



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 11-12 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	4	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		1	1	1
I.8 Analyzing language choices		1	1	1
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	2
CCI.7 Condensing ideas		1	1	1
Part III: Literacy in an Alphabetic Writing System				
Total	19	47	50	51



Grade 11-12 – Part I: Interacting in Meaningful Ways

A. Collaborative

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
11-12.C.1 Exchanging information/ideas	C.1.1 Ask questions. C.1.2 Answer questions. C.1.3 Provide coherent information. C.1.4 Provide additional information.	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..
11-12.C.2 Interacting via written English	C.2 Write passages.	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.

Grade 11-12 – Part I: Interacting in Meaningful Ways



A. Collaborative

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
11-12.C.3 Supporting opinions and persuading others	C.3 Use persuasion.	Negotiate with or persuade others in conversations (e.g., ask for clarification or repetition) using learned phrases (e.g., <i>Could you repeat that please? I believe . . .</i>) and open responses to express and defend opinions.	Negotiate with and persuade others (e.g., by presenting counterarguments) in discussions and conversations using learned phrases (e.g., <i>You make a valid point but my view is . . .</i>) and open responses to express and defend nuanced opinions.	Negotiate with or persuade others in discussions and conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (e.g., <i>You postulate that X. However, I've reached a different conclusion on this issue.</i>) and open responses to express and defend nuanced opinions.
11-12.C.4 Adapting language choices	C.4 Adjust 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).

Grade 11-12 – Part I: Interacting in Meaningful Ways



B. Interpretive

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
11-12.I.5 Listening actively	I.5.1 Ask questions in oral presentations. I.5.2 Answer questions in oral presentations.	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.
11-12.I.6 Reading/viewing closely	I.6.A.1 Explain ideas. I.6.A.2 Explain phenomena. I.6.A.3 Explain processes. I.6.A.4 Explain textual relationships.	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 phrases, 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 a range 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 precise general academic and domain-specific words.



B. Interpretive

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
11-12.I.6 Reading/viewing closely	I.6.B.1 Express inferences. I.6.B.2 Express conclusions.	b) Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia, using familiar verbs (e.g., <i>seems that</i>).	b) Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i>).	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., <i>creates the impression that, consequently</i>).
	I.6.C.1 Use morphology to determine the meaning of unknown words. I.6.C.2 Use suffixes to determine the meaning of unknown words. I.6.C.3 Use context to determine the meaning of unknown words. I.6.C.4 Use reference materials to determine the meaning of unknown words. I.6.C.5 Use visual cues to determine the meaning of unknown words. I.6.C.6 Determine the meaning of multiple-meaning words.	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.

Grade 11-12 – Part I: Interacting in Meaningful Ways



B. Interpretive

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
11-12.I.7 Evaluating language choices	I.7 Evaluate persuasive techniques.	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.	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.
11-12.I.8 Analyzing language choices	I.8 Analyze a writer's choice of words.	Explain how a writer's or speaker's choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i>) produces nuances or 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.



C. Productive

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
11-12.P.9 Presenting	P.9.1 Plan an oral presentation. P.9.2 Deliver an oral presentation.	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 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 reasoning, and are delivered using an appropriate level of formality and understanding of register.
11-12.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 free speech) collaboratively (e.g., with peers) and independently.	a) Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	a) Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and 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).



C. Productive

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
11-12.P.11. Justifying/arguing	P.11.A Justify opinions.	a) Justify opinions by articulating some 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.
	P.11.B 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>possibly/potentially/certainly/absolutely, should/might</i>).



C. Productive

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
11-12.P.12 Selecting language resources	P.12.A.1 Use academic words. P.12.A.2 Use content words.	a) Use familiar general academic (e.g., <i>temperature, document</i>) and domain-specific (e.g., <i>cell, the Depression</i>) words to create clear spoken and written texts.	a) Use an increasing variety of grade-appropriate general academic (e.g., <i>fallacy, dissuade</i>) and domain-specific (e.g., <i>chromosome, federalism</i>) academic words accurately and appropriately when producing increasingly complex written and spoken texts.	a) Use a variety of grade-appropriate general (e.g., <i>alleviate, salutary</i>) and domain-specific (e.g., <i>soliloquy, microorganism</i>) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.
	P.12.B Select appropriate affixes.	b) Use knowledge of morphology to appropriately select basic affixes (e.g., The news media relies on official sources).	b) Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., The cardiac muscle works continuously).	b) Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>inaugurate</i> to <i>inauguration</i>).



A. Structuring Cohesive Texts

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
11-12.SCT.1 Understanding text structure	SCT.1.1 Analyze arguments. SCT.1.2 Analyze informative text. SCT.1.3 Analyze explanatory text. SCT.1.4 Analyze 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 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.
11-12.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., using pronouns or synonyms to refer back to characters or concepts introduced earlier) 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 resources for referring to make texts more cohesive (e.g., using nominalization, paraphrases, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive texts for specific purposes and audiences.



A. Structuring Cohesive Texts

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
11-12.SCT.2 Understanding cohesion	SCT.2.B.1 Identify connecting words. SCT.2.B.2 Use connecting words.	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 <i>first, second, finally</i>) 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 <i>meanwhile, however, on the other hand</i>) 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 <i>on the contrary, in addition, moreover</i>) to comprehending grade-level texts and writing cohesive texts for specific purposes and audiences.



B. Expanding and Enriching Ideas

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
11-12.EEI.3 Using verbs and verb phrases	EEI.3.1 Use simple verb tenses. EEI.3.2 Use progressive verb tenses. EEI.3.3 Use perfect verb tenses. EEI.3.4 Use verbs that express different moods.	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate for 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 for 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 for 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.
11-12.EEI.4 Using nouns and noun phrases	EEI.4 Expand sentences using 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., 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.

B. Expanding and Enriching Ideas

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
11-12.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 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.



C. Connecting and Condensing Ideas

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
11-12.CCI.6 Connecting ideas	CCI.6.1 Create compound sentences. CCI.6.2 Create complex sentences.	Combine clauses in a few basic ways (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i> ; creating complex sentences using <i>because</i>) to make connections between and join ideas (e.g., <i>I want to read this book because it tells the history of Pi</i>).	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., <i>He stayed at home on Sunday in order 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 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., <i>While both characters strive for success, they each take different approaches through which to reach their goals</i>), or to establish cause (e.g., <i>Women's lives were changed forever after World War II as a result of joining the work force</i>).

C. Connecting and Condensing Ideas

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
11-12.CCI.7 Condensing ideas	CCI.7 Combine clauses.	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., <i>The students asked survey questions and recorded the responses</i>).	Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verb or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., <i>Species that could not adapt to the changing climate eventually disappeared.</i>).	Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verb or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., <i>The epidemic, which ultimately affected hundreds of thousands of people, did not subside for another year</i>).



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	Conversational Vocabulary Should be taught in emerging ELD lessons. Includes High-Frequency Words: <i>see, you, like, hello, house, car, boy, girl, school, etc.</i>	Academic Vocabulary - used across all disciplines <i>(often not taught in textbooks)</i> Examples: <i>distinguish, corresponds, combine, separate, analysis, symbolic</i> Often not taught in Textbooks	Content Vocabulary - content specific <i>(taught during Concept Development in EDI Lessons)</i> 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> Taught during Concept Development in a Well-Designed lesson	Support Vocabulary - in specific textbooks and worksheets ; may be challenging for EL students <i>(often over-emphasized in textbooks)</i> Examples: <i>halibut, hammock, port, starboard</i> Often over-emphasized in Textbooks.
	Tier One Words (everyday speech) Beginning ELD	Tier Two Words (general academic words) Examples in Informational Text: <i>relative, vary, formulate, specificity, accumulate</i> Examples in Technical Text: <i>calibrate, itemize, periphery</i> Examples in Literary Text: <i>misfortune, dignified, faltered, unabashedly</i>	Tier Three Words (domain-specific words) Examples: <i>lava, legislature, circumference, aorta</i>	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



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)

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

A

abstract (EXP, BRI) – exist only as an idea; not tangible

according to (EME, EXP, BRI) – in relation to; as said by

accurate (EXP) – done correctly

additional (BRI) – more than what was agreed; extra

adjust (EME, EXP, BRI) – to change something slightly

affirm (BRI) – to state that something is true

analysis (EME) – determine how elements are related

apply (EME, EXP, BRI) – to use an idea or process

appropriate (EME, EXP, BRI) – correct or relevant

articulate (EME) – express ideas in words

aspect (BRI) – a particular part or feature of something

attitude (EME) – the opinion that you have about something

audience (EME, EXP, BRI) – people who watch and listen to something

B

based (EME) – idea from which something can develop

brief (EME) – short; not long

C

coherent (BRI) – all parts making sense; logically connected; consistent

cohesive (EXP, BRI) – sticking together; unified

collaborate (EME, EXP) – to work together

combine (EME, EXP, BRI) – join together; unite

comprehend (EME, EXP, BRI) – to understand

concrete (EXP, BRI) – can be experienced with the five senses

connect (EME, EXP, BRI) – to join two or more things together

connection (BRI) – two or more things that are joined

consideration (EXP) – think carefully before making a decision

context (BRI) – nearby words, phrases, sentences, or events

contrary (BRI) – the opposite of what has been said or done

contribute (EXP, BRI) – to help to make something happen

create (EME, EXP, BRI) – make

critique (BRI) – to judge something

current (EME) – happening or existing now

D

deliver (EXP, BRI) – to give ideas to others, as in a talk

demonstrate (EME, EXP, BRI) – show how something is done

describe (EXP, BRI) – to give details

detail (BRI) – one of many small facts

determine (EME, EXP) – to figure out

different (EME, EXP, BRI) – not like something else

discipline (BRI) – an area of study

discussion (EME) – a conversation, usually with reasons about a position or argument

distinction (BRI) – a clear difference between two similar things

E

effect (EME) – the way in which an event changes someone or something

engage (EME) – to become involved

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

exchange (EME) – giving and receiving something

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

experience (EME, EXP, BRI) – something that happens to you



E

explain (EME, EXP, BRI) – to give information about
express (EME, EXP, BRI) – to show what you are thinking

F

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

G

general (EME, EXP) – related to the whole group rather than the parts; not specific
grow (EXP) – to increase

I

idea (BRI) – a thought or concept
include (BRI) – to make part of something
increase (EXP) – rise in amount, number, or degree
informational (EME, EXP, BRI) – gives facts about a topic

J

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

L

link (EME) – connect
literary (EME, EXP, BRI) – related to books and writing, especially literature

M

manipulate (BRI) – to handle or use
moderate (EXP) – neither very great nor very small

N

nuanced (BRI) – a very slight difference

O

opinion (EME) – ideas or beliefs about a subject

P

persuade (EME, EXP, BRI) – to make someone decide to do something
phenomena (EME, EXP, BRI) – facts or events that can be observed
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
process (EXP, BRI) – actions to achieve a result

P

produce (EME, EXP, BRI) – to make something
prompt (EME) – to encourage someone
provide (BRI) – to give something to someone
purpose (EXP, BRI) – the goal that someone wants to achieve

R

register (EXP, BRI) – the type of language you use to communicate
relationship (EME, EXP, BRI) – the way in which two or more things are connected
relevant (EXP) – related to the subject
resource (EME, EXP, BRI) – any source of supply or support, such as a book, article, or website

S

specific (EME, EXP, BRI) – precise; special
statement (BRI) – the act of saying something in words
structure (EME, EXP, BRI) – how something is put together
substantial (EME) – large in amount or number



S

successfully (EME, EXP, BRI) – having the result you intended

sufficient (BRI) – as much as is needed; enough

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

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

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

T

task (EXP) – job

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

U

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

W

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



A series of 15 horizontal lines for taking notes.



A series of 15 horizontal lines for taking notes.



A series of 18 horizontal lines for taking notes.



A series of 18 horizontal lines for taking notes.



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

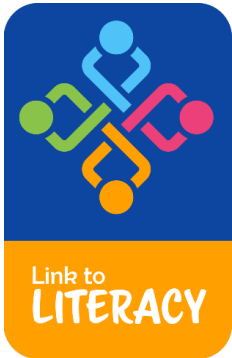
The program covers 360 days of instructions separated into four quarters. Each level includes an online Scope & Sequence, and weekly and daily pacing calendars.

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.

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800-495-1550

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

