Second Edition

DataWORKS Educational Research

English Language Development

Learning Objectives & Vocabulary

DataWORKS
Educational Research
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ELD GRADES 9&10

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Learning Objectives

A Learning Objective is a statement that describes what students will be able to do at the end of the lesson, independently and successfully, as a result of instruction.

Importance of Learning Objectives

- Defines the purpose of the entire lesson
- Ensures that the Independent Practice matches
- Verifies that the lesson matches a standard
- Prevents lessons from becoming activities rather than content
- Focuses students' attention when taught

Crafting Learning Objectives from English Language Development Standards

The English Language Development Learning Objectives crafted from the English Language Development Standards contain **three major parts**:

Skills – measurable verbs that match Independent Practice (*identify*, *write*, *calculate*)
Concepts – topic or big idea of the lesson, usually nouns (*decimal*, *figurative language*)
Context – restricting condition or how to do it (*using a number line*, *in a poem*)

English Language Development

Grades 9 & 10 ELD Learning Objectives Overview

Domain	Standards	Learning Objectives		
		Emerging	Expanding	Bridging
Part I: Interacting in Meaningful Ways				
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Part III: Literacy in an Alphabetic Writing System				
Total	19	47	50	50

Grades 9 & 10 – Part I: Interacting in Meaningful Ways

A. Collaborative

Emerging	Expanding	Bridging
9-10.C.1 Exchanging information/ideas		
Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering *yes-no* questions and *wh-* questions and responding using phrases and short sentences.	Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.	Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information
EME C.1.1 Ask questions. **EME C.1.2** Answer questions.	**EXP C.1.1** Ask questions. **EXP C.1.2** Answer questions. **EXP C.1.3** Provide relevant information. **EXP C.1.4** Paraphrase key ideas.	**BRI C.1.1** Ask questions. **BRI C.1.2** Answer questions. **BRI C.1.3** Provide coherent information. **BRI C.1.4** Provide additional information.
9-10.C.2 Interacting via written English		
Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.	Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.	**Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.**
EME C.2 Write short passages.	**EXP C.2** Write passages.	**BRI C.2** Write passages.
9-10.C.3 Supporting opinions and persuading others		
Negotiate with or persuade others in conversations using learned phrases (e.g., *Would you say that again? I think.*), as well as open responses to express and defend opinions.	Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using a growing number of learned phrases (*I see your point, but...*) and open responses to express and defend nuanced opinions.	Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information in an academic conversation but then politely offer a counterpoint) using a variety of learned phrases, indirect reported speech (e.g., *I heard you say X, and I haven't thought about that before. However...*), and open responses to express and defend nuanced opinions.
EME C.3 Use persuasion.	**EXP C.3** Use persuasion.	**BRI C.3** Use persuasion.
9-10.C.4 Adapting language choices		
Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).	Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer)	Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).
EME C.4 Adjust language choices.	**EXP C.4** Adjust language choices.	**BRI C.4** Adjust language choices.

Grades 9 & 10 – Part I: Interacting in Meaningful Ways

B. Interpretive

Emerging	Expanding	Bridging
9-10.I.5 Listening actively		
Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support.	Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support.	Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments with light support
EME I.5.1 Ask questions in oral presentations. **EME I.5.2** Answer questions in oral presentations.	**EXP I.5.1** Ask questions in oral presentations. **EXP I.5.2** Answer questions in oral presentations.	**BRI I.5.1** Ask questions in oral presentations. **BRI I.5.2** Answer questions in oral presentations.
9-10.I.6 Reading/viewing closely		
a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and domain-specific words.	a) Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words.	a) Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.
EME I.6.a.1 Explain ideas. **EME I.6.a.2** Explain phenomena. **EME I.6.a.3** Explain processes. **EME I.6.a.4** Explain textual relationships.	**EXP I.6.a.1** Explain ideas. **EXP I.6.a.2** Explain phenomena. **EXP I.6.a.3** Explain processes. **EXP I.6.a.4** Explain textual relationships.	**BRI I.6.a.1** Explain ideas. **BRI I.6.a.2** Explain phenomena. **BRI I.6.a.3** Explain processes. **BRI I.6.a.4** Explain textual relat
b) Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., *seems that*).	b) Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., *indicates that, suggests, as a result*).	b) Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., *creates the impression that, consequently*).
EME I.6.b.1 Explain inferences. **EME I.6.b.2** Explain conclusions.	**EXP I.6.b.1** Explain inferences. **EXP I.6.b.2** Explain conclusions.	**BRI I.6.b.1** Explain inferences. **BRI I.6.b.2** Explain conclusions.

Grades 9 & 10 – Part I: Interacting in Meaningful Ways

B. Interpretive

Emerging	Expanding	Bridging
9-10.I.6 Reading/viewing closely		
c) Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	c) Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	c) Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
EME I.6.c.1 Use morphology to determine the meaning of unknown words. **EME I.6.c.2** Use suffixes to determine the meaning of unknown words. **EME I.6.c.3** Use context to determine the meaning of unknown words. **EME I.6.c.4** Use reference materials to determine the meaning of unknown words. **EME I.6.c.5** Use visual cues to determine the meaning of unknown words. **EME I.6.c.6** Determine the meaning of multiple-meaning words.	**EXP I.6.c.1** Use morphology to determine the meaning of unknown words. **EXP I.6.c.2** Use suffixes to determine the meaning of unknown words. **EXP I.6.c.3** Use context to determine the meaning of unknown words. **EXP I.6.c.4** Use reference materials to determine the meaning of unknown words. **EXP I.6.c.5** Use visual cues to determine the meaning of unknown words. **EXP I.6.c.6** Determine the meaning of multiple-meaning words.	**BRI I.6.c.1** Use morphology to determine the meaning of unknown words. **BRI I.6.c.2** Use suffixes to determine the meaning of unknown words. **BRI I.6.c.3** Use context to determine the meaning of unknown words. **BRI I.6.c.4** Use reference materials to determine the meaning of unknown words. **BRI I.6.c.5** Use visual cues to determine the meaning of unknown words. **BRI I.6.c.6** Determine the meaning of multiple-meaning words.
9-10.I.7 Evaluating language choices		
Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects, with substantial support.	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.
EME I.7 Evaluate persuasive techniques.	**EXP I.7** Evaluate persuasive techniques.	**BRI I.7** Evaluate persuasive techniques.
9-10.I.8 Analyze language choices		
Explain how a writer's or speaker's choice of phrasing or specific words (e.g., describing a character or action as *aggressive* versus *bold*) produces nuances and different effects on the audience.	Explain how a writer's or speaker's choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or character) produces nuances and different effects on the audience.	Explain how a writer's or speaker's choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.
EME I.8 Analyze a writer's choice of words.	**EXP I.8** Analyze a writer's choice of words.	**BRI I.8** Analyze a writer's choice of words.

Grades 9 & 10 – Part I: Interacting in Meaningful Ways

C. Productive

Emerging	Expanding	Bridging
9-10.P.9 Presenting		
Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.	Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register.	Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas well supported by evidence and sound reasoning, and are delivered using an appropriate level of formality and understanding of register
EME P.9.1 Plan an oral presentation. **EME P.9.2** Deliver an oral presentation.	**EXP P.9.1** Plan an oral presentation. **EXP P.9.2** Deliver an oral presentation.	**BRI P.9.1** Plan an oral presentation. **BRI P.9.2** Deliver an oral presentation.
9-10.P.10 Writing		
a) Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently.	a) Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register	a) Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.
EME P.10.a.1 Write a narrative. **EME P.10.a.2** Write a persuasive text. **EME P.10.a.2** Write informative text.	**EXP P.10.a.1** Write a narrative. **EXP P.10.a.2** Write a persuasive text. **EXP P.10.a.2** Write informative text.	**BRI P.10.a.1** Write a narrative. **BRI P.10.a.2** Write a persuasive text. **BRI P.10.a.2** Write informative text.
b) Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	b) Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	b) Write clear and coherent summaries of texts and Experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers)
EME P.10.b.1 Write a summary. **EME P.10.b.2** Write about an experience.	**EXP P.10.b.1** Write a summary. **EXP P.10.b.2** Write about an experience.	**BRI P.10.b.1** Write a summary. **BRI P.10.b.2** Write about an experience.
9-10.P.11 Justifying/arguing		
a) Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support.	a) Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.	a) Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.
EME P.11.a Justify opinions.	**EXP P.11.a** Justify opinions.	**BRI P.11.a** Justify opinions.
b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., *can, may*).	b) Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., *possibly/likely, could/would*).	b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *possibly/potentially/certainly/absolutely, should/might*).
EME P.11.b Express opinions using modals.	**EXP P.11.b** Express opinions using modals.	**BRI P.11.b** Express opinions using modals.

Grades 9 & 10 – Part I: Interacting in Meaningful Ways

C. Productive

Emerging	Expanding	Bridging
9-10.P.12 Selecting language resources		
a) Use familiar general academic (e.g., *temperature, document)* and domain-specific (e.g., *characterization, photosynthesis, society, quadratic functions*) words to create clear spoken and written texts.	a) Use an increasing variety of grade-appropriate general academic (e.g., *dominate, environment*) and domain-specific (e.g., *characterization, photosynthesis, society, quadratic functions*) academic words accurately and appropriately when producing increasingly complex written and spoken texts.	a) Use a variety of grade-appropriate general (e.g., *anticipate, transaction*) and domain-specific (e.g., *characterization, photosynthesis, society, quadratic functions*) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.
EME P.12.a.1 Use academic words. **EME P.12.a.2** Use content words.	**EXP P.12.a.1** Use academic words. **EXP P.12.a.2** Use content words.	**BRI P.12.a.1** Use academic words. **BRI P.12.a.2** Use content words.
b) Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain).	b) Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., diplomatic, stems are branched or *un*branched.).	b) Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing *humiliate* to *humiliation* or *incredible* to *incredibly*).
EME P.12.b Select appropriate affixes.	**EXP P.12.b** Select appropriate affixes.	**BRI P.12.b** Select appropriate affixes.

Grades 9 & 10 – Part II: Learning About How English Works

A. Structuring Cohesive Texts

Emerging	Expanding	Bridging
9-10 SCT.1 Understanding text structure		
Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.	Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts and narratives.	Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.
EME SCT.1.1 Analyze arguments. **EME SCT.1.2** Analyze informative text. **EME SCT.1.3** Analyze explanatory text. **EME SCT.1.4** Analyze narratives.	**EXP SCT.1.1** Analyze arguments. **EXP SCT.1.2** Analyze informative text. **EXP SCT.1.3** Analyze explanatory text. **EXP SCT.1.4** Analyze narratives.	**BRI SCT.1.1** Analyze arguments. **BRI SCT.1.2** Analyze informative text. **BRI SCT.1.3** Analyze explanatory text. **BRI SCT.1.4** Analyze narratives.
9-10 SCT.2 Understanding cohesion		
a) Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns to refer back to nouns in text) to comprehending and writing brief texts.	a) Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	a) Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.
EME SCT.2.a Make texts more cohesive.	**EXP SCT.2.a** Make texts more cohesive.	**BRI SCT.2.a** Make texts more cohesive.
b) Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as *first, second, third*) to comprehending and writing brief texts.	b) Apply knowledge of familiar language resources for linking ideas, events or reasons throughout a text (e.g., using connecting/transition words and phrases, such as *meanwhile, however, on the other hand*) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	b) Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as *on the contrary, in addition, moreover*) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.
EME SCT.2.b.1 Identify connecting words. **EME SCT.2.b.2** Use connecting words.	**EXP SCT.2.b.1** Identify connecting words. **EXP SCT.2.b.2** Use connecting words.	**BRI SCT.2.b.1** Identify connecting words. **BRI SCT.2.b.2** Use connecting words.

Grades 9 & 10 – Part II: Learning About How English Works

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Emerging	Expanding	Bridging
9-10 EEI.3 Using verbs and verb phrases		
Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics.	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas.	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), and mood (e.g., subjunctive) appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.
EME EEI.3.1 Use simple verb tenses. **EME EEI.3.2** Use progressive verb tenses.	**EXP EEI.3.1** Use simple verb tenses. **EXP EEI.3.2** Use progressive verb tenses. **EXP EEI.3.3** Use perfect verb tenses.	**BRI EEI.3.1** Use simple verb tenses. **BRI EEI.3.2** Use progressive verb tenses. **BRI EEI.3.3** Use perfect verb tenses. **BRI EEI.3.4** Use verbs that express different moods.
9-10 EEI.4 Using nouns and noun phrases		
Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.	Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns; simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.	Expand noun phrases in a variety of ways (e.g., more complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.
EME EEI.4 Expand sentences using noun phrases.	**EXP EEI.4.1** Expand sentences using noun phrases.	**BRI EEI.4** Expand sentences using noun phrases.
9-10 EEI.5 Modifying to add details		
Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.	Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes.	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes
EME EEI.5 Expand sentences using adverbials.	**EXP EEI.5** Expand sentences using adverbials.	**BRI EEI.5** Expand sentences using adverbials.

Grades 9 & 10 – Part II: Learning About How English Works

c. Connecting and Condensing Ideas

Emerging	Expanding	Bridging
9-10 CCI.6 Connecting ideas		
Combine clauses in a few basic ways (e.g., creating compound sentences using *and*, *but*, *so*; creating complex sentences using *because*) to make connections between and to join ideas (e.g., *I want to read this book because it describes the solar system*).	Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., *He stayed at home on Sunday in order to study for Monday's exam*) or to make a concession (e.g., *She studied all night even though she wasn't feeling well*).	Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., *While both characters strive for success, they each take different approaches through which to reach their goals.*), or to establish cause (e.g., Women's lives were changed forever after World War II *as a result of joining the work force.*)
EME CCI.6.1 Create compound sentences. **EME CCI.6.2** Create complex sentences.	**EXP CCI.6.1** Create compound sentences. **EXP CCI.6.2** Create complex sentences.	**BRI CCI.6.1** Create compound sentences. **BRI CCI.6.2** Create complex sentences.
9-10 CCI.7 Condensing ideas		
Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., *The students asked survey questions and recorded the responses*).	Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., *Species that could not adapt to the changing climate eventually disappeared*).	Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., *Another issue that people may be concerned with is the amount of money that it will cost to construct the new building*).
EME CCI.7 Combine clauses.	**EXP CCI.7** Combine clauses.	**BRI CCI.7** Combine clauses..

Grades 9 & 10 – Part III: Using Foundational Literacy Skills

	Phonological Awareness	
Oral Skills	No or little spoken English proficiency	Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures).
	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.
	Print concepts, Phonics & Word Recognition, Fluency	
Print Skills	No or little native language literacy	Students will need instruction in print concepts
	Some foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)	Students will be familiar with print concepts, and will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes).
	Some foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)	Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).

Types of Vocabulary

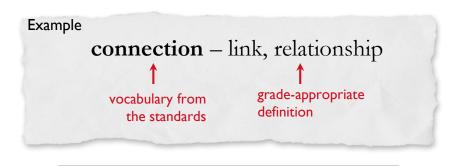|	Conversational Vocabulary	Academic Vocabulary (used across all disciplines)	Content Vocabulary (content specific)	Support Vocabulary (students need definitions to support reading, but students don't need to learn the word)
DataWORKS	Should be taught in emerging ELD lessons. Includes High-Frequency Words: *see, you, like, hello, house, car, boy, girl, school, etc.*	*distinguish, corresponds, combine, separate, analysis, symbolic* *Often not taught in Textbooks*	*main idea, thesis statement, denominator, linear equation, Civil War, separation of powers, mitosis, cell wall, Solar System* *Taught during Concept Development in a Well-Designed lesson*	*halibut, hammock, port, starboard* *Often over-emphasized in Textbooks.*
Common Core	**Common Core Tier One words** (everyday speech) Emerging ELD	**Common Core Tier Two words** (general academic words) Informational text *relative, vary, formulate, specificity, accumulate* Technical text *calibrate, itemize, periphery* Literary text *misfortune, dignified, faltered, unabashedly*	**Common Core Tier Three words** (domain-specific words) *lava, legislature, circumference, aorta*	**Number of NEW Words that should be taught per lesson:** K – 1st **2-3 words** 2nd – 3rd **3-4 words** 4th – 6th **5-6 words** 7th – 12th **6-7 words** **Adapted from:** *How the Brain Learns* **by David Sousa**

Reading Success

Readers can read effectively when they can understand at least 95% of the words they read. Knowing only the most common 2000 words, studies show that readers should be able to comprehend about 80% of an average academic text. Adding in a list of 570 Academic and Content Vocabulary* words brings that total up to 90% comprehension (Nation & Waring, 1997). The remaining unknown words in academic text will largely be Content and Support Vocabulary and should be learned within the context of lessons throughout the school year.

Words Known	Comprehension
Most common 2000 words	80%
Plus 570 Academic Vocabulary Words	90%
Plus Remaining Content and Support Vocabulary	95-100%

* DataWORKS has taken the list of 570 words and further categorized them as Academic or Content based on their potential use. For example *area* is an academic vocabulary word when referring to area of study; however, *area* is a content vocabulary word when referring to the space of a two-dimensional figure.

To compile this vocabulary list, DataWORKS has analyzed the text of the ELD State Standards and extracted the **most important Academic** and **Content** area vocabulary. These vocabulary lists:

- Should be used when designing ELD lessons.
- Are broken down into Academic and Content Vocabulary. Some words can be both.
- Feature grade-appropriate definitions.
- Note the frequency of each word within the standards (in parentheses after the word if the word is used more than once).

Example

connection – link, relationship

↑ vocabulary from the standards

↑ grade-appropriate definition

In addition, the DataWORKS Word Lists (by grade level) can be found at www.dataworks-ed.com/resources.

Academic Vocabulary – Grades 9 & 10 ELD (from the ELD Standards)

A

according to (EME, EXP, BRI) – in relation to; as said by
accurate (EXP) – done correctly
adjust (EME, EXP, BRI) – to change something slightly
analysis (EXP, BRI) – determine how elements are related
apply (EME, EXP, BRI) – to use an idea or process
appropriate (EME, EXP, BRI) – correct or relevant
argument (EME) – use of reason with evidence for a
        discussion or writing
articulate (EME, EXP, BRI) – express ideas in words
attitude (EME) – the opinions that you have about
        something

B

basic (EME) – at the simplest level
brief (EME) – continuing for a short time

C

choice (BRI) – to choose between several things
cohesive (EME) – sticking together; unified
collaborate (EME, EXP, BRI) – to work together
combine (EME, EXP, BRI) – to join together; to unite
comprehend (EME) – to understand
concise (EXP) – short, with no unnecessary
            words

condense (EME, EXP, BRI) – to make something shorter
connect (EME) – to join two or more things together
connection (EXP) – two or more things that are joined
consideration (EXP, BRI) – think carefully before making a
        decision
create (EME, EXP) – make
critique (BRI) – to judge something

D

defend (EME, EXP) – to support an argument
deliver (EME, EXP, BRI) – to give ideas to others, as in a
        talk
demonstrate (EME, EXP, BRI) – show how something is
        done
describe (EXP) – to give details
detail (EME, BRI) – one of many small facts
determine (EME) – to figure out
different (EME, EXP, BRI) – not like something else
discussion (EME, EXP, BRI) – a conversation, usually with
        reasons about a position or argument

E

effect (EXP, BRI) – the way in which an event changes
        someone or something
embed (EXP) – put something into something else
engage (EME, EXP, BRI) – to become involved

E (continued)

establish (EME, EXP) – to show to be valid or true; to bring into being on a stable basis

evidence (EXP) – facts that show something is true

exchange (EXP) – giving and receiving something

expand (EME, EXP, BRI) – to become larger

explain (EME, EXP, BRI) – to give information about

express (EME, EXP, BRI) – to show what you are thinking

extend (BRI) – made longer or bigger

F

familiar (EME, EXP, BRI) – well known to you

G

general (EME, EXP, BRI) – related to the whole group of something rather than the parts; not specific

I

increase (EXP) – rise in amount, number, or degree

increasingly (EME, EXP) more and more all the time

J

justify (EME, EXP, BRI) – show to be correct

L

literary (EME) – related to books and writing, especially literature

M

moderate (EXP) – neither very great nor very small

N

negotiate (EME, EXP, BRI) – to discuss something to reach an agreement

P

peers (BRI) – people who are equal in some way, as in age, skill, background, etc.

persuade (EME, EXP, BRI) – to make someone decide to do something

plan (EME, EXP, BRI) – a set of actions to achieve something

present (EME, EXP, BRI) – speaking in front of a group to tell them information

produce (EME, EXP)– to make something

provide (EME) – to give something to someone

R

register (EXP) – the type of language you use to communicate

relevant (EXP) – directly related to the subject

resource (EME, EXP, BRI) – any source of supply or support, such as a book, article, website

response (EME) – something that is done as a reply

S

select (EME, EXP, BRI) – a choice that has been made

specific (EME) – precise; special

substantial (EME) – large in amount or number

successfully (EXP) – having the result you intended

summary (EME, EXP, BRI) – short statement with the main information

support (EME, EXP, BRI) – things that help you, such as reasons or details for an argument

sustain (EXP, BRI) – to make something to continue to exist

T

temper (EXP, BRI) – to make something less extreme

U

use (EXP, BRI) – the meaning of a word; to consume or spend
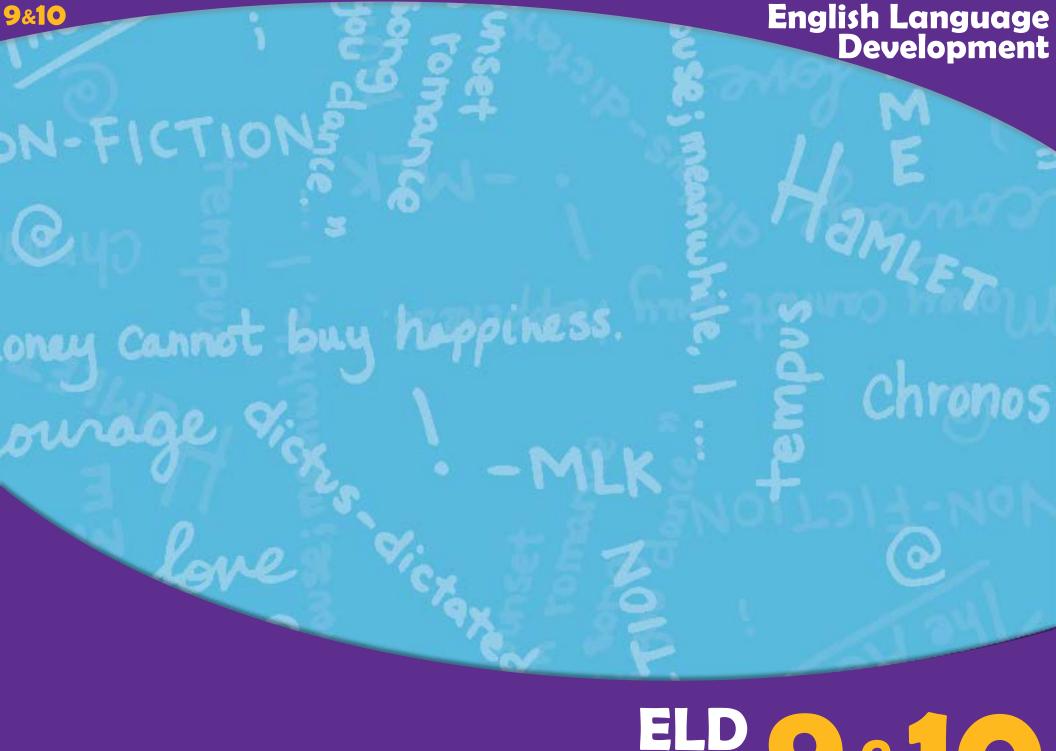
V

variety (EME, EXP, BRI) – a lot of things of the same type that are different

view (EME, BRI) – a specific way or angle of looking; a point of view

W

write (BRI) – to produce a new book, article, poem, etc.

9&10

English Language Development

money cannot buy happiness.

! -MLK

ELD GRADES 9&10