



ESSENTIAL TOOLS

ENGLISH LEARNER LEARNING OBJECTIVES

**Using the California Standards numbering system.

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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 a Learning Objective

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

Crafting Learning Objectives from Common Core Standards

The Common Core Learning Objectives crafted from the Common Core 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 such as, using a number line or in a poem



Grade 8 ELD Learning Objectives Overview

Domain	Standards	Learning Objectives		
		Emerging	Expanding	Bridging
Part I: Interacting in Meaningful Ways				
A Collaborative C	4			
C.1 Exchanging information/ideas		2	3	4
C.2 Interacting via written English		1	1	1
C.3 Supporting opinions and persuading others		1	1	1
C.4 Adapting language choices		1	1	1
B Interpretive I	4			
I.5 Listening actively		2	2	2
I.6 Reading/viewing closely		12	12	12
I.7 Evaluating language choices		2	2	2
I.8 Analyzing language choices		1	2	2
C Productive P	4			
P.9 Presenting		2	2	2
P.10 Writing		5	5	5
P.11 Justifying/arguing		2	2	2
P.12 Selecting language resources		3	3	3
Part II: Learning About How English Works				
A Structuring Cohesive Texts SCT	2			
SCT.1 Understanding text structure		4	4	4
SCT.2 Understanding cohesion		3	3	3
B Expanding and Enriching Ideas EEI	3			
EEI.3 Using verbs and verb phrases		2	3	4
EEI.4 Using nouns and noun phrases		1	1	1
EEI.5 Modifying to add details		1	1	1
C Connecting and Condensing Ideas CCI	2			
CCI.6. Connecting ideas		2	2	3
CCI.7 Condensing ideas		1	1	1
Part III: Literacy in an Alphabetic Writing System				
Total	19	48	51	54



Grade 8 – Part I: Interacting in Meaningful Ways

A. Collaborative

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
8.C.1 Exchanging information/ideas	<p>C.1.1 Ask questions.</p> <p>C.1.2 Affirm other students.</p> <p>C.1.3 Add relevant information.</p> <p>C.1.4 Provide feedback.</p>	Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and wh-questions and responding using simple phrases.	Contribute to class, group, and partner discussions by following turn - taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Contribute to class, group, and partner discussions by following turn - taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.
8.C.2 Interacting via written English	C.2 Write passages.	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.
8.C.3 Supporting opinions and persuading others	C.3 Use persuasion.	Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or to ask for clarification) using learned phrases (e.g., <i>I think . . . Would you please repeat that?</i>) and open responses.	Negotiate with or persuade others in conversations (e.g., to provide counter - arguments) using learned phrases (<i>I agree with X, but . . .</i>) and open responses.	Negotiate with or persuade others in conversations using an appropriate register (e.g., to acknowledge new information and justify views) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and that's a good point. I still think Y, though, because . . .</i>) and open responses.



Grade 8 – Part I: Interacting in Meaningful Ways

A. Collaborative

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
8.C.4 Adapting language choices	C.4 Adjust language choices.	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience.



Grade 8 – Part I: Interacting in Meaningful Ways

B. Interpretive

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
8.I.5 Listening actively	<p>I.5.1 Ask questions in oral presentations.</p> <p>I.5.2 Answer questions in oral presentations.</p>	Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.
8.I.6 Reading/viewing closely	<p>I.6.A.1 Explain ideas.</p> <p>I.6.A.2 Explain phenomena.</p> <p>I.6.A.3 Explain processes.</p> <p>I.6.A.4 Explain text relationships.</p>	a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade - appropriate texts and viewing of multimedia, with substantial support.	a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade - appropriate texts and viewing of multimedia, with moderate support.	a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade - level texts and viewing of multimedia, with light support.
	<p>I.6.B.1 Express inferences.</p> <p>I.6.B.2 Express conclusions.</p>	b) Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., <i>shows that, based on</i>).	b) Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i>).	b) Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>).



Grade 8 – Part I: Interacting in Meaningful Ways

B. Interpretive

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
8.I.6 Reading/viewing closely	<p>I.6.C.1 Use morphology to determine the meaning of unknown words.</p> <p>I.6.C.2 Use suffixes to determine the meaning of unknown words.</p> <p>I.6.C.3 Use context to determine the meaning of unknown words.</p> <p>I.6.C.4 Use reference materials to determine the meaning of unknown words.</p> <p>I.6.C.5 Use visual cues to determine the meaning of unknown words.</p> <p>I.6.C.6 Determine the meaning of multiple-meaning words.</p>	c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple - meaning words on familiar topics.	c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple - meaning words on familiar and new topics.	c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple - meaning words on a variety of new topics.



B. Interpretive

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
8.1.7 Evaluating language choices	<p>1.7.1 Explain language used to support ideas.</p> <p>1.7.2 Explain language used to support arguments.</p>	<p>Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.</p>	<p>Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.</p>	<p>Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support</p>
8.1.8 Analyzing language choices	<p>1.8.1 Explain how words produce different effects.</p> <p>1.8.2 Explain how words produce shades of meaning.</p>	<p>Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word <i>persistent</i> versus the term <i>hard worker</i>) produce different effects on the audience.</p>	<p>Explain how phrasing or different words with similar meanings (e.g., describing a character as <i>stubborn</i> versus <i>persistent</i>) or figurative language (e.g., <i>Let me throw some light onto the topic.</i>) produce shades of meaning and different effects on the audience</p>	<p>Explain how phrasing or different words with similar meanings (e.g., <i>cunning</i> versus <i>smart</i>, <i>stammer</i> versus <i>say</i>) or figurative language (e.g., <i>Let me throw some light onto the topic.</i>) produce shades of meaning, nuances, and different effects on the audience.</p>



Grade 8 – Part I: Interacting in Meaningful Ways

C. Productive

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
8.P.9 Presenting	P.9.1 Plan an oral presentation. P.9.2 Deliver an oral presentation.	Plan and deliver brief informative oral presentations on concrete topics.	Plan and deliver longer oral presentations on a variety of topics using details and evidence to support ideas.	Plan and deliver longer oral presentations on a variety of concrete and abstract topics using reasoning and evidence to support ideas and using a growing understanding of register.
8.P.10. Writing	P.10.A.1 Write a narrative. P.10.A.2 Write a persuasive text. P.10.A.2 Write informative text.	a) Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.	a) Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization.	a) Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.
	P.10.B.1 Write a summary. P.10.B.2 Write about an experience.	b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).



Grade 8 – Part I: Interacting in Meaningful Ways

C. Productive

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
8.P.11. Justifying/arguing	P.11.A.1 Justify opinions.	a) Justify opinions by providing some textual evidence or relevant background knowledge with substantial support.	a) Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge with moderate support.	a) Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge with light support.
	P.11.B.1 Express opinions using modals.	b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).	b) Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i>).	b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>potentially/certainly/absolutely, should/might</i>).
8.P.12 Selecting language resources	P.12.A.1 Use academic words. P.12.A.2 Use content words.	a) Use a select number of general academic words (e.g., <i>specific, contrast</i>) and domain-specific words (e.g., <i>scene, cell, fraction</i>) to create some precision while speaking and writing.	a) Use a growing set of academic words (e.g., <i>specific, contrast, significant, function</i>), domain-specific words (e.g., <i>scene, irony, suspense, analogy, cell membrane, fraction</i>), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	a) Use an expanded set of general academic words (e.g., <i>specific, contrast, significant, function, adequate, analysis</i>), domain-specific words (e.g., <i>scene, irony, suspense, analogy, cell membrane, fraction</i>), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.



Grade 8 – Part I: Interacting in Meaningful Ways

C. Productive

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
8.P.12 Selecting language resources	P.12.B Select appropriate affixes.	b) Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. He walked to school).	b) Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes walking to school. That's <i>impossible</i> .)	b) Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., <i>changing destroy -> destruction, probably -> probability, reluctant -> reluctantly</i>).



Grade 8 – Part II: Learning About How English Works

A. Structuring Cohesive Texts

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
8.SCT.1 Understanding text structure	<p>SCT.1.1 Analyze arguments.</p> <p>SCT.1.2 Analyze informative text.</p> <p>SCT.1.3 Analyze explanatory text.</p> <p>SCT.1.4 Analyze narratives.</p>	Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.	Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.	Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.
8.SCT.2 Understanding cohesion	SCT.2.A Make texts more cohesive.	a) Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending and writing brief texts.	a) Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text, how using synonyms helps avoid repetition) to comprehending and writing texts with increasing cohesion.	a) Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns, synonyms, or nominalizations are used to refer backward in a text) to comprehending texts and writing cohesive texts.



Grade 8 – Part II: Learning About How English Works

A. Structuring Cohesive Texts

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
8.SCT.2 Understanding cohesion	<p>SCT.2.B.1 Identify connecting words.</p> <p>SCT.2.B.2 Use connecting words.</p>	<p>b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>at the end, next</i>) to comprehending and writing brief texts.</p>	<p>b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, as a result, on the other hand</i>) to comprehending and writing texts with increasing cohesion.</p>	<p>b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>for instance, in addition, consequently</i>) to comprehending and writing texts with increasing cohesion</p>



Grade 8 – Part II: Learning About How English Works

B. Expanding and Enriching Ideas

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
8.EEI.3 Using verbs and verb phrases	<p>EEI.3.1 Use simple verb tenses.</p> <p>EEI.3.2 Use progressive verb tenses.</p> <p>EEI.3.3 Use perfect verb tenses.</p> <p>EEI.3.4 Use verbs that express different moods.</p>	Use a variety of verbs in different tenses (e.g., present, past, future, simple, progressive) appropriate for the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.	Use a variety of verbs in different tenses (e.g., present, past, future, simple, progressive, perfect) appropriate for the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on an increasing variety of topics.	Use a variety of verbs in different tenses (e.g., present, past, future, simple, progressive, perfect), voices (active and passive), and moods (e.g., declarative, interrogative, subjunctive) appropriate for the task, text type, and discipline (e.g., the passive voice in simple past to describe the methods of a scientific experiment) on a variety of topics
8.EEI.4 Using nouns and noun phrases	EEI.4 Expand sentences using noun phrases.	Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	Expand noun phrases in a growing number of ways (e.g., adding prepositional or adjective phrases) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	Expand noun phrases in an increasing variety of ways (e.g., embedding relative or complement clauses) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.



Grade 8 – Part II: Learning About How English Works

B. Expanding and Enriching Ideas

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
8.EEI.5 Modifying to add details	EEI.5 Expand sentences using adverbials.	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	Expand sentences with increasingly complex 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.



Grade 8 – Part II: Learning About How English Works

C. Connecting and Condensing Ideas

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
8.CCI.6 Connecting ideas	<p>CCI.6.1 Create compound sentences.</p> <p>CCI.6.2 Create complex sentences.</p> <p>CCI.6.3 Create compound-complex sentences.</p>	Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i> ; creating complex sentences using <i>because</i>).	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday's exam.</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well.</i>).	Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences, and compound - complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., <i>After eating lunch, the students worked in groups while their teacher walked around the room.</i>) or to evaluate an argument (e.g., <i>The author claims X, although there is a lack of evidence to support this claim.</i>).



Grade 8 – Part II: Learning About How English Works

C. Connecting and Condensing Ideas

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
8.CCI.7 Condensing ideas	CCI.7 Combine clauses.	Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. This is a story about a girl <i>who changed the world</i> .) to create precise and detailed sentences.	Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. Organic vegetables are foods <i>that are made without chemical fertilizers or insecticides.</i>) to create precise and detailed sentences.	Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They <i>destroyed</i> the rainforest. Lots of animals <i>died</i> . The <i>destruction</i> of the rainforest led to the <i>death</i> of many animals.) to create precise and detailed sentences.



Grade 8 – Part III: Using Foundational Literacy Skills

Literacy in an Alphabetic Writing System

	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

(Across Grades)

DataWORKS	<p>Conversational Vocabulary</p> <p>Should be taught in emerging ELD lessons. Includes High-Frequency Words: <i>see, you, like, hello, house, car, boy, girl, school, etc.</i></p>	<p>Academic Vocabulary - used across all disciplines (often not taught in textbooks)</p> <p>Examples: <i>distinguish, corresponds, combine, separate, analysis, symbolic</i></p> <p>Often not taught in Textbooks</p>	<p>Content Vocabulary - content specific (taught during Concept Development in EDI Lessons)</p> <p>Examples: <i>main idea, thesis statement, figurative language, denominator, linear equation, addition, ratios, perimeter Civil War, separation of powers, legislative branch, mitosis, cell wall, photosynthesis, solar system.</i></p> <p>Taught during Concept Development in a Well-Designed lesson</p>	<p>Support Vocabulary - in specific textbooks and worksheets; may be challenging for EL students (often over-emphasized in textbooks)</p> <p>Examples: <i>halibut, hammock, port, starboard</i></p> <p>Often over-emphasized in Textbooks.</p>
	<p>Tier One Words (everyday speech)</p> <p>Beginning ELD</p>	<p>Tier Two Words (general academic words)</p> <p>Examples in Informational Text: <i>relative, vary, formulate, specificity, accumulate</i></p> <p>Examples in Technical Text: <i>calibrate, itemize, periphery</i></p> <p>Examples in Literary Text: <i>misfortune, dignified, faltered, unabashedly</i></p>	<p>Tier Three Words (domain-specific words)</p> <p>Examples: <i>lava, legislature, circumference, aorta</i></p>	<p>Number of NEW Words that should be taught per lesson:</p> <p>K – 1st 2-3 words 2nd – 3rd 3-4 words 4th – 6th 5-6 words 7th – 12th 6-7 words</p> <p>Adapted from: <i>How the Brain Learns</i> by David Sousa</p>



Types of Vocabulary

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 an 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 Common Core State Standards and extracted the **most important Academic** and **Content** area vocabulary. These vocabulary lists:

- Should be used when designing Common Core 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 parenthesis after the word if the word is used more than once)



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



A

- abstract** (BRI) – exist as an idea only
- according** (EME, BRI) – agrees with a plan
- active** (EME) – doing something
- activity** (EME) – something that is done to achieve a goal
- adjust** (EME, EXP, BRI) – to change something slightly
- 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
- aspect** (EXP) – a particular part or feature of something
- audience** (EME) – people who watch and listen to someone

B

- background** (EXP) – past events that explain why something happens or who someone is
- base** (EXP) – idea from which something can develop
- brief** (EME) – continuing for a short time

C

- choice** (BRI) – to choose between several things
- clarification** (EME) – explain or make clearer
- clear** (BRI) – to explain well
- close** (EXP) – to end
- coherent** (BRI) – all parts make sense
- collaborate** (EXP) – to work together
- combine** (EME, EXP, BRI) – to join together; unite
- complete** (BRI) – including all parts with nothing missing
- comprehend** (EME) – to understand
- concise** (BRI) – short, with no unnecessary words
- concrete** (EME, BRI) – something that can be experienced with the five senses
- condense** (EME, EXP, BRI) – to make something shorter
- connect** (EME) – to join two or more things together
- contribute** (EXP, BRI) – to help make something happen
- conversation** (EME, EXP) – an informal talk
- cues** (EXP) – words or images that signal

D

- deliver** (EME, EXP, BRI) – to give a talk
- demonstrate** (EME, EXP, BRI) – show how something is done
- describe** (BRI) – to give details
- detail** (EME, BRI) – one of many small facts
- determine** (EME, EXP) – to find out the facts about something; to figure out how to do something
- different** (EME, EXP, BRI) – not like something else
- discussion** (BRI) – a conversation
- draw** (EME) – to produce a picture of something; to gather information about something

E

- effect** (EME) – the way in which an event changes someone or something
- engage** (EME, EXP, BRI) – to become involved
- enrich** (EME) – to improve the quality of something
- evaluate** (BRI) – to judge something
- exchange** (EME, EXP) – giving and receiving something
- expand** (EME, EXP, BRI) – to become larger



E

- experience** (EME) – something that happens to you
- explain** (EME, EXP, BRI) – to say clearly
- 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
- feedback** (BRI) – advice
- frequent** (EME) – very often or many times

I

- include** (BRI) – to make part of something
- increase** (EXP, BRI) – go up in amount, number, or degree
- information** (EME, EXP, BRI) – knowledge of facts about something

J

- justify** (EXP) – show to be correct

K

- key words** (EXP) – signal words
- knowledge** (EME, EXP) – what someone knows; an area of study, as in math knowledge

L

- language** (EME, EXP, BRI) – a system of communication that can be written or spoken
- link** (EME) – connect

M

- manipulate** (BRI) – to make someone or an object behave as you want; originally by using your hands
- meaning** (BRI) – the message that is intended
- minimal** (BRI) – almost none
- moderate** (EXP) – in between
- multimedia** (EME, EXP) – using several different methods of giving information

N

- naturally** (BRI) – in a normal way
- negotiate** (EME, EXP, BRI) – to discuss something to reach an agreement

O

- occasional** (EXP) – happens sometimes
- oral** (EME) – spoken, not written
- organized** (EME, EXP, BRI) – arranged or ordered well

P

- paraphrase** (EXP) – to express in a shorter form in your own words
- persuade** (BRI) – to make someone decide to do something
- plan** (EME, EXP, BRI) – a set of actions to achieve something
- precise** (EME, EXP) – information that is clear and correct
- present** (EXP, BRI) – speaking in front of a group to tell them information
- produce** (BRI) – to make something
- prompt** (EME, EXP, BRI) – to encourage someone
- provide** (EME, EXP, BRI) – to give something to someone



R

- relationship** (EXP, BRI) – the way in which two or more things are connected
- relevant** (EXP, BRI) – directly related to the subject
- reported** (BRI) – a written or spoken description of a situation
- resource** (EME, EXP, BRI) – a book, film, or picture
- response** (EME, BRI) – something that is done as a reply

S

- select** (EME, BRI) – to make a choice
- similar** (EME, EXP) – like something else
- simple** (EME) – not difficult to do
- speaker** (EME, EXP) – someone who makes a formal speech
- specific** (EXP, BRI) – affecting only one thing; precise
- substantial** (EME) – large in amount or number
- support** (EME, EXP, BRI) – approval, encouragement

T

- task** (BRI) – job
- technology** (EME, EXP, BRI) – electronic and digital products
- temper** (EME, EXP, BRI) – to make something less extreme

U

- understand** (EME) – to know what something means

V

- variety** (EME, EXP, BRI) – a lot of things of the same type that are different
- view** (EXP, BRI) – to look at something carefully



Curriculum Support for Early Literacy

Teaching Students to Read

Launch to Literacy is a comprehensive literacy program that teaches students to read. It builds phonetic elements and literacy skills systematically to help students advance from Level A to Level C and become proficient readers.

Level A

For students who are beginning to learn the English Language. Students will learn the basic foundations of the English Language, including letter-names and letter-sound correspondences.

Level B

For students who have a basic foundation of the letter names and letter-sound correspondences. Students will continue to practice literacy skills to develop more fluency before becoming fully literate.

Level C

For students who are ready to learn complex letter-patterns of the English Language and commit them to mastery. By the end of Level C, students will be proficient readers so they can focus on reading comprehension and advances language skills.

Program Structure

Click-n-Go

Launch to Literacy is an online daily curriculum that can be used in parts or as a stand along program. Teachers project daily lessons and activities on a screen and guides students through the program.

Paced

The program covers 360 days of instructions separated into four quarters. Each level includes an online Scope & Sequence, and weekly and daily pacing calendars.

Reading Essentials

This program incorporates all essential elements of reading: Phonemic Awareness, Phonics, Spelling, Vocabulary, Reading Comprehension, Writing, Listening & Speaking, and Language.

Contact Dataworks
info@dataworks-ed.com
800-495-1550

For the next level of literacy skills, inquire about our Link to Literacy program.



Curriculum Support for English Language Learners

Improving Students' Language Skills

Launch to Literacy is a comprehensive program for English Learners who understand the fundamentals of phonics and phonemic awareness but need more support for grade-level content. This program will help them improve their reading comprehension and fluency while simultaneously learning English.

Level D

Developing. Students at this level typically progress very quickly. They develop their ability to use English for immediate needs and begin to understand and use academic vocabulary.

Level E

Expanding. Students at this level learn to expand their English skills in more contexts with greater variety of vocabulary and language, appropriate to their age and grade level.

Level F

Flourishing. Students at this level learn to apply a range of high-level English language skills in a wide variety of contexts, building their fluency with comprehension and production of written English texts.

Program Structure

Click-n-Go

Link to Literacy is an online daily curriculum that can be used in parts or as a stand-alone program. Teachers project daily lessons and activities on a screen and guide students through the program.

Paced

The program covers 150 days with 45-minute blocks of instruction, separated into four quarters. Each level includes an online Scope & Sequence, and a weekly pacing calendar.

Language Essentials

This program focuses on language skills such as reading comprehension, grammar, and vocabulary. It also provides lessons for planning, and writing narrative, informative, and persuasive texts.

Contact Dataworks
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For a beginning literacy program, inquire about our Launch to Literacy program.

