

California Department of Education
English Language Development Standards for Grades 9–10

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	English Language Development Level Continuum		
<p>Part I, strands 5–8 Corresponding Common Core State Standards for English Language Arts:</p> <p>5. SL.9-10.1,3,6; L.9-10.1,3,6 6. RL.9-10.1-7,9-10; RI.9-10.1-10; RH.9-10.1-10; RST.9-10.1-10; SL.9-10.2; L.9-10.1,3,6 7. RL.9-10.4-5; RI.9-10.4,6,8; RH.9-10.4-6,8; RST.9-10.4-6,8; SL.9-10.3; L.9-10.3,5-6 8. RL.9-10.4-5; RI.9-10.4-5; RH.9-10.4-5; RST.9-10.4-5; SL.9-10.3; L.9-10.3,5-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</p> <p>Literary text types include: stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>Emerging</p> <p>5. Listening actively Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support.</p> <p>6. Reading/viewing closely a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and domain-specific words. 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>). 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.</p>	<p>Expanding</p> <p>5. Listening actively 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.</p> <p>6. Reading/viewing closely a) Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words. b) Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i>). 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.</p>	<p>Bridging</p> <p>5. Listening actively 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.</p> <p>6. Reading/viewing closely a) Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words. 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>). 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.</p>