8L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>8L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p>6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6L5a: Interpret figurative language, including personification, in context.</p> <p>6L5b: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>6L5c: Distinguish among the connotations of words with similar denotations (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p>	<p>7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>7L5a: Interpret figurative language, including allusions, in context.</p> <p>7L5b: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>7L5c: Distinguish among the connotations of words with similar denotations (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p>8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>8L5a: Interpret figures of speech including irony and puns in context.</p> <p>8L5b: Use the relationship between particular words to better understand each of the words.</p> <p>8L5c: Distinguish among the connotations of words with similar denotations (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>
<p>6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>7L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>8L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

9-12 Next Generation ELA Standards at a Glance

9-12 Reading Standards (Literary and Informational Text)

Review the [9th-10th](#) and [11th-12th](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#), for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Key Ideas and Details

9-10	11-12
9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.	11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.
RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.	RH1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
RST1: Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.	RST1: Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.	11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.
RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.	RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RST2: Determine the key ideas or conclusions of a source; trace the source’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.	RST2: Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist.	11-12R3: In literary texts, analyze the impact of author’s choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.
RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	RH3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
RST3: Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.	RST3: Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

9-12 Reading Standards (Literary and Informational Text, continued)

Review the [9th-10th](#) and [11th-12th](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#), for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Craft and Structure

9-10	11-12
9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres.	11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.
RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.	RH4: Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RST4: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).	RST4: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. In informational texts, consider how author’s intent influences particular sentences, paragraphs, or sections.	11-12R5: In literary texts, analyze how varied aspects of structure create meaning and affect the reader. In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal.
RH5: Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).	RH5: Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
RST5: Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.	RST5: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices).	11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).
RH6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	RH6: Evaluate authors’ points of view on the same historical events or issue by assessing the authors’ claims, reasoning, and evidence.
RST6: Describe purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc.	RST6: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

9-12 Reading Standards (Literary and Informational Text, continued)

Review the [9th-10th](#) and [11th-12th](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#), for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Integration of Knowledge and Ideas

9-10	11-12
9-10R7: Analyze how a subject/content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject/content or key scene in two different formats, examine the differences between a historical novel and a documentary).	11-12R7: In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem.
RH7: Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	RH7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RST7: Translate scientific or technical information expressed as written text into visual form (e.g., a table or chart), and translate information expressed visually or mathematically (e.g., in an equation) into words.	RST7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
9-10R8: Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient.	11-12R8: Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient.
RH8: Analyze the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RH8: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
RST8: Assess the extent to which the reasoning and evidence in a source support the author’s claim or a recommendation for solving a scientific or technical problem.	RST8: Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9-10R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.	11-12R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
RH9: Compare and contrast treatments of the same topic in several primary and secondary sources.	RH9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
RST9: Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	RST9: Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

9-12 Writing Standards

Review the [9th-10th](#) and [11th-12th](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#), for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Review the [9th-10th](#) and [11th-12th](#) grade writing introductions for information regarding production and range of writing.

Text Types and Purposes

9-10	11-12
<p>9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p> <p>9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience’s knowledge level and concerns.</p> <p>9-10W1c: Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.</p> <p>9-10W1d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>9-10W1e: Provide a concluding statement or section that explains the significance of the argument presented.</p> <p>9-10W1f: Maintain a style and tone appropriate to the writing task.</p>	<p>11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>11-12W1a: Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.</p> <p>11-12W1b: Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience’s knowledge level, concerns, values, and possible biases.</p> <p>11-12W1c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.</p> <p>11-12W1d: Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>11-12W1e: Provide a concluding statement or section that explains the significance of the argument presented.</p> <p>11-12W1f: Maintain a style and tone appropriate to the writing task.</p>
<p>WHST1: Write arguments focused on discipline-specific content.</p> <p>WHST1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST1b: Develop claim(s) and counterclaims objectively, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>WHST1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST1d: Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.</p> <p>WHST1e: Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST1: Write arguments focused on discipline-specific content.</p> <p>WHST1a: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST1b: Develop claim(s) and counterclaims objectively and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>WHST1c: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST1d: Establish, develop, and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.</p> <p>WHST1e: Provide a concluding statement or section that follows from or supports the argument presented.</p>

9-12 Writing Standards (continued)

Review the [9th-10th](#) and [11th-12th](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#), for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Review the [9th-10th](#) and [11th-12th](#) grade writing introductions for information regarding production and range of writing.

Text Types and Purposes (continued)

9-10	11-12
<p>9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.</p> <p>9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience’s knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p>9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.</p> <p>9-10W2d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.</p> <p>9-10W2e: Provide a concluding statement or section that explains the significance of the information presented.</p> <p>9-10W2f: Establish and maintain a style appropriate to the writing task.</p>	<p>11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>11-12W2a: Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.</p> <p>11-12W2b: Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience’s knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p>11-12W2c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.</p> <p>11-12W2d: Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.</p> <p>11-12We: Provide a concluding statement or section that explains the significance of the information presented.</p> <p>11-12W2f: Establish and maintain a style appropriate to the writing task.</p>
<p>WHST2: Write informative/explanatory text focused on discipline-specific content.</p> <p>WHST2a: Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.</p> <p>WHST2b: Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>WHST2c: Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST2d: Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.</p> <p>WHST2e: Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.</p>	<p>WHST2: Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.</p> <p>WHST2a: Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.</p> <p>WHST2b: Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>WHST2c: Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>WHST2d: Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.</p> <p>WHST2e: Establish, develop, and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.</p>

9-12 Writing Standards (continued)

Review the [9th-10th](#) and [11th-12th](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#), for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Review the [9th-10th](#) and [11th-12th](#) grade writing introductions for information regarding production and range of writing.

Text Types and Purposes (continued)

9-10	11-12
<p>9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>9-10W3a: Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</p> <p>9-10W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.</p> <p>9-10W3c: Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.</p> <p>9-10W3d: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>9-10W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>11-12W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>11-12W3a: Engage the reader by presenting a problem, conflict, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</p> <p>11-12W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot lines to develop experiences, events, and/or characters.</p> <p>11-12W3c: Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>11-12W3d: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.</p> <p>11-12W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
<p>WHST3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.</p>	<p>WHST3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.</p>
<p>9-10W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.</p>	<p>11-12W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.</p>
<p>WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.</p>	<p>WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.</p>
<p>9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.</p>	<p>11-12W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.</p>
<p>WHST5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>WHST5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

9-12 Writing Standards (continued)

Review the [9th-10th](#) and [11th-12th](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#), for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Review the [9th-10th](#) and [11th-12th](#) grade writing introductions for information regarding production and range of writing.

Research to Build and Present Knowledge

9-10	11-12
<p>9-10W6: Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.</p>	<p>11-12W6: Conduct research through self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.</p>
<p>WHST6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>WHST6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
<p>9-10W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.</p>	<p>11-12W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.</p>
<p>WHST7: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>WHST7: Draw evidence from informational texts to support analysis, reflection, and research.</p>

9-12 Speaking and Listening Standards

Review the [9th-10th](#) and [11th-12th](#) grade ELA introductions for information regarding:

guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Comprehension and Collaboration

9-10	11-12
<p>9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>9-10SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>9-10SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.</p> <p>9-10SL1c: Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussions; and clarify, verify, or challenge ideas and conclusions.</p> <p>9-10SL1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>11-12SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>11-12SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.</p> <p>11-12SL1c: Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>11-12SL1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p>9-10SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source.</p>	<p>11-12SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.</p>
<p>9-10SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>11-12SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.</p>

Presentation of Knowledge and Ideas

9-10	11-12
<p>9-10SL4: Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.</p>	<p>11-12SL4: Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.</p>
<p>9-10SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.</p>	<p>11-12SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.</p>
<p>9-10SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>

9-12 Language Standards

Review the [9th-10th](#) and [11th-12th](#) grade ELA introductions for information regarding:

guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Conventions of Academic English/Language for Learning (Students are expected to know and be able to use these skills by the end of 12th grade.)

<p>Anchor Standard 1 (9-12L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*</p>	<p>Anchor Standard 2 (9-12L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*</p>
<p>CORE CONVENTION SKILLS (Grades 9-12)</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types or phrases and clauses to add variety and interest to writing or presentations. • Understand that usage is a matter of convention that can change overtime. • Resolve issues of complex or contested usage, consulting references as needed. 	<p>CORE PUNCTUATION and SPELLING SKILLS (Grades 9-12)</p> <ul style="list-style-type: none"> • Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing. • Use a semicolon to link two or more closely related independent clauses. • Use a colon to introduce a list or quotation.

* While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs, may demonstrate skills bilingually or transfer linguistic knowledge across languages.

Knowledge of Language

9-10	11-12
<p>9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>9-10L3a: Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.</p>	<p>11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>11-12L3a: Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>

Vocabulary Acquisition and Use

9-10	11-12
<p>9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>9-10L4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>9-10L4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>9-10L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>9-10L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>11-12L4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>11-12L4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>11-12L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>11-12L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p>9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>9-10L5a: Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text.</p> <p>9-10L5b: Analyze nuances in the meaning of words with similar denotations.</p>	<p>11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>11-12L5a: Interpret figures of speech, including hyperbole and paradox, in context and analyze their role in the text.</p> <p>11-12L5b: Analyze nuances in the meaning of words with similar denotations.</p>
<p>9-10L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>11-12L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

APPENDIX B: Instructional Scaffolds Framework Template (for use in planning)

Grade Level Standard	Grade Level Academic Demand	Linguistic Demands

		Entering	Emerging	Transitioning	Expanding	Commanding
Receptive Skills	L					
	R					
Expressive Skills	S					
	W					

APPENDIX C: Resources & Documents Referenced

[Advanced Literacies: Linguistically Diverse Learners and the NYS Next Generation P-12 Learning Standards](#)

[Appendix A of The NYS Next Generation English Language Arts Learning Standards \(Revised 2017\): Conventions of Academic English/Language for Learning: Grade Band Skills](#)

[Appendix B of The NYS Next Generation English Language Arts Learning Standards \(Revised 2017\): Glossary of Terms](#)

[Blueprint for English Language Learner/Multilingual Learner Success](#)

[Blueprint for Improved Success for Students with Disabilities](#)

[Introduction to The NYS Next Generation English Language Arts Learning Standards \(Revised 2017\)](#)

[NYSED Culturally Responsive-Sustaining \(CR-S\) Education Framework](#)

NYS Next Generation ELA Standards at a Glance

[PreK – Grade 2](#)

[Grade 3 – Grade 5](#)

[Grade 6 – Grade 8](#)

[Grade 9 – Grade 12](#)

[*Students with Disabilities Resulting from Dyslexia, Dysgraphia, and Dyscalculia Questions and Answers \(NYSED Office of Special Education\)*](#)

[Understanding Processing Deficits \(LDOnline, WETA\)](#)

[Using Translations as a Support Not a Solution \(NYSED OBEWL\): One-pager](#)

[Using Translations as a Support Not a Solution \(NYSED OBEWL\): Presentation](#)

APPENDIX D: Glossary of Acronyms

BE	Bilingual Education (including Transitional Bilingual Education, one-way Dual Language, and two-way Dual Language)
CR-S	Culturally Responsive-Sustaining Education
ELA	English Language Arts
ELL	English Language Learner
ENL	English as a New Language
GLAD	Grade Level Academic Demand
HLA	Home Language Arts
MAD	Main Academic Demand
ML	Multilingual Learner
NGLS	Next Generation Learning Standards
NYSESLAT	New York State English as a Second Language Achievement Test
NYSITELL	New York State Identification Test for English Language Learners
OBEWL	Office of Bilingual Education and World Languages
RBERN	Regional Bilingual Education Resource Network

Appendix E: Analysis of Most Commonly Spoken Languages in New York State²

Linguistic Analysis of Most Commonly				
LANGUAGE	Writing System	Orthography	Phonology	
ENGLISH	Alphabetic 26 letters (Roman)	Both manuscript (printing) and cursive writing, as well as upper- and lower-case letters are used; writing is from left to right, top to bottom of page.	5 vowels 21 consonants Vowel and consonant cluster sounds may vary.	
ARABIC	Alphabetic 28+ symbols	Cursive only, written from right to left.	3 vowel sounds 26 consonant sounds	
BENGALI	Alphabetic 50+ symbols	A descended form of Sanskrit, the characters hang from a horizontal line, with no distinct upper- and lower-case; writing is from left to right, top to bottom of page.	11 vowel symbols/graphemes 42 consonants symbols/graphemes Nasalization is a distinctive feature.	
CHINESE	Logographic up to 50,000 characters	Chinese uses logographs of several types, including pictographs, ideographs, and compound ideographs. There are also traditional and simplified versions of the logographs. Traditional forms are written from the top right hand corner down to the bottom and then from the top down on the next line to the left. Simplified forms are written left to right and top to bottom.	Depending on the form of spoken Chinese, there are up to 15 vowels, 27 consonants and 7 tones. All Chinese languages share a common literacy language in characters and based on a common body of literature. A speaker of Chinese reads texts according to the rules of pronunciation of his own language.	
HAITIAN CREOLE	Alphabetic 26 letters (Roman)	Both manuscript (printing) and cursive writing, as well as upper- and lower-case letters are used; writing is from left to right, top to bottom of page.	7 non-nasal and 3 nasal vowel sounds 7 non-nasals: <i>a, e, è, i, o, ô, ou</i> 3 nasals: <i>an, en, on</i> 17 consonant sounds	
KOREAN	Alphabetic 40 symbols	Hangul script, invented under the leadership of King Sejong was instituted in 1446 A.D. In former times, it was written in vertical columns; however, modern Korean is written horizontally from left to right.	10 cardinal vowels 11 compound vowels 19 consonants.	
POLISH	Alphabetic 32 letters (Roman)	Both manuscript (printing) and cursive writing as well as upper- and lower-case letters are used; writing is from left to right, top to bottom of page.	9 vowels 23 consonants Additional phonology to 26 letters: nasal vowels, soft consonants, consonant clusters, and 2 kinds of <i>u</i> sounds.	
RUSSIAN	Alphabetic 33 letters (Cyrillic)	Both manuscript (printing) and cursive writing as well as upper- and lower-case letters are used; writing is from left to right, top to bottom of page.	10 vowels 21 consonants, Two letters without sound soft sounds and hard sounds.	
SPANISH	Alphabetic 27 letters (Roman)	Both manuscript (printing) and cursive writing as well as upper- and lower-case letters are used; writing is from left to right, top to bottom of page; accent marks indicate stress; uses different punctuation devices: <i>¿...?</i> for questions and <i>¡...!</i> for exclamations.	5 pure vowels 24 consonants Four diphthongs; the letter <i>b</i> is the only silent letter; the only double consonants are <i>ch, ll</i> and <i>rr</i> each of which has a unique sound.	
URDU	Alphabetic 39 letters + diacritic marks, numerals, punctuation marks	Similar to Perso-Arabic script. Cursive writing is used. Written from right to left. The alphabet consists of only shapes for the consonants. The graphic representation of each consonant has more than one form depending on its position and context in the word. Urdu has its own numerals written left to right (also uses the English numerals)	4 vowels. The vowels are part of the basic letters. In addition to vowels there are diacritic marks that appear above or below a character to specify a vowel or emphasize a particular sound. 35 consonants. There are consonants with similar phonetic sounds (homonyms).	

² From the New York State *Learning Standards for Native Language Arts* (2004).

Spoken Languages in New York State

Morphology	Word Order	Sample Sentence
Plurals of nouns require markers, and verb tenses can involve both markers and modal auxiliaries.	Subject-Verb-Object	The teacher greets the students.
Markers are not needed for objects in a sentence, but are always required for the subject.	Verb-Subject-Object	المعلمة تحيي الطلاب
Noun phrases are marked for number and case, subject position is sometimes left empty.	Subject-Object-Verb	শিক্ষকগণ ছাত্র-ছাত্রীদেরকে সাদর স্বাগত জানান।
In an ideograph, one character = one concept and one morpheme. There are combinations of ideographs which, when placed side by side form new concepts. Chinese languages do not have inflections. Particles may attach to nouns, verbs and adjectives to denote grammatical notions. The word stem does not change in form.	Subject-Verb-Object	老師歡迎學生
Verb tenses not nouns assign gender; words can have multiple meanings depending on content.	Subject-Verb-Object Word order varies; articles are often noun heads; intonation can replace Subject-Verb-Object rule.	Pwofesè a salye elèv yo.
Tenses are expressed by agglutinating a tense infix to the verb. The future tense is often expressed by the present tense. Nouns are followed by a particle to indicate functions in a sentence.	Subject-Object-Verb No agreement in number or case is manifested between the noun and verb in a sentence.	선생님께서 학생들을 반기신다.
Gender and case of nouns is marked; verb tense is accented; inflections indicate singular or plural.	Subject-Verb-Object Subject pronouns not used for 1st and 2nd person; subject pronouns not always used for 3rd person.	Nauczyciel wita uczniów.
There are no articles; in general, there is only one verb form for each of the past, present, and future tenses; adjectives must agree with nouns.	Subject-Verb-Object Word order does not play a significant role.	Учитель приветствует учеников
Some subject pronouns are used, others are understood through verb markers; nouns, adjectives, and articles have masculine and feminine markers; subjunctive mood is used frequently.	Subject-Verb-Object Word order can vary; adjectives tend to follow nouns; adverbs are not placed between auxiliary and main verbs; Spanish uses double negative; no use of auxiliary for negation.	El maestro saluda a los estudiantes.
Markers are used for the subject. Diacritic marks are used for vowels. Uses past, present and future verb tense.	Subject-Object-Verb	اُستاد نے طلباء کو خوش آمدید کہا۔

Appendix F: Acknowledgements

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Project Lead

Christa Stevenson
Executive Director
L.I. RBERN at Eastern Suffolk BOCES

Linguistic Demand Development Committee

Yumiko Bendlin
Adjunct Professor
CUNY Hunter College

Carol Burnet
Adjunct Professor
CUNY Hunter College

Liesl Coope
Resource Specialist
Mid-State RBERN at OCM BOCES

Kelley Cordeiro, Ed.D.
Resource Specialist
L.I. RBERN at Eastern Suffolk BOCES

Dierdre Danaher
Resource Specialist
NYC RBERN at Fordham University

Maria Diaz, Ed.D.
Resource Specialist
Statewide Language RBERN at NYU

Joanna Duggan
Project Manager
SupportEd, LLC

Collette Farone-Goodwin
Resource Specialist
Mid-State RBERN at OCM BOCES

Maria Fenton
Resource Specialist
Mid-State RBERN at OCM BOCES

Erica Flores
Resource Specialist
L.I. RBERN at Eastern Suffolk BOCES

Jordan González, Ph.D.
Lead Resource Specialist
L.I. RBERN at Eastern Suffolk BOCES

Denise McAuliffe
Resource Specialist
L.I. RBERN at Eastern Suffolk BOCES

Jose Meléndez
Resource Specialist
Hudson Valley RBERN at SW BOCES

Paschalia Parpounas
Resource Specialist
L.I. RBERN at Eastern Suffolk BOCES

Tanya Rosado-Barringer
Executive Director
Mid-State RBERN at OCM BOCES

Heather Rubin
Lead Resource Specialist
L.I. RBERN at Eastern Suffolk BOCES

Sydney Snyder
Principal Associate
SupportEd, LLC

Yanira Stoker
Resource Specialist
Mid-State RBERN at OCM BOCES

Gaetano Vaccaro
Resource Specialist
L.I. RBERN at Eastern Suffolk BOCES

Rachael Wasilewski-Alcantara
Assistant Director
Hudson Valley RBERN at SW BOCES

Jessa Waterhouse
Resource Specialist
Capital District RBERN at Questar III BOCES

Marley Zeno
Research Associate
SupportEd, LLC

Educator Expert Reviewers

Reviewer	District/Organization
Angela Alessandro	Syracuse City School District
Kim Angus	Cohoes City School District

Reviewer	District/Organization
Shery Arce	<i>New York City Public Schools</i>
Kieren Barnes	<i>Greater Amsterdam School District</i>
Abby Baruch	<i>NYC RBERN at Fordham University</i>
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Susan Calix	<i>Yonkers Public Schools</i>
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Karin Canjura	<i>Saratoga City School District</i>
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Danielle Cerbone	<i>New York City Public Schools</i>
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Erica Daniels	<i>Syracuse City School District</i>
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Dulcinea Del Solar	<i>New York City Public Schools</i>
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Elena Dokshansky	<i>Buffalo Public Schools</i>
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Sharon Eghigian	<i>Utica City School District</i>
Natalie Ellis	<i>Hyde Park Central School District</i>
Mary Falter	<i>Fairport CSD</i>
Chirine Faraj	<i>New York City Public Schools</i>
Salena Feit	<i>New York City Public Schools</i>
Chestine Florian	<i>New York City Public Schools</i>

Reviewer	District/Organization
Dena Ford	<i>Rochester City School District</i>
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George Geist	<i>UFT</i>
Leda Gibbs	<i>Rush-Henrietta CSD</i>
Fatima Ginocchio	<i>New York City Public Schools</i>
Colleen Glahe	<i>Williamson CSD</i>
Jessica Gomez	<i>South Huntington UFSD</i>
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Meredith Green	<i>Syracuse City School District</i>
Carol Green	<i>Menands School District</i>
Lily Green	<i>New York City Public Schools</i>
Jonathan Hardy	<i>Greece CSD</i>
Jill Harris	<i>Rochester City School District</i>
Carol Hart	<i>Consultant</i>
Kurt Hassenpflug	<i>North Colonie CSD</i>
Theresa Haungs	<i>West Seneca CSD</i>
Gregory Kilpatrick	<i>New York City Public Schools</i>
Katie Kurjakovic	<i>UFT</i>
Margo Lacure	<i>Marion CSD</i>
Susan Lafond	<i>NYSUT</i>
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Ericka Lopez	<i>Rochester City School District</i>
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Jaime Malloy	<i>New York City Public Schools</i>
David Manarel	<i>Ichabod Crane CSD</i>
Mary Marshall	<i>Poughkeepsie Schools</i>
Sara Martinez	<i>NYC RBERN at Fordham University</i>
Lauren McCoy	<i>New York City Public Schools</i>
Jodie McJury	<i>Greece CSD</i>
Jodie McJury	<i>Greece CSD</i>
Bess Metcalf	<i>New York City Public Schools</i>
Erica Meyers	<i>Mt. Morris CSD</i>
Manuela Mitchell	<i>Williamson CSD</i>
April Mlambi	<i>South Colonie CSD</i>
Isis Monteza	<i>New York City Public Schools</i>
Travis Moore	<i>RBERN West at Erie 1 BOCES</i>
Christina Moser	<i>North Merrick UFSD</i>
Mona Narcisse	<i>New York City Public Schools</i>
Christopher Newton	<i>New York City Public Schools</i>

Reviewer	District/Organization
Patricia Nicome-Lendore	<i>New York City Public Schools</i>
Donna Nieman	<i>Albany City School District</i>
Jonathan Northrup	<i>Brighton CSD</i>
Christine Olsen	<i>Putnam Northern Westchester BOCES</i>
Alexandra Omecinsky	<i>East Greenbush CSD</i>
Ijeoma Opara	<i>New York City Public Schools</i>
Gloria Ortiz	<i>Statewide Language RBERN at NYU</i>
Sara Pease	<i>Spencerport CSD</i>
Chandani Persaud	<i>New York City Public Schools</i>
Mary Phelan	<i>New York City Public Schools</i>
Guerlene Pierre-Louis	<i>New York City Public Schools</i>
Jennifer Pimentel	<i>East Ramapo Central School District</i>
Stephanie Puente	<i>New York City Public Schools</i>
Luis Quan	<i>New York City Public Schools</i>
Jennifer Raponi	<i>Mid-West RBERN at Monroe 2 BOCES</i>
Casey Reeves	<i>New York City Public Schools</i>
Alexandra Rivera	<i>Glen Cove City School District</i>
Jane Robertson	<i>Lansingburgh Central School District</i>
Kristine Rodgers	<i>Capital District RBERN at Questar III BOCES</i>
Lizette Roman	<i>Brentwood UFSD</i>
Nicole Rosefort	<i>Statewide Language RBERN at NYU</i>
Beth Rugolo	<i>Freeport UFSD</i>
Roser Salavert	<i>NYC RBERN at Fordham University</i>
Jennifer Samaniuk	<i>North Colonie CSD</i>
Jessica Santos	<i>Somers CSD</i>
Joy Scantlebury	<i>Pocantico Hills CSD</i>
Bonni Schenker	<i>Kingston City School District</i>
Kara Schultz	<i>New York City Public Schools</i>
Jamie Scripps	<i>Rush-Henrietta CSD</i>
Charles Seagle	<i>Rensselaer City School District</i>
Rachel Sear	<i>Marlboro CSD</i>
Kristen Shaw	<i>Rochester City School District</i>
Katherine Smith	<i>Fairport CSD</i>
Marcia Soares	<i>Capital District RBERN at Questar III BOCES</i>
Jacqueline Sterling	<i>New York City Public Schools</i>
Diane Stevenson	<i>Rome CSD</i>
Sandy Strock	<i>Capital District RBERN at Questar III BOCES</i>
Damaris Suarez	<i>New York City Public Schools</i>
Shawwna Sweet	<i>Mid-West RBERN at Monroe 2 BOCES</i>
Chun Ha Tan	<i>New York City Public Schools</i>
Elizabeth Testa	<i>Ossining UFSD</i>

Reviewer	District/Organization
Jennifer Thompson	<i>Ichabod Crane CSD</i>
Antonia Torres-Gearity	<i>Hempstead UFSD</i>
Chantal Valdez	<i>New York City Public Schools</i>
Daniel Vallance	<i>Riverhead CSD</i>
Nidia Vaz-Correia	<i>Patchogue-Medford UFSD</i>
Nancy Velasquez	<i>Hicksville UFSD</i>
Ora Verstandig	<i>UFT</i>
Colleen Walker	<i>New York City Public Schools</i>
Xiaochun Wang	<i>New York City Public Schools</i>
Russell Wasden	<i>New York City Public Schools</i>
Stephanie Weick	<i>Greater Amsterdam School District</i>
Emily Weiss	<i>New York City Public Schools</i>
Paulina White	<i>Rome CSD</i>
Elizabeth Wong	<i>New York City Public Schools</i>

External Reviewers

Tamara Alsace, Ed.D.

*Consultant
RBERN West at Erie 1 BOCES*

Cecilia Espinosa, Ph.D.

*Professor
Lehman College*

Brenda Garcia, Ed.D.

*Executive Director – School Support and
Implementation
NYC Public Schools Division of Multilingual Learners*

Lourdes Roa

*Executive Director
Mid-West RBERN at Monroe 2 BOCES*

Jocelyn Santana, Ph.D.

Independent Consultant

Patricia Velasco, Ed.D.

Independent Consultant

Consultants

Laura Baecher, Ph.D.

*Associate Professor
CUNY Hunter*

Diane Staehr-Fenner,

Ph.D. President
SupportEd, LLC

New York State Education Department Office of Bilingual Education and World Languages Staff

Elisa Alvarez

Associate Commissioner

Ross Garmil

Supervisor in Education Programs

Juli Kreichman

Associate in Bilingual Education

Alicia Báez-Barinas

Associate in Bilingual Education