Cultural Brokers

The Lansing School District’s Bilingual Education Department is committed to increasing parent and community participation by bridging communication and cultures across the district. Cultural brokers facilitate communication between parents, staff, and our district’s English Learner (EL) Families. Services can be utilized during school activities such as parent teacher conferences, IEP’s, and school meetings.

To ensure that appropriate Cultural Broker services can be secured, please contact (517) 755-4892 one week in advance.

- Arabic
- Burmese (Chin, Karen and Karenni)
- Chizigua
- Croatian
- Farsi
- French
- Hindi
- Kinyarwanda
- Kirundi
- Lingala
- Nepali
- Croatian
- Pashto
- Somali
- Spanish
- Swahili
- Vietnamese

Academic and Instructional Best Practices

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Eleventh and Twelfth Grade
First Quarter
Learning Targets

Teacher Support Guide for English Learners

Many thanks to... the teachers and administrators who helped develop and revise the pacing guides.

Introduction to Your EL Learning Targets

The Lansing School District wants to ensure that English Learners across all levels of language proficiency can access and fully engage with the rigorous grade-level Michigan English Language Arts Standards. These English Language learning targets are based upon WIDA’s Six Levels of English Language Proficiency and the Michigan English Language Arts Standards.
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At the given level of English language proficiency, English learners will process, understand, produce or use:

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These levels are designed in a ladder format to be read from bottom to top.

Resources*

Incorporate Research-based Instructional Practices into Teaching

- Give students access to a variety of activity settings such as individual, teacher-led small group, whole group, student group work, and choice.
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### Grades 11 and 12 Teacher Support Guide for English Learners

**First Quarter**

#### 11th and 12th Grade ELA Standards

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<tr>
<th>WIDA Model Performance Indicators</th>
<th>WIDA I CAN Statements</th>
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### Reading Literature

**Reading**

**Entering**
- Recount by: Matching key content-related terms and ideas to images, graphs, icons or diagrams. Sequencing illustrated text of narrative or informational events.
- Process explanations by: Identifying key words and phrases that describe the event or phenomenon. Recognize sequence statements and illustrations that describe phenomena.
- Process arguments by: Matching media with point of view words and phrases. Connecting characters/historical figures with positions or stance on various issues.

**Emerging**
- Recount by: Identifying patterns specific to narrative or informational text. Locating main ideas in a series of related sentences.
- Process explanations by: Identifying different types of connectors that show relationships between topics and phenomena. Differentiating between technical and everyday vocabulary that describe phenomena.
- Process arguments by: Making connections between statements that make claims and those providing evidence. Distinguishing language that identifies facts and opinions.

**Developing**
- Recount by: Recognizing the purpose and the audience. Evaluating the strength of evidence statements.
- Process explanations by: Identifying how the author makes language choices and adjusts for audience and purpose. Evaluating word choice to distinguish facts and opinions.
- Process arguments by: Identifying the purpose and the audience. Identifying the purpose and the audience. Evaluating the strength of evidence statements.

**Bridging**
- Recount by: Identifying how the author makes language choices and adjusts for audience and purpose. Recognizing the purpose and the audience. Identifying the purpose and the audience.
- Process explanations by: Identifying how text structure supports comprehension and retrieval of information and details. Identifying central idea or theme and how it is supported by clear descriptions and extended details.

**Reaching**
- Recount by: Analyzing and comparing how authors use language for specific purpose and audience. Identifying how authors develop and maintain cohesion by connecting ideas or events in a text.
- Process explanations by: Recognizing discipline-specific patterns. Identifying author’s precision and accuracy in classification, comparison, accounts or procedures resulting of clear, language choice.
- Process arguments by: Evaluating word choice to distinguish facts and opinions. Identifying logical connections, reasons and evidence.

### Reading Informational Text

**Reading**

**Entering**
- Recount by: Identifying how the author makes language choices and adjusts for audience and purpose. Solutions to WH – questions related to illustrated text.
- Process explanations by: Recognizing lexical chains that show how characters and ideas are labeled across the text. Identifying detailed descriptions, procedures, information in paragraphs.
- Process arguments by: Identifying central idea or theme and how it is supported by clear descriptions and extended details.

**Emerging**
- Recount by: Identifying how text structure supports comprehension and retrieval of information and details. Recognizing the purpose and the audience. Identifying the purpose and the audience.
- Process explanations by: Identifying how the author makes language choices and adjusts for audience and purpose. Evaluating word choice to distinguish facts and opinions.
- Process arguments by: Identifying the purpose and the audience. Identifying the purpose and the audience. Evaluating the strength of evidence statements.

**Developing**
- Recount by: Recognizing how text makes language choices and adjusts for audience and purpose. Reflecting on various accounts of a subject told in different mediums.
- Process explanations by: Identifying how information on phenomena across a variety of multimedia sources. Differentiating between technical and everyday vocabulary that describe phenomena.
- Process arguments by: Identifying persuasive language across content areas. Following the progression of logical reasoning.

**Bridging**
- Recount by: Identifying how the author makes language choices and adjusts for audience and purpose. Recognizing the purpose and the audience. Identifying the purpose and the audience.
- Process arguments by: Evaluating word choice to distinguish facts and opinions. Identifying logical connections, reasons and evidence.

### Reading Literature and Informational Text

**An Entering student can:**
- Match visual representation to words/phrases
- Read everyday signs, symbols, schedules and school related words/phrases
- Respond to WH – questions related to illustrated text
- Use references (picture dictionaries, technology, glossary)

**An Emerging student can:**
- Classify or organize information presented in visuals or graphs
- Follow multi-step instructions supported by visuals
- Compare content-related features in visuals and graphics
- Locate main ideas in a series

**A Developing student can:**
- Apply multiple meanings of words/phrases to social and academic contexts
- Identify topic sentences or main ideas and details in paragraphs
- Answer questions about explicit information in texts
- Differentiate between fact and opinion in text
- Order paragraphs or sequence information within paragraphs

**An Expanding student can:**
- Compare/contrast authors points of view, characters, information or events
- Interpret visually or graphically supported information
- Infer meaning from text
- Match cause to effect
- Evaluate usefulness of data or information supported visually or graphically

**A Bridging student can:**
- Interpret grade-level literature
- Synthesize grade-level expository text
- Draw conclusions from different sources of informational text
- Infer significance of data or information in grade-level material
- Identify evidence of bias and credibility of source
## Grades 11 and 12 Teacher Support Guide for English Learners

### 11th and 12th Grade ELA Standards

#### Writing

- **W.11-12.1** I CAN distinguish claims from alternate or opposing arguments.
- **W.11-12.2** I CAN develop the topic with well-chosen and relevant facts, details, quotations, or other information and examples.
- **W.11-12.3** I CAN engage and familiarize the reader to my narrative by introducing a problem, situation, or observation.
- **W.11-12.4** I CAN establish one or multiple points of view.
- **W.11-12.5** I CAN recognize significant information for the needs of audience and purpose.
- **W.11-12.6** I CAN edit my writing using conventions of Standard English.
- **W.11-12.7** I CAN apply appropriate reading standards to non-fiction texts.
- **W.11-12.8** I CAN draw evidence to support analysis, reflection, or answer a research question.

#### Language

- **L.11-12.1** I CAN use hyphenation correctly.
- **L.11-12.2** I CAN acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at appropriate grade level.
- **L.11-12.3** I CAN independently gather vocabulary knowledge important to comprehension or expression.

### WIDA Model Performance Indicators

#### Writing

- **Entering**
  - **Recount by:** Listing key content words or phrases that relate to the topic. Include images, diagrams and charts to add details to the topic.
  - **Explain by:** Producing short answer responses to questions using word/phrase banks. Labeling charts, graphs, timelines, cycles to describe phenomena.
  - **Argue by:** Selecting words and phrases to represent points of view. Listing pros and cons of an issue.

- **Emerging**
  - **Recount by:** Following patterns specific to narrative or informational text. Sequencing information by linking words and phrases.
  - **Explain by:** Using transitions and connectors to show relationships. Choosing everyday or technical language to describe.
  - **Argue by:** Expressing claims with evidence. Listing content-related ideas that represent different points of view.

- **Developing**
  - **Recount by:** Summarizing. Including important information and related details.
  - **Explain by:** Choosing words and phrases to provide details, descriptions, comparisons and ordered procedures. Integrate headings and other features to organize the text.
  - **Argue by:** Justifying reasons or opinions with textual evidence. Summarizes opposing positions and evidence.

- **Expanding**
  - **Recount by:** Creating narrative or informational extended text of factual events. Connecting main points, events, and key ideas to a conclusion.
  - **Explain by:** Presenting information objectively by using a neutral tone appropriate to content area. Integrating images.
  - **Argue by:** Evaluating and challenging evidence. Creating persuasive essays or reports.

### WIDA I CAN Statements

#### Writing

- **An Entering student can:**
  - Label pictures from word/phrase banks
  - Provide personal information on forms read orally
  - Produce short answer responses
  - Supply missing words in sentences

- **A Emerging student can:**
  - Make content-related lists of words, phrases, or expression
  - Take notes using graphic organizers
  - Formulate yes/no, choice and WH – questions from models
  - Correspond for social purposes

- **A Developing student can:**
  - Complete reports from templates
  - Compose short narrative and expository pieces
  - Outline ideas and details using graphic organizers
  - Compare and reflect on performance using rubrics

- **An Expanding student can:**
  - Summarize content-related notes from lectures or text
  - Revise work based on narrative or oral feedback
  - Compose narrative and expository text
  - Justify or defend ideas and opinions
  - Produce content-related reports

- **A Bridging student can:**
  - Produce research reports from multiple sources
  - Create original works representing different genres
  - Peer-edit and make recommendations on work based on rubrics
### 11th and 12th Grade ELA Standards

#### Speaking and Listening

<table>
<thead>
<tr>
<th>Grade 11 and 12</th>
<th>Teacher Support Guide for English Learners</th>
<th>First Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.11-12.1</td>
<td>I CAN actively participate in discussions in pairs, small and whole group discussions.</td>
<td><strong>Speaking</strong></td>
</tr>
<tr>
<td>SL.11-12.2</td>
<td>I CAN evaluate the purpose, credibility, appropriateness and effectiveness of the sources I select.</td>
<td><strong>I CAN</strong></td>
</tr>
<tr>
<td>SL.11-12.3</td>
<td>I CAN identify any fallacious reasoning, exaggerated or distorted evidence.</td>
<td><strong>SL.11-12.3</strong></td>
</tr>
<tr>
<td>SL.11-12.4</td>
<td>I CAN participate in logical presentations.</td>
<td><strong>SL.11-12.4</strong></td>
</tr>
<tr>
<td>SL.11-12.6</td>
<td>I CAN demonstrate my command of English by the formal or informal diction I use.</td>
<td><strong>SL.11-12.6</strong></td>
</tr>
</tbody>
</table>

#### SL.11-12.1 **I CAN**

- I CAN actively participate in discussions in pairs, small and whole group discussions.
- I CAN work with peers to problem solve when civil discourse breaks down.
- I CAN think through ideas different from my own.
- I CAN summarize things I agree/disagree with.
- I CAN justify my opinions and make new connections to new ideas I learn.
- I CAN synthesize new information from what I hear.
- I CAN determine when I need more information in order to perform my task thoroughly.

#### SL.11-12.2 **I CAN**

- I CAN evaluate the purpose, credibility, appropriateness and effectiveness of the sources I select.
- I CAN identify any fallacious reasoning, exaggerated or distorted evidence.
- I CAN evaluate the persuasiveness and effectiveness of an author's point-of-view based on the use of reasoning, support, and rhetorical devices.

#### SL.11-12.3 **I CAN**

- I CAN participate in logical presentations.
- I CAN use valid reasons with relevant details.
- I CAN organize my presentation in a manner appropriate for the assignment.
- I CAN present opposing or alternative perspectives to my argument.

#### SL.11-12.6 **I CAN**

- I CAN demonstrate my command of English by the formal or informal diction I use.
- I CAN use syntax, phrases, parallel structures,

### WIDA Model Performance Indicators

#### Speaking

<table>
<thead>
<tr>
<th>Level</th>
<th>Indicator</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Recount by: Naming and briefly describing content topics using visual support. Answering yes/no questions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain by: Ordering events with sequential language and using key words/phrases to identify visually supported phenomena.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Argue by: Naming point of view with visual support and stating pros/cons listed visually on a topic.</td>
<td></td>
</tr>
<tr>
<td>Emerging</td>
<td>Recount by: Restating key information using content-specific terms. Providing examples of content-related information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain by: Naming characteristics or features of illustrated content related topic and posing/responding to WH-questions.</td>
<td></td>
</tr>
<tr>
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<td>Argue by: Responding to oral or written claims and offering facts/opinion statements as appropriate to discussion.</td>
<td></td>
</tr>
<tr>
<td>Developing</td>
<td>Recount by: Posing and responding to questions in small group discussions. Describing the sequence of processes and procedures with details.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain by: Connecting causes to effects in series of statements and sequencing processes, cycles, or procedures in a short extended discourse.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Argue by: Stating claims matched to evidence using a series of related sentences and suggesting details or reasons to reinforce a point of view.</td>
<td></td>
</tr>
<tr>
<td>Expanding</td>
<td>Recount by: Presenting factual information on content-related topics to the class. Paraphrasing and summarizing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain by: Describing components of systems in small groups and providing precise words/phrases to provide details, description, classifications, comparisons, cause/effect or procedures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Argue by: Taking stances and defending them with evidence as well as comparing/contrasting different points of view.</td>
<td></td>
</tr>
<tr>
<td>Bridging</td>
<td>Recount by: Engaging in extended discussion and giving multimedia oral presentations on content-related materials.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain by: Presenting information using an objective, neutral tone in extended discourse and compress information to maintain coherence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Argue by: Challenging evidence and claims from individuals or text sources in debates as well as convincing audiences of personal points of view using persuasive language.</td>
<td></td>
</tr>
<tr>
<td>Reaching</td>
<td>Recount by: Adjusting formality and word choice of presentation style following discipline specific organization.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain by: Providing precision and accuracy in classifications, procedures, processes and accounts using abstraction, technical language and a variety of active/passive verb forms while following discipline-specific organization and supporting the presentation with supportive materials.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Argue by: Organizing claims and counter claims in debates with evidence from multiple sources and negotiating differing cultural perspectives in pairs or small groups.</td>
<td></td>
</tr>
</tbody>
</table>

### WIDA I CAN Statements

#### Speaking

**An Entering student can:**
- Answer yes/no or choice questions within context of lessons or personal experiences.
- Provide identifying information about self.
- Name everyday objects and pre-taught vocabulary.
- Repeat words, short phrases, memorized chunks of language.

**A Developing student can:**
- Describe persons, places, events or objects.
- Ask WH – questions to clarify meaning.
- Give features of content-based material.
- Characterize issues, situations, regions shown in illustrations.

**A Expanding student can:**
- Suggest ways to resolve issues or pose solutions.
- Compare/contrast features, traits, characteristics using general and some specific language.
- Sequence processes, cycles, procedures or events.
- Conduct interviews or gather information through oral interaction.
- Estimate, make predictions or pose hypotheses from models.

**A Bridging student can:**
- Take a stance and use evidence to defend it.
- Explain content-related issues and concepts.
- Compare/contrast points of view.
- Analyze and share pros and cons of choices.
- Use and respond to gossip, slang and idiomatic expressions.
- Use speaking strategies.

**An Emerging student can:**
- Give multimedia oral presentations on grade-level material.
- Engage in debates on content-related issues using technical language.
- Explain metacognitive strategies for solving problems.
- Negotiate meaning in pairs or group discussions.
<table>
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<th>Listening</th>
<th><strong>WIDA Model Performance Indicators</strong></th>
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</table>
| **Entering** | Listening recounts by: Matching everyday oral content and related words and phrases to pictures. Selecting resources, places and products from oral statements and oral supports. | **An Entering student can:**  
- Point to or show basic parts, components, features, characteristics, and properties of objects, organisms or persons named orally  
- Match everyday oral information to pictures, diagram or photographs  
- Group visuals by common traits named orally  
- Identify resources, places, products, figures from oral statements and visuals |
| | Listening explanations by: Ordering events or stages from oral statements and distinguishing words and phrases related to sequence. | **A Emerging student can:**  
- Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples  
- Sort oral language statements according to time frames  
- Sequence visuals according to oral directions |
| | Listening arguments by: Matching oral information to pictures, diagrams or photographs that show points of view and distinguish words and phrases related to opinions or facts from oral statements. | **A Developing student can:**  
- Evaluate information in social and academic conversations  
- Distinguish main ideas from supporting points in oral, content-related discourse  
- Use learning strategies described orally  
- Categorize content-based examples described orally |
| **Emerging** | Listening recounts by: Matching oral descriptions of characters or main events in content related topics. Following modeled oral commands. | **An Expanding student can:**  
- Distinguish between multiple meanings of oral words or phrases in social and academic contexts  
- Analyze content-related tasks or assignments based on oral discourse  
- Categorize examples of genres read aloud  
- Compare traits based on visuals and oral descriptions using specific and some technical language |
| | Listening explanations by: Sequencing steps in processes or procedures described orally and comparing information, symbols or icons on charts/tables described orally. | **A Bridging student can:**  
- Interpret cause/effect scenarios from oral discourse  
- Make inferences from oral discourse containing satire, sarcasm or humor  
- Identify and react to subtle differences in speech and register  
- Evaluate intent of speech and act accordingly |
| | Listening arguments by: Matching oral information to pictures, diagrams/photos that show points of view and distinguishing words/phrases related to opinions or facts from oral statements. | **A Reaching student can:**  
- Categorize key perspectives of multiple speakers and identifying key information of specific events and concepts from lectures and presentations.  
- Recognizing specific language used to enhance clarity/precision and recognizing/following language related to the same event through a lecture.  
- Identifying strengths, limitations and potential biases from oral presentations and organizing claims/counter claims presented in debates. |
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Second Quarter
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Yvonne Caamal Canul
Superintendent

Mark Coscarella, Ed.D.
Deputy Superintendent

Kimberly Johnson Ray
Assistant Executive Director for Student Learning

Delsa Chapman
Executive Director for Student Learning

Many thanks to...
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<tbody>
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<td><strong>Reading Literature</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Reading Literature and Informational Text</strong></td>
</tr>
<tr>
<td>RL.11-12.5</td>
<td>I CAN identify various text structures.</td>
<td>An Entering student can:</td>
</tr>
<tr>
<td>RL.11-12.6</td>
<td>I CAN analyze the author's choice to use a specific structure and how it contributes to the story structure and its overall meaning.</td>
<td>• Match visual representation to words/phrases</td>
</tr>
<tr>
<td>RL.11-12.8</td>
<td>I CAN distinguish between what is said (denoted) and what is really meant (connoted) in a text.</td>
<td>• Read everyday signs, symbols, schedules and school related words/phrases</td>
</tr>
<tr>
<td>RL.11-12.10</td>
<td>I CAN identify the elements that determine the point-of-view.</td>
<td>• Respond to WH – questions related to illustrated text</td>
</tr>
<tr>
<td><strong>Reading Informational Text</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Reading Literature and Informational Text</strong></td>
</tr>
<tr>
<td>RL.11-12.1</td>
<td>I CAN cite evidence from the text based on my inferences.</td>
<td>An Emerging student can:</td>
</tr>
<tr>
<td>RL.11-12.3</td>
<td>I CAN analyze a text based on information that is presented as well as on information that is omitted.</td>
<td>• Match data or information with its source or genre</td>
</tr>
<tr>
<td>RL.11-12.4</td>
<td>I CAN identify the ideas or sequences of events.</td>
<td>• Classify or organize information presented in visuals or graphs</td>
</tr>
<tr>
<td>RL.11-12.5</td>
<td>I CAN analyze how the details and events connect and develop over the course of the text.</td>
<td>• Follow multi-step instructions supported by visuals</td>
</tr>
<tr>
<td>RL.11-12.9</td>
<td>I CAN interpret several figurative, connotative, and technical meanings of words and phrases.</td>
<td>• Compare content-related features in visuals and graphics</td>
</tr>
<tr>
<td>RL.11-12.8</td>
<td>I CAN identify themes and concepts in the summaries of seminal U.S. historical documents.</td>
<td>• Locate main ideas in a series</td>
</tr>
<tr>
<td>RL.11-12.10</td>
<td>I CAN read and understand literary non-fiction with some to minimal scaffolding by the end of 11-12th grade.</td>
<td><strong>A Developing student can:</strong></td>
</tr>
<tr>
<td>RL.11-12.10</td>
<td>I CAN read and understand literary non-fiction with some to minimal scaffolding by the end of 11-12th grade.</td>
<td>• Apply multiple meanings of words/phrases to social and academic contexts</td>
</tr>
<tr>
<td><strong>WIDA Model Performance Indicators</strong></td>
<td><strong>WIDA I CAN Statements</strong></td>
<td><strong>WIDA I CAN Statements</strong></td>
</tr>
<tr>
<td>RL.11-12.4</td>
<td>I CAN interpret several figurative, connotative, and technical meanings of words and phrases.</td>
<td>An Emerging student can:</td>
</tr>
<tr>
<td>RL.11-12.8</td>
<td>I CAN identify the ideas or sequences of events.</td>
<td>• Compare/contrast authors points of view, characters, information or events</td>
</tr>
<tr>
<td>RL.11-12.9</td>
<td>I CAN analyze how the details and events connect and develop over the course of the text.</td>
<td>• Infer meaning from text</td>
</tr>
<tr>
<td>RL.11-12.10</td>
<td>I CAN read and understand literary non-fiction with some to minimal scaffolding by the end of 11-12th grade.</td>
<td>• Match cause to effect</td>
</tr>
<tr>
<td>RL.11-12.10</td>
<td>I CAN read and understand literary non-fiction with some to minimal scaffolding by the end of 11-12th grade.</td>
<td>• Evaluate usefulness of data or information supported visually or graphically</td>
</tr>
<tr>
<td>RI.11-12.8</td>
<td>I CAN identify themes and concepts in the summaries of seminal U.S. historical documents.</td>
<td><strong>A Bridging student can:</strong></td>
</tr>
<tr>
<td>RI.11-12.10</td>
<td>I CAN compare and contrast themes and concepts found in the summaries of seminal U.S. historical and literary documents.</td>
<td>• Interpret grade-level literature</td>
</tr>
<tr>
<td>RI.11-12.10</td>
<td>I CAN analyze how the author addresses the related themes in the summaries of seminal documents.</td>
<td>• Synthesize grade-level expository text</td>
</tr>
<tr>
<td>RI.11-12.10</td>
<td>I CAN read and understand literary non-fiction with some to minimal scaffolding by the end of 11-12th grade.</td>
<td>• Draw conclusions from different sources of informational text</td>
</tr>
<tr>
<td>RI.11-12.10</td>
<td>I CAN read and understand literary non-fiction with some to minimal scaffolding by the end of 11-12th grade.</td>
<td>• Infer significance of data or information in grade-level material</td>
</tr>
<tr>
<td><strong>WIDA I CAN Statements</strong></td>
<td><strong>WIDA I CAN Statements</strong></td>
<td><strong>WIDA I CAN Statements</strong></td>
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<tr>
<td>Grades 11 and 12</td>
<td>Teacher Support Guide for English Learners</td>
<td>Writing</td>
</tr>
<tr>
<td>------------------</td>
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<tr>
<td>11th and 12th Grade ELA Standards</td>
<td>WIDA Model Performance Indicators</td>
<td>WIDA I CAN Statements</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>W.11-12.1</td>
<td></td>
<td>An Entering student can:</td>
</tr>
<tr>
<td>☐ I CAN create an organized structure that shows relationships among, reasons and evidence.</td>
<td>☐ Label pictures from word/phrase banks</td>
<td>• Label pictures from word/phrase banks</td>
</tr>
<tr>
<td>☐ I CAN develop claims and counterclaims fairly and provide evidence.</td>
<td>☐ Provide personal information on forms read orally</td>
<td>• Provide personal information on forms read orally</td>
</tr>
<tr>
<td>☐ I CAN show some of the strengths and limitations of claims and counterclaims.</td>
<td>☐ Produce short answer responses</td>
<td>• Produce short answer responses</td>
</tr>
<tr>
<td></td>
<td>☐ Supply missing words in sentences</td>
<td>• Supply missing words in sentences</td>
</tr>
<tr>
<td>W.11-12.2</td>
<td></td>
<td><strong>Emerging</strong></td>
</tr>
<tr>
<td>☐ I CAN introduce a topic; organize ideas, concepts, and information to make important connections.</td>
<td></td>
<td>• Make content-related lists of words, phrases, or expression</td>
</tr>
<tr>
<td>☐ I CAN use appropriate formatting including headings and tables to aid in comprehension.</td>
<td>☐ Take notes using graphic organizers</td>
<td>• Take notes using graphic organizers</td>
</tr>
<tr>
<td>☐ I CAN anticipate the audience’s knowledge of the topic while developing my reasons.</td>
<td>☐ Formulate yes/no, choice and WH – questions from models</td>
<td>• Formulate yes/no, choice and WH – questions from models</td>
</tr>
<tr>
<td>☐ I CAN use appropriate transitions to link many sections of the text.</td>
<td>☐ Correspond for social purposes</td>
<td>• Correspond for social purposes</td>
</tr>
<tr>
<td>☐ I CAN create relationships among complex ideas and concepts.</td>
<td></td>
<td><strong>Developing</strong></td>
</tr>
<tr>
<td>☐ I CAN use correct language and grade-level vocabulary.</td>
<td></td>
<td>• Complete reports from templates</td>
</tr>
<tr>
<td>☐ I CAN write using an objective tone.</td>
<td>☐ Compose narrative and expository text</td>
<td>• Compose narrative and expository text</td>
</tr>
<tr>
<td>☐ I CAN maintain writing norms and use appropriate writing conventions.</td>
<td>☐ Justify or defend ideas and opinions</td>
<td>• Justify or defend ideas and opinions</td>
</tr>
<tr>
<td>☐ I CAN write a conclusion statement or paragraph that summarizes the information presented in the writing.</td>
<td>☐ Produce content-related reports</td>
<td>• Produce content-related reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Bridging</strong></td>
</tr>
<tr>
<td>W.11-12.4</td>
<td></td>
<td>• Produce research reports from multiple sources</td>
</tr>
<tr>
<td>☐ I CAN organize my writing for the audience.</td>
<td></td>
<td>• Create original works representing different genres</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Peer-edit and make recommendations on work based on rubrics</td>
</tr>
<tr>
<td>W.11-12.5</td>
<td></td>
<td>• Explain with details, processes and procedures</td>
</tr>
<tr>
<td>☐ I CAN plan, revise, edit, rewrite, and to improve my writing.</td>
<td></td>
<td>• Complete reports from templates</td>
</tr>
<tr>
<td>☐ I CAN recognize significant information for the needs of audience and purpose.</td>
<td></td>
<td>• Compose narrative and expository text</td>
</tr>
<tr>
<td>☐ I CAN edit my writing using conventions of Standard English.</td>
<td></td>
<td>• Justify or defend ideas and opinions</td>
</tr>
<tr>
<td>W.11-12.9</td>
<td></td>
<td>• Produce content-related reports</td>
</tr>
<tr>
<td>☐ I CAN apply grade-appropriate reading standards to literature.</td>
<td></td>
<td><strong>Emerging</strong></td>
</tr>
<tr>
<td>☐ I CAN apply grade-appropriate reading standards to non-fiction texts.</td>
<td></td>
<td>• Make content-related lists of words, phrases, or expression</td>
</tr>
<tr>
<td>☐ I CAN use evidence to support my analysis, reflection, or answer a research question.</td>
<td>☐ Take notes using graphic organizers</td>
<td>• Take notes using graphic organizers</td>
</tr>
<tr>
<td>W.11-12.10</td>
<td></td>
<td>• Formulate yes/no, choice and WH – questions from models</td>
</tr>
<tr>
<td>☐ I CAN write over an extended period of time to produce pieces of writing that may require research, reflection, and revision.</td>
<td>☐ Correspond for social purposes</td>
<td>• Correspond for social purposes</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td><strong>Developing</strong></td>
</tr>
<tr>
<td>L.11-12.3</td>
<td></td>
<td>• Complete reports from templates</td>
</tr>
<tr>
<td>☐ I CAN write and edit work that conforms to standard English.</td>
<td></td>
<td>• Compose narrative and expository text</td>
</tr>
<tr>
<td>L.11-12.4</td>
<td></td>
<td>• Justify or defend ideas and opinions</td>
</tr>
<tr>
<td>☐ I CAN use context as a clue to determine the meaning of a word or a phrase.</td>
<td></td>
<td>• Produce content-related reports</td>
</tr>
<tr>
<td>☐ I CAN identify patterns of words or parts of speech that indicate different meanings.</td>
<td></td>
<td><strong>Bridging</strong></td>
</tr>
<tr>
<td>☐ I CAN use reference materials to find words’ pronunciation, meaning, part of speech, or etymology.</td>
<td></td>
<td>• Produce research reports from multiple sources</td>
</tr>
<tr>
<td>☐ I CAN verify the meaning of a word or phrase by checking resource materials.</td>
<td></td>
<td>• Create original works representing different genres</td>
</tr>
<tr>
<td>L.11-12.6</td>
<td></td>
<td>• Peer-edit and make recommendations on work based on rubrics</td>
</tr>
<tr>
<td>☐ I CAN acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at appropriate grade level.</td>
<td></td>
<td>• Explain with details, processes and procedures</td>
</tr>
<tr>
<td>☐ I CAN independently gather vocabulary knowledge important to comprehension or expression.</td>
<td></td>
<td><strong>Emerging</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Make content-related lists of words, phrases, or expression</td>
</tr>
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<td></td>
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<td></td>
<td>• Produce content-related reports</td>
</tr>
<tr>
<td></td>
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<td><strong>Bridging</strong></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Explain with details, processes and procedures</td>
</tr>
</tbody>
</table>
## Grades 11 and 12 Teacher Support Guide for English Learners

### 11th and 12th Grade ELA Standards

### WIDA Model Performance Indicators

### WIDA I CAN Statements

### Speaking and Listening

| SL.11-12.1 | I CAN reference previously prepared reading, research, and prior knowledge to help me participate in discussions. |
| SL.11-12.2 | I CAN use my preparation to add to the conversations. |
| SL.11-12.3 | I CAN participate in formulating rules and procedures for a productive discussion. |
| SL.11-12.4 | I CAN encourage others to participate in discussions through clarification and questioning. |
| SL.11-12.5 | I CAN deepen the conversation by asking questions that relate to the topic. |
| SL.11-12.6 | I CAN synthesize new information from what I hear. |

### Speaking

#### Entering

- **Recount by:** Naming and briefly describing content topics using visual support. Answering select yes/no questions.
- **Explain by:** Ordering events with sequential language and using key words/phrases to identify visually supported phenomena.
- **Argue by:** Naming point of view with visual support and stating pros/cons listed visually on a topic.

#### Emerging

- **Recount by:** Restating key information using content-specific terms. Providing examples of content-related information.
- **Explain by:** Naming characteristics or features of illustrated content related topic and posing/responding to WH-questions.
- **Argue by:** Responding to oral or written claims and offering facts/opinion statements as appropriate to discussion.

#### Developing

- **Recount by:** Posing and responding to questions in small group discussions. Describing the sequence of processes and procedures with details.
- **Explain by:** Connecting causes to effects in series of statements and sequencing processes, cycles or procedures in a short extended discourse.
- **Argue by:** Stating claims matched to evidence using a series of related sentences and suggesting details or reasons to reinforce a point of view.

#### Expanding

- **Recount by:** Presenting factual information on content-related topics to the class. Paraphrasing and summarizing.
- **Explain by:** Describing components of systems in small groups and providing precise words/phrases to provide details, description, classifications, comparisons, cause/effect or procedures.
- **Argue by:** Taking stances and defending them with evidence as well as comparing/contrasting different points of view.

#### Bridging

- **Recount by:** Engaging in extended discussion and giving multimedia oral presentations on content-related materials.
- **Explain by:** Presenting information using an objective, neutral tone in extended discourse and compress information to maintain coherence.
- **Argue by:** Challenging evidence and claims from individuals or text sources in debates as well as convincing audiences of personal points of view using persuasive language.

#### Reaching

- **Recount by:** Adjusting formality and word choice of presentation style following discipline specific organization.
- **Explain by:** Providing precision and accuracy in classifications, procedures, processes and accounts using abstraction, technical language and a variety of active/passive verb forms while following discipline-specific organization and supporting the presentation with supportive materials.
- **Argue by:** Organizing claims and counter claims in debates with evidence from multiple sources and negotiating differing cultural perspectives in pairs or small groups.

### A Entering student can:

- Answer yes/no or choice questions within context of lessons or personal experiences
- Provide identifying information about self
- Name everyday objects and pre-taught vocabulary
- Repeat words, short phrases, memorized chunks of language

### A Emerging student can:

- Describe persons, places, events or objects
- Ask WH- questions to clarify meaning
- Give features of content-based material
- Characterize issues, situations, regions shown in illustrations

### A Developing student can:

- Suggest ways to resolve issues or pose solutions
- Compare/contrast features, traits, characteristics using general and some specific language
- Sequence processes, cycles, procedures or events
- Conduct interviews or gather information through oral interaction
- Estimate, make predictions or pose hypotheses from models

### A Expanding student can:

- Take a stance and use evidence to defend it
- Explain content-related issues and concepts
- Compare/contrast points of view
- Analyze and share pros and cons of choices
- Use and respond to gossip, slang and idiomatic expressions
- Use speaking strategies

### A Bridging student can:

- Give multimedia oral presentations on grade-level material
- Engage in debates on content-related issues using technical language
- Explain metacognitive strategies for solving problems
- Negotiate meaning in pairs or group discussions

### An Entering student can:

- Describe persons, places, events or objects
- Ask WH- questions to clarify meaning
- Give features of content-based material
- Characterize issues, situations, regions shown in illustrations

### An Expanding student can:

- Take a stance and use evidence to defend it
- Explain content-related issues and concepts
- Compare/contrast points of view
- Analyze and share pros and cons of choices
- Use and respond to gossip, slang and idiomatic expressions
- Use speaking strategies

### A Bridging student can:

- Give multimedia oral presentations on grade-level material
- Engage in debates on content-related issues using technical language
- Explain metacognitive strategies for solving problems
- Negotiate meaning in pairs or group discussions

### An Entering student can:

- Describe persons, places, events or objects
- Ask WH- questions to clarify meaning
- Give features of content-based material
- Characterize issues, situations, regions shown in illustrations

### An Expanding student can:

- Take a stance and use evidence to defend it
- Explain content-related issues and concepts
- Compare/contrast points of view
- Analyze and share pros and cons of choices
- Use and respond to gossip, slang and idiomatic expressions
- Use speaking strategies

### A Bridging student can:

- Give multimedia oral presentations on grade-level material
- Engage in debates on content-related issues using technical language
- Explain metacognitive strategies for solving problems
- Negotiate meaning in pairs or group discussions
<table>
<thead>
<tr>
<th>Listening</th>
<th>WIDA Model Performance Indicators</th>
<th>WIDA I CAN Statements</th>
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</thead>
<tbody>
<tr>
<td><strong>Entering</strong></td>
<td><strong>Listening</strong> by: Matching everyday oral content and related words and phrases to pictures. Selecting resources, places and products from oral statements and oral supports. <strong>Process explanations by:</strong> Ordering events or stages from oral statements and distinguishing words and phrases related to sequence. <strong>Process arguments by:</strong> Matching oral information to pictures, diagrams or photographs that show points of view and distinguish words and phrases related to opinions or facts from oral statements.</td>
<td><strong>An Entering student can:</strong> • Point to or show basic parts, components, features, characteristics, and properties of objects, organisms or persons named orally • Match everyday oral information to pictures, diagram or photographs • Group visuals by common traits named orally • Identify resources, places, products, figures from oral statements and visuals</td>
</tr>
<tr>
<td><strong>Emerging</strong></td>
<td><strong>Listening</strong> by: Matching oral descriptions of characters or main events in content related topics. Following modeled oral commands. <strong>Process explanations by:</strong> Sequencing steps in processes or procedures described orally and comparing information, symbols or icons on charts/tables described orally. <strong>Process arguments by:</strong> Matching oral information to pictures, diagrams/photographs that show points of view and distinguishing words/phrases related to opinions or facts from oral statements.</td>
<td><strong>A Emerging student can:</strong> • Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples • Sort oral language statements according to time frames • Sequence visuals according to oral directions</td>
</tr>
<tr>
<td><strong>Developing</strong></td>
<td><strong>Listening</strong> by: Identifying main ideas from short content-related oral presentation and classifying examples of genres read aloud. <strong>Process explanations by:</strong> Recognizing relationships in a series of oral statements and identifying causes for particular events or phenomena in short oral presentations. <strong>Process arguments by:</strong> Recognizing the pros/cons of issues from short oral statements and identifying a claim from oral statements.</td>
<td><strong>A Developing student can:</strong> • Evaluate information in social and academic conversations • Distinguish main ideas from supporting points in oral, content-related discourse • Use learning strategies described orally • Categorize content-based examples described orally</td>
</tr>
<tr>
<td><strong>Expanding</strong></td>
<td><strong>Listening</strong> by: Following the steps of content-related tasks or assignments given orally and identifying details from oral discussions. <strong>Process explanations by:</strong> Identifying components of systems from class lectures and interpreting cause/effect from oral discourse. <strong>Process arguments by:</strong> Classifying claims/evidence from oral presentations and differentiating multiple perspectives presented orally.</td>
<td><strong>An Expanding student can:</strong> • Distinguish between multiple meanings of oral words or phrases in social and academic contexts • Analyze content-related tasks or assignments based on oral discourse • Categorize examples of genres read aloud • Compare traits based on visuals and oral descriptions using specific and some technical language</td>
</tr>
<tr>
<td><strong>Bridging</strong></td>
<td><strong>Listening</strong> by: Reconstructing past experiences or series of events based on oral discourse and recognizing nuanced meanings of words and phrases in extended oral discourse. <strong>Process explanations by:</strong> Identifying effects and consequences of events from class discussions and identifying interdependence of different parts of systems from multimedia presentations. <strong>Process arguments by:</strong> Identifying how language choices connect to particular audiences and evaluating the oral purpose of arguments.</td>
<td><strong>A Bridging student can:</strong> • Interpret cause/effect scenarios from oral discourse • Make inferences from oral discourse containing satire, sarcasm or humor • Identify and react to subtle differences in speech and register • Evaluate intent of speech and act accordingly</td>
</tr>
<tr>
<td><strong>Reaching</strong></td>
<td><strong>Listening</strong> by: Categorizing key perspectives of multiple speakers and identifying key information of specific events and concepts from lectures and presentations. <strong>Process explanations by:</strong> Recognizing specific language used to enhance clarity/precision and recognizing/following language related to the same event through a lecture. <strong>Process arguments by:</strong> Identifying strengths, limitations and potential biases from oral presentations and organizing claims/counter claims presented in debates.</td>
<td><strong>A Reaching student can:</strong> • Identify strengths, limitations and potential biases from oral presentations and organizing claims/counter claims presented in debates. • Use technical language to express ideas clearly and accurately • Evaluate and incorporate multiple perspectives in arguments • Use evidence to support claims and distinguish valid points from invalid points</td>
</tr>
</tbody>
</table>
Cultural Brokers

The Lansing School District’s Bilingual Education Department is committed to increasing parent and community participation by bridging communication and cultures across the district. Cultural brokers facilitate communication between parents, staff, and our district’s English Learner (EL) Families. Services can be utilized during school activities such as parent teacher conferences, IEP’s, and school meetings.

To ensure that appropriate Cultural Broker services can be secured, please contact (517) 755-4892 one week in advance.

- Arabic
- Burmese (Chin, Karen and Karenni)
- Chizigua
- Croatian
- Farsi
- French
- Hindi
- Kinyarwanda
- Kirundi
- Lingala
- Nepali
- Croatian
- Pashto
- Somali
- Spanish
- Swahili
- Vietnamese

Academic and Instructional Best Practices

The Bilingual Resource Center at the Welcome Center (Elmhurst) provides educators with resources focused on supporting language acquisition and cultural competency. Feel free to visit the Resource Center to learn more about available materials for your classroom. Please utilize the following link to access research based instructional strategies and best practices.

http://www.lansingschools.net/downloads/welcome_center/els_academic_resources.pdf

Eleventh and Twelfth Grade Third Quarter Learning Targets

Teacher Support Guide for English Learners

Introduction to Your EL Learning Targets

The Lansing School District wants to ensure that English Learners across all levels of language proficiency can access and fully engage with the rigorous grade-level Michigan English Language Arts Standards. These English Language learning targets are based upon WIDA’s Six Levels of English Language Proficiency and the Michigan English Language Arts Standards.
Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English learners will process, understand, produce or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
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<tbody>
<tr>
<td>6- Reaching</td>
<td>• specialized or technical language reflective of the content areas at grade level</td>
</tr>
<tr>
<td></td>
<td>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</td>
</tr>
<tr>
<td></td>
<td>• oral or written communication in English comparable to proficient English peers</td>
</tr>
<tr>
<td>5- Bridging</td>
<td>• specialized or technical language of the content areas</td>
</tr>
<tr>
<td></td>
<td>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</td>
</tr>
<tr>
<td></td>
<td>• oral or written language approaching comparability to that of proficient English peers when presented with grade level material</td>
</tr>
<tr>
<td>4- Expanding</td>
<td>• specific and some technical language of the content areas</td>
</tr>
<tr>
<td></td>
<td>• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</td>
</tr>
<tr>
<td></td>
<td>• oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support</td>
</tr>
<tr>
<td>3- Developing</td>
<td>• general and some specific language of the content areas</td>
</tr>
<tr>
<td></td>
<td>• expanded sentences in oral interaction or written paragraphs</td>
</tr>
<tr>
<td></td>
<td>• oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support</td>
</tr>
<tr>
<td>2- Emerging</td>
<td>• general language related to the content areas</td>
</tr>
<tr>
<td></td>
<td>• phrases or short sentences</td>
</tr>
<tr>
<td></td>
<td>• oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support</td>
</tr>
<tr>
<td>1- Entering</td>
<td>• pictorial or graphic representation of the language of the content areas</td>
</tr>
<tr>
<td></td>
<td>• words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support</td>
</tr>
</tbody>
</table>

These levels are designed in a ladder format to be read from bottom to top.
## Grades 10 and 11
### Teacher Support Guide for English Learners
#### Third Quarter

<table>
<thead>
<tr>
<th>11th and 12th Grade ELA Standards</th>
<th>WIDA Model Performance Indicators</th>
<th>WIDA I CAN Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Literature</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI.11-12.7</td>
<td>I CAN identify when and how an author draws on source material in a specific work.</td>
<td>An Entering student can:</td>
</tr>
<tr>
<td>RL.11-12.9</td>
<td>I CAN compare/contrast the point-of-view and bias of two or more pieces of literature of similar themes/topics.</td>
<td>• Read everyday signs, symbols, schedules and school related words/phrases</td>
</tr>
<tr>
<td>RI.11-12.10</td>
<td>I CAN read complex texts with some to minimal guidance.</td>
<td>• Match data or information with its source or genre</td>
</tr>
<tr>
<td><strong>Reading Informational Text</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI.11-12.1</td>
<td>I CAN cite strong evidence from the text.</td>
<td>• Classify or organize information presented in visuals or graphs</td>
</tr>
<tr>
<td>RI.11-12.3</td>
<td>I CAN identify the ideas or sequences of events.</td>
<td>• Follow multi-step instructions supported by visuals</td>
</tr>
<tr>
<td>RL.11-12.5</td>
<td>I CAN explain the interaction and development over the course of a text between individuals, ideas, and/or events.</td>
<td>• Compare content-related features in visuals and graphics</td>
</tr>
<tr>
<td>RI.11-12.7</td>
<td>I CAN identify various text structures.</td>
<td>• Locate main ideas in a series</td>
</tr>
<tr>
<td>RI.11-12.8</td>
<td>I CAN analyze a text based on information that is presented as well as on information that is omitted.</td>
<td>• Infer meaning from text</td>
</tr>
<tr>
<td>RI.11-12.10</td>
<td>I CAN research and select information from different mediums that address the question or the problem.</td>
<td>• Match cause to effect</td>
</tr>
<tr>
<td>RI.11-12.2</td>
<td>I CAN organize information into multi-media formats to present my findings.</td>
<td>• Evaluate usefulness of data or information supported visually or graphically</td>
</tr>
<tr>
<td>RI.11-12.3</td>
<td>I CAN evaluate both orally and in writing the effectiveness of my sources.</td>
<td></td>
</tr>
<tr>
<td>RI.11-12.4</td>
<td>I CAN identify a significant question or a problem.</td>
<td></td>
</tr>
<tr>
<td>RI.11-12.5</td>
<td>I CAN research and select information from different mediums that address the question or the problem.</td>
<td></td>
</tr>
<tr>
<td>RI.11-12.6</td>
<td>I CAN organize information into multi-media formats to present my findings.</td>
<td></td>
</tr>
<tr>
<td>RI.11-12.7</td>
<td>I CAN evaluate both orally and in writing the effectiveness of my sources.</td>
<td></td>
</tr>
<tr>
<td>RI.11-12.8</td>
<td>I CAN identify themes and concepts in the summaries of seminal U.S. historical documents.</td>
<td></td>
</tr>
<tr>
<td>RI.11-12.9</td>
<td>I CAN compare and contrast themes and concepts in the summaries of seminal U.S. historical and literary documents.</td>
<td></td>
</tr>
<tr>
<td>RI.11-12.10</td>
<td>I CAN analyze how the author addresses themes in the summaries of seminal documents.</td>
<td></td>
</tr>
<tr>
<td>RI.11-12.10</td>
<td>I CAN read and understand literary non-fiction with some to minimal scaffolding by the end of 11-12th grade.</td>
<td></td>
</tr>
</tbody>
</table>
Grades 11 and 12 Teacher Support Guide for English Learners

Third Quarter

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
<td><strong>Writing</strong></td>
<td><strong>Writing</strong></td>
</tr>
</tbody>
</table>
| W.11-12.1 I CAN anticipate the audience’s knowledge level and concerns. | **Entering**
  - Recount by: Listing key content words or phrases that relate to the topic. Include images, diagrams and charts to add details to the topic.
  - Explain by: Producing short answer responses to questions using word/phrase banks. Labeling charts, graphs, timelines, cycles to describe phenomena.
  - Argue by: Selecting words and phrases to represent points of view. Listing pros and cons of an issue.
| **Emerging**
  - Recount by: Following patterns specific to narrative or informational text. Sequencing information by linking words and phrases.
  - Explain by: Using transitions and connectors to show relationships. Choosing everyday or technical language to describe.
  - Argue by: Expressing claims with evidence. Listing content-related ideas that represent different points of view.
| **Developing**
  - Recount by: Summarizing. Including important information and related details.
  - Explain by: Choosing words and phrases to provide details, descriptions, comparisons and ordered procedures. Integrate headings and other features to organize the text.
  - Argue by: Justifying reasons or opinions with textual evidence. Summarizes opposing positions and evidence.
| **Expanding**
  - Recount by: Creating narrative or informational extended text of factual events. Connecting main points, events, and key ideas to a conclusion.
  - Explain by: Presenting information objectively by using a neutral tone appropriate to content area. Integrating images.
  - Argue by: Evaluating and challenging evidence. Creating persuasive essays or reports.
| **Bridging**
  - Recount by: Sequencing using coherent language. Organizing information.
  - Explain by: Synthesizing information about details from a variety of sources. Organizing information logically and cohesively.
  - Argue by: Organizing information to show logical reasoning. Integrate multiple perspectives and evidence from a variety of sources.
| **Reaching**
  - Recount by: Summarizing content-related notes from lectures or readings. Producing research reports from multiple sources.
  - Explain by: Developing work with relevant facts, extended descriptions and concrete details or quotation. Maintaining discipline-specific patterns.
  - Argue by: Evaluating positive and negative implications associated with various positions. Organizing information logically.
| **Language**                    | **Language**                      | **Language**          |
| L.11-12.5 I CAN interpret figures of speech within the context of the text. | **Entering**
  - Argue by: Selecting words and phrases to represent points of view. Listing pros and cons of an issue.
| L.11-12.6 I CAN learn and use academic and appropriate words or phrases when reading, writing, speaking and listening at the appropriate grade level. | **Emerging**
  - Recount by: Following patterns specific to narrative or informational text. Sequencing information by linking words and phrases.
  - Explain by: Using transitions and connectors to show relationships. Choosing everyday or technical language to describe.
  - Argue by: Expressing claims with evidence. Listing content-related ideas that represent different points of view.
| W.11-12.4 I CAN organize and explain my purpose for the audience. | **Developing**
  - Recount by: Summarizing. Including important information and related details.
  - Explain by: Choosing words and phrases to provide details, descriptions, comparisons and ordered procedures. Integrate headings and other features to organize the text.
  - Argue by: Justifying reasons or opinions with textual evidence. Summarizes opposing positions and evidence.
| W.11-12.7 I CAN identify research topics based on a question or a problem. | **Expanding**
  - Recount by: Creating narrative or informational extended text of factual events. Connecting main points, events, and key ideas to a conclusion.
  - Explain by: Presenting information objectively by using a neutral tone appropriate to content area. Integrating images.
  - Argue by: Evaluating and challenging evidence. Creating persuasive essays or reports.
| W.11-12.9 I CAN apply grade-appropriate reading standards to non-fiction texts. | **Bridging**
  - Recount by: Sequencing using coherent language. Organizing information.
  - Explain by: Synthesizing information about details from a variety of sources. Organizing information logically and cohesively.
  - Argue by: Organizing information to show logical reasoning. Integrate multiple perspectives and evidence from a variety of sources.
| W.11-12.10 I CAN write over a period of time to produce writing that may require research, reflection, and revision. | **Reaching**
  - Recount by: Summarizing content-related notes from lectures or readings. Producing research reports from multiple sources.
  - Explain by: Developing work with relevant facts, extended descriptions and concrete details or quotation. Maintaining discipline-specific patterns.
  - Argue by: Evaluating positive and negative implications associated with various positions. Organizing information logically.
| L.11-12.6 I CAN independently gather vocabulary knowledge important to comprehension or expression. | **Writing**
  - Argue by: Selecting words and phrases to represent points of view. Listing pros and cons of an issue.
  - Explain by: Producing short answer responses to questions using word/phrase banks. Labeling charts, graphs, timelines, cycles to describe phenomena.
  - Recount by: Listing key content words or phrases that relate to the topic. Include images, diagrams and charts to add details to the topic.

**An Entering student can:**
- Label pictures from word/phrase banks
- Provide personal information on forms read orally
- Produce short answer responses
- Supply missing words in sentences

**An Emerging student can:**
- Make content-related lists of words, phrases, or expression
- Take notes using graphic organizers
- Formulate yes/no, choice and WH – questions from models
- Correspond for social purposes

**An Developing student can:**
- Complete reports from templates
- Compose short narrative and expository pieces
- Outline ideas and details using graphic organizers
- Compare and reflect on performance using rubrics

**An Expanding student can:**
- Summarize content-related notes from lectures or text
- Revise work based on narrative or oral feedback
- Compose narrative and expository text
- Justify or defend ideas and opinions
- Produce content-related reports

**An Bridging student can:**
- Produce research reports from multiple sources
- Create original works representing different genres
- Peer-edit and make recommendations on work based on rubrics
- Explain with details, processes and procedures

**An Reaching student can:**
- Evaluate positive and negative implications associated with various positions
- Organize information logically

**A Bridging student can:**
- Produce original works representing different genres
- Peer-edit and make recommendations on work based on rubrics
- Explain with details, processes and procedures

**A Reaching student can:**
- Evaluate positive and negative implications associated with various positions
- Organize information logically

**A Entering student can:**
- Supply missing words in sentences
- Provide personal information on forms read orally
- Produce short answer responses
- Label pictures from word/phrase banks
### Speaking and Listening

#### SL.11-12.1
- I CAN synthesize new information from what I hear.

#### SL.11-12.2
- I CAN use multiple and diverse media formats to present information.
- I CAN evaluate the purpose, appropriateness and effectiveness of the sources I select.

#### SL.11-12.3
- I CAN identify a speaker’s point-of-view, reasoning, and evidence.

#### SL.11-12.4
- I CAN use logic in my presentations.
- I CAN use valid reasoning with relevant details.
- I CAN organize my presentation in a manner appropriate to the audience and task.

#### SL.11-12.5
- I CAN select the digital media that is most appropriate for the purpose.
- I CAN use interactive media that is appropriate for the purpose.

#### SL.11-12.6
- I CAN demonstrate my command of English by the formal or informal diction I use.
- I CAN use syntax, phrases, parallel structures that are appropriate for the audience or task.

### Speaking

**Entering**
- **Recount by:** Naming and briefly describing content topics using visual support. Answering selected yes/no questions.
- **Explain by:** Ordering events with sequential language and using key words/phrases to identify visually supported phenomena.
- **Argue by:** Naming point of view with visual support and stating pros/cons listed visually on a topic.

**Emerging**
- **Recount by:** Restating key information using content-specific terms. Providing examples of content-related information.
- **Explain by:** Naming characteristics or features of illustrated content-related topic and posing/responding to WH-questions.
- **Argue by:** Responding to oral or written claims and offering facts/opinion statements as appropriate to discussion.

**Developing**
- **Recount by:** Posing and responding to questions in small group discussions. Describing the sequence of processes and procedures with details.
- **Explain by:** Connecting causes to effects in series of statements and sequencing processes, cycles or procedures in a short extended discourse.
- **Argue by:** Stating claims matched to evidence using a series of related sentences and suggesting details or reasons to reinforce a point of view.

**Expanding**
- **Recount by:** Presenting factual information on content-related topics to the class. Paraphrasing and summarizing.
- **Explain by:** Describing components of systems in small groups and providing precise words/phrases to provide details, description, classifications, comparisons, cause/effect or procedures.
- **Argue by:** Taking stances and defending them with evidence as well as comparing/contrasting different points of view.

**Bridging**
- **Recount by:** Engaging in extended discussion and giving multimedia oral presentations on content-related materials.
- **Explain by:** Presenting information using an objective, neutral tone in extended discourse and compress information to maintain coherence.
- **Argue by:** Challenging evidence and claims from individuals or text sources in debates as well as convincing audiences of personal points of view using persuasive language.

**Reaching**
- **Recount by:** Adjusting formality and word choice of presentation style following discipline-specific organization.
- **Explain by:** Providing precision and accuracy in classifications, procedures, processes and accounts using abstraction, technical language and a variety of active/passive verb forms while following discipline-specific organization and supporting the presentation with supportive materials.
- **Argue by:** Organizing claims and counter claims in debates with evidence from multiple sources and negotiating differing cultural perspectives in pairs or small groups.

### WIDA I CAN Statements

**A Bridging student can:**
- Give multimedia oral presentations on grade-level material
- Engage in debates on content-related issues using technical language
- Explain metacognitive strategies for solving problems
- Negotiate meaning in pairs or group discussions

**A Developing student can:**
- Estimate, make predictions or pose hypotheses from models
- Conduct interviews or gather information through oral interaction
- Sequence processes, cycles, procedures or events
- Compare/contrast features, traits, characteristics using general and some specific language
- Provide identifying information about self
- Characterize issues, situations, regions shown in illustrations
- Explain metacognitive strategies for solving problems
- Use speaking strategies

**A Emerging student can:**
- Give features of content-based material
- Characterize issues, situations, regions shown in illustrations
- Estimate, make predictions or pose hypotheses from models
- Conduct interviews or gather information through oral interaction
- Sequence processes, cycles, procedures or events
- Compare/contrast features, traits, characteristics using general and some specific language
- Provide identifying information about self
- Characterize issues, situations, regions shown in illustrations
- Explain metacognitive strategies for solving problems
- Use speaking strategies

**A Expanding student can:**
- Describe persons, places, events or objects
- Ask WH – questions to clarify meaning
- Give features of content-based material
- Characterize issues, situations, regions shown in illustrations
- Estimate, make predictions or pose hypotheses from models
- Conduct interviews or gather information through oral interaction
- Sequence processes, cycles, procedures or events
- Compare/contrast features, traits, characteristics using general and some specific language
- Provide identifying information about self
- Characterize issues, situations, regions shown in illustrations
- Explain metacognitive strategies for solving problems
- Use speaking strategies

**A Entering student can:**
- Answer yes/no or choice questions within context of lessons or personal experiences
- Provide identifying information about self
- Name everyday objects and pre-taught vocabulary
- Repeat words, short phrases, memorized chunks of language
- Identify a speaker’s point-of-view, reasoning, and evidence
- Use logic in my presentations
- Use valid reasoning with relevant details
- Organize my presentation in a manner appropriate to the audience and task
### Listening

#### Entering
- **Process recounts by:** Matching everyday oral content and related words and phrases to pictures. Selecting resources, places and products from oral statements and oral supports.
- **Process explanations by:** Ordering events or stages from oral statements and distinguishing words and phrases related to sequence.
- **Process arguments by:** Matching oral information to pictures, diagrams or photographs that show points of view and distinguishing words and phrases related to opinions or facts from oral statements.

#### Emerging
- **Process recounts by:** Matching oral descriptions of characters or main events in content related topics. Following modeled oral commands.
- **Process explanations by:** Sequencing steps in processes or procedures described orally and comparing information, symbols or icons on charts/tables described orally.
- **Process arguments by:** Matching oral information to pictures, diagrams/photographs that show points of view and distinguishing words/phrases related to opinions or facts from oral statements.

#### Developing
- **Process recounts by:** Identifying main ideas from short content-related oral presentation and classifying examples of genres read aloud.
- **Process explanations by:** Recognizing relationships in a series of oral statements and identifying causes for particular events or phenomena in short oral presentations.
- **Process arguments by:** Matching oral information to pictures, diagrams/photographs that show points of view and distinguishing words/phrases related to opinions or facts from oral statements.

#### Expanding
- **Process recounts by:** Following the steps of content-related tasks or assignments given orally and identifying details from oral discussions.
- **Process explanations by:** Identifying components of systems from class lectures and interpreting cause/effect from oral discourse.
- **Process arguments by:** Classifying claims/evidence from oral presentations and differentiating multiple perspectives presented orally.

#### Bridging
- **Process recounts by:** Reconstructing past experiences or series of events based on oral discourse and recognizing nuanced meanings of words and phrases in extended oral discourse.
- **Process explanations by:** Identifying effects and consequences of events from class discussions and identifying interdependence of different parts of systems from multimedia presentations.
- **Process arguments by:** Identifying how language choices connect to particular audiences and evaluating the oral purpose of arguments.

#### Reaching
- **Process recounts by:** Categorizing key perspectives of multiple speakers and identifying key information of specific events and concepts from lectures and presentations.
- **Process explanations by:** Recognizing specific language used to enhance clarity/precision and recognizing/following language related to the same event through a lecture.
- **Process arguments by:** Identifying strengths, limitations and potential biases from oral presentations and organizing claims/counter claims presented in debates.
Cultural Brokers

The Lansing School District’s Bilingual Education Department is committed to increasing parent and community participation by bridging communication and cultures across the district. Cultural brokers facilitate communication between parents, staff, and our district’s English Learner (EL) Families. Services can be utilized during school activities such as parent teacher conferences, IEP’s, and school meetings.

To ensure that appropriate Cultural Broker services can be secured, please contact (517) 755-4892 one week in advance.

- Arabic
- Burmese (China, Karen and Karenni)
- Chizigua
- Croatian
- Farsi
- French
- Hindi
- Kinyarwanda
- Kirundi
- Lingala
- Nepali
- Croatian
- Pashto
- Somali
- Spanish
- Swahili
- Vietnamese

Academic and Instructional Best Practices

The Bilingual Resource Center at the Welcome Center (Elmhurst) provides educators with resources focused on supporting language acquisition and cultural competency. Feel free to visit the Resource Center to learn more about available materials for your classroom. Please utilize the following link to access research based instructional strategies and best practices.

http://www.lansingschools.net/downloads/welcome_center/els_academic_resources.pdf

Eleventh and Twelfth Grade

Fourth Quarter

Learning Targets

Introduction to Your EL Learning Targets

The Lansing School District wants to ensure that English Learners across all levels of language proficiency can access and fully engage with the rigorous grade-level Michigan English Language Arts Standards. These English Language learning targets are based upon WIDA’s Six Levels of English Language Proficiency and the Michigan English Language Arts Standards.

Many thanks to... the teachers and administrators who helped develop and revise the pacing guides.

https://www.wida.us/standards/
### Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English learners will process, understand, produce or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>6- Reaching</td>
<td>Specialized or technical language reflective of the content areas at grade level. A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level. Oral or written communication in English comparable to proficient English peers.</td>
</tr>
<tr>
<td>5- Bridging</td>
<td>Specialized or technical language of the content areas. A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports. Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.</td>
</tr>
<tr>
<td>4- Expanding</td>
<td>Specific and some technical language of the content areas. A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs. Oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.</td>
</tr>
<tr>
<td>3- Developing</td>
<td>General and some specific language of the content areas. Expanded sentences in oral interaction or written paragraphs. Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.</td>
</tr>
<tr>
<td>2- Emerging</td>
<td>General language related to the content areas. Phrases or short sentences. Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.</td>
</tr>
<tr>
<td>1- Entering</td>
<td>Pictorial or graphic representation of the language of the content areas. Words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support.</td>
</tr>
</tbody>
</table>

These levels are designed in a ladder format to be read from bottom to top.

### Resources*

**Incorporate Research-based Instructional Practices into Teaching**

- Give students access to a variety of activity settings such as individual, teacher-led small group, whole group, student group work, and choice.
- Encourage meaningful peer interactions and promote peer conversations. Avoid dominating classroom conversations by maintaining a balance of teacher and student talk.
- Emphasize oral language development – a premier instructional strategy for ensuring student success – by eliciting expressive language and listening to students' thoughts.
- Provide active questioning and information gathering combined with hands-on experiences and direct social interactions.
- Provide opportunities for students to make predictions and brainstorm consequences.
- Help students monitor their own thinking by showing them how you approach a problem and the questions you ask yourself to monitor your own thinking process. Think out loud.
- Help students explain, justify, or demonstrate their own learning by offering opportunities to reflect upon, plan, and share their thinking.
- Use scaffolded instruction to ask open-ended questions, engage in feedback loops, and probe deeply into students’ thinking and understanding.
- Incorporate movement to activate the brain.
- Provide needed practice and repetition, models, demonstrations, information and guidance using didactic instruction.
- Incorporate both didactic and scaffolded instruction in a balanced fashion throughout the course of each school day and within each lesson.
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<td><strong>WIDA I CAN Statements</strong></td>
</tr>
<tr>
<td><strong>Reading Literature</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Reading Literature and Informational Text</strong></td>
</tr>
<tr>
<td>RL.11-12.9</td>
<td>Enter:</td>
<td>An Entering student can:</td>
</tr>
<tr>
<td>☐ I CAN identify the genre of two or more pieces of literature.</td>
<td>Recount by: Matching key content-related terms and ideas to images, graphs, icons or diagrams. Sequencing illustrated text of narrative or informational events.</td>
<td>• Match visual representation to words/phrases</td>
</tr>
<tr>
<td>☐ I CAN compare/contrast the point-of-view and bias of two or more pieces of literature.</td>
<td>Process explanations by: Identifying key words and phrases that describe the topic or phenomena. Recognize sequence statements and illustrations that describe phenomena.</td>
<td>• Read everyday signs, symbols, schedules and school related words/phrases</td>
</tr>
<tr>
<td>☐ I CAN explain the influences of the culture and climate reflected through the topics, points-of-view and authorial bias.</td>
<td>Process arguments by: Matching media with point of view words and phrases. Connecting characters/historical figures with positions or stance on various issues.</td>
<td>• Respond to WH – questions related to illustrated text</td>
</tr>
<tr>
<td>RL.11-12.10</td>
<td>Emerging:</td>
<td>• Use references (picture dictionaries, technology, glossary)</td>
</tr>
<tr>
<td>☐ I CAN read and understand literature with some to minimal guidance.</td>
<td>Recount by: Identifying patterns specific to narrative or informational text. Locating main ideas in a series of related sentences.</td>
<td></td>
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</table>
## Writing

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</tr>
<tr>
<td>W.11-12.1</td>
<td>I CAN use words and phrases to create cohesion.</td>
<td>An Entering student can:</td>
</tr>
<tr>
<td>I CAN use grade-appropriate reading standards to non-fiction texts.</td>
<td></td>
<td>- Label pictures from word/phrase banks</td>
</tr>
<tr>
<td>I CAN draw evidence to support analysis, reflection, or answer a research question.</td>
<td></td>
<td>- Provide personal information on forms read orally</td>
</tr>
<tr>
<td>W.11-12.10</td>
<td>I CAN use research, reflection, and revision.</td>
<td>- Produce short answer responses</td>
</tr>
<tr>
<td>I CAN write within a short, designated time frame for a range of tasks and purposes.</td>
<td></td>
<td>- Supply missing words in sentences</td>
</tr>
<tr>
<td>Language</td>
<td>Language</td>
<td>Language</td>
</tr>
<tr>
<td>L.11-12.6</td>
<td>I CAN acquire and use appropriate words or phrases when reading, writing, speaking and listening at the appropriate grade level.</td>
<td>An Emerging student can:</td>
</tr>
<tr>
<td>I CAN independently gather knowledge of vocabulary to comprehend or express my reactions or ideas.</td>
<td></td>
<td>- Make content-related lists of words, phrases, or expression</td>
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<td></td>
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<td>- Take notes using graphic organizers</td>
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<td></td>
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<td>- Formulate yes/no, choice and WH – questions from models</td>
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<tr>
<td></td>
<td></td>
<td>- Correspond for social purposes</td>
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<td></td>
<td></td>
<td>An Expanding student can:</td>
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<tr>
<td></td>
<td></td>
<td>- Complete reports from templates</td>
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<td></td>
<td></td>
<td>- Compose short narrative and expository pieces</td>
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<td></td>
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<td>- Outline ideas and details using graphic organizers</td>
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<td></td>
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<td>- Compare and reflect on performance using rubrics</td>
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<td></td>
<td></td>
<td>An Bridging student can:</td>
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<tr>
<td></td>
<td></td>
<td>- Produce research reports from multiple sources</td>
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<tr>
<td></td>
<td></td>
<td>- Create original works representing different genres</td>
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<td></td>
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<td>- Peer-edit and make recommendations on work based on rubrics</td>
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<td>- Explain with details, processes and procedures</td>
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</tbody>
</table>

### Emerging Level Statements:

- Identify research topics based on a question or a problem.
- Find and interpret multiple sources to answer my question or solve my problem.
- Synthesize information from multiple sources.

### Expanding Level Statements:

- Use technology, including the Internet, to produce, revise, edit, and publish writing.
- Use technology to display information.
- Use technology to interact and collaborate.

### Bridging Level Statements:

- Read and interpret grade-appropriate non-fiction texts.
- Use grade-appropriate reading standards to non-fiction texts.
- Use research, reflection, and revision.
- Write within a short, designated time frame for a range of tasks and purposes.

### Developing Level Statements:

- Use grade-appropriate reading standards to literature.
- Use grade-appropriate reading standards to non-fiction texts.
- Draw evidence to support analysis, reflection, or answer a research question.

### Entering Level Statements:

- Use grade-appropriate reading standards to literature.
- Use technology to display information.
- Use technology to interact and collaborate.
### Speaking and Listening

| SL.11-12.1 | I CAN take various roles as needed to set rules or form consensus during collegial discussions. |
| SL.11-12.2 | I CAN use multiple and diverse media formats with information I present. |
| SL.11-12.4 | I CAN be clear, concise, and logical in my presentations. |
| SL.11-12.5 | I CAN select appropriate digital media for the purpose and audience. |
| SL.11-12.6 | I CAN demonstrate my command of English by the formal or informal diction I use. |

#### Speaking

<table>
<thead>
<tr>
<th>Level</th>
<th>I CAN Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entering</strong></td>
<td>Naming and briefly describing content topics using visual support. Answering select yes/no questions.</td>
</tr>
<tr>
<td><strong>Emerging</strong></td>
<td>Restating key information using content-specific terms. Providing examples of content-related information.</td>
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<tr>
<td><strong>Developing</strong></td>
<td>Naming characteristics or features of illustrated content related topic and posing/responding to WH-questions.</td>
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<tr>
<td><strong>Expanding</strong></td>
<td>Stating claims matched to evidence using a series of related sentences and suggesting details or reasons to reinforce a point of view.</td>
</tr>
<tr>
<td><strong>Bridging</strong></td>
<td>Engaging in extended discussion and giving multimedia oral presentations on content-related materials.</td>
</tr>
</tbody>
</table>

#### WIDA I CAN Statements

- **An Entering student can:**
  - Describe persons, places, events or objects
  - Ask WH-questions to clarify meaning
  - Describe content-based material
  - Characterize issues, situations, regions shown in illustrations

- **A Developing student can:**
  - Suggest ways to resolve issues or pose solutions
  - Compare/contrast features, traits, characteristics using general and some specific language
  - Sequence processes, cycles, procedures or events
  - Conclude interviews or gather information through oral interaction
  - Estimate, make predictions or pose hypotheses from models

- **An Expanding student can:**
  - Take a stance and use evidence to defend it
  - Explain content-related issues and concepts
  - Compare/contrast points of view
  - Analyze and share pros and cons of choices
  - Use and respond to gossip, slang and idiomatic expressions
  - Use speaking strategies

- **A Bridging student can:**
  - Give multimedia oral presentations on grade-level material
  - Engage in debates on content-related issues using technical language
  - Explain metacognitive strategies for solving problems
  - Negotiate meaning in pairs or group discussions
### Listening

#### Entering
- **Process recounts by:** Matching everyday oral content and related words and phrases to pictures. Selecting resources, places and products from oral statements and oral supports.
- **Process explanations by:** Ordering events or stages from oral statements and distinguishing words and phrases related to sequence.
- **Process arguments by:** Matching oral information to pictures, diagrams or photographs that show points of view and distinguish words and phrases related to opinions or facts from oral statements.

*An Entering student can:*
- Point to or show basic parts, components, features, characteristics, and properties of objects, organisms or persons named orally
- Match everyday oral information to pictures, diagram or photographs
- Group visuals by common traits named orally
- Identify resources, places, products, figures from oral statements and visuals

#### Emerging
- **Process recounts by:** Matching oral descriptions of characters or main events in content related topics. Following modeled oral commands.
- **Process explanations by:** Sequencing steps in processes or procedures described orally and comparing information, symbols or icons on charts/tables described orally.
- **Process arguments by:** Matching oral information to pictures, diagrams/photographs that show points of view and distinguishing words/phrases related to opinions or facts from oral statements.

*An Emerging student can:*
- Sort oral language statements according to time frames
- Sequence visuals according to oral directions

#### Developing
- **Process recounts by:** Identifying main ideas from short content-related oral presentation and classifying examples of genres read aloud.
- **Process explanations by:** Recognizing relationships in a series of oral statements and identifying causes for particular events or phenomena in short oral presentations.
- **Process arguments by:** Recognizing the pros/cons of issues from short oral statements and identifying a claim from oral statements.

*An Developing student can:*
- Evaluate information in social and academic conversations
- Distinguish main ideas from supporting points in oral, content-related discourse
- Use learning strategies described orally
- Categorize content-based examples described orally

#### Expanding
- **Process recounts by:** Following the steps of content-related tasks or assignments given orally and identifying details from oral discussions.
- **Process explanations by:** Identifying components of systems from class lectures and interpreting cause/effect from oral discourse.
- **Process arguments by:** Classifying claims/evidence from oral presentations and differentiating multiple perspectives presented orally.

*An Expanding student can:*
- Distinguish between multiple meanings of oral words or phrases in social and academic contexts
- Analyze content-related tasks or assignments based on oral discourse
- Categorize examples of genres read aloud
- Compare traits based on visuals and oral descriptions using specific and some technical language

#### Bridging
- **Process recounts by:** Reconstructing past experiences or series of events based on oral discourse and recognizing nuanced meanings of words and phrases in extended oral discourse.
- **Process explanations by:** Identifying effects and consequences of events from class discussions and identifying interdependence of different parts of systems from multimedia presentations.
- **Process arguments by:** Identifying how language choices connect to particular audiences and evaluating the oral purpose of arguments.

*An Bridging student can:*
- Interpret cause/effect scenarios from oral discourse
- Make inferences from oral discourse containing satire, sarcasm or humor
- Identify and react to subtle differences in speech and register
- Evaluate intent of speech and act accordingly

#### Reaching
- **Process recounts by:** Categorizing key perspectives of multiple speakers and identifying key information of specific events and concepts from lectures and presentations.
- **Process explanations by:** Recognizing specific language used to enhance clarity/precision and recognizing/following language related to the same event through a lecture.
- **Process arguments by:** Identifying strengths, limitations and potential biases from oral presentations and organizing claims/counter claims presented in debates.