



Champion of IDEAS
correlated to
WIDA ELD Standards Framework, 2020 Edition
Citation-Based
Grades 9-12



Red Level



Blue Level



Yellow Level

| Standard | Key Language Use | Interpretive or Expressive | G9-12 Notation | Grades 9-12 | Grades 9-12 Language Features | CITATIONS |
|----------|------------------|----------------------------|----------------------------------|---|-------------------------------|--|
| 1 | Narrate | na | ELD-SI.4-12.Narrate | <ul style="list-style-type: none"> Share ideas about one's own and others' lived experiences and previous learning Connect stories with images and representations to add meaning Identify and raise questions about what might be unexplained, missing, or left unsaid Recount and restate ideas to sustain and move dialogue forward Create closure, recap, and offer next steps | na | <p>Red Level TE: 35, 48, 50, 249, 310, 333, 351, 360</p> <p>Blue Level TE: 55, 72, 97, 137, 147, 160, 186</p> <p>Yellow Level TE: 40, 65, 67, 94, 97, 105, 119, 154</p> |
| 1 | Inform | na | ELD-SI.4-12.Inform | <ul style="list-style-type: none"> Define and classify facts and interpretations; determine what is known vs. unknown Report on explicit and inferred characteristics, patterns, or behavior Describe the parts and wholes of a system Sort, clarify, and summarize relationships Summarize most important aspects of information | na | <p>Red Level TE: 51, 314, 316, 353, 366, 368</p> <p>Blue Level TE: 77, 220</p> <p>Yellow Level TE: 33, 142, 246</p> |
| 1 | Explain | na | ELD-SI.4-12.Explain | <ul style="list-style-type: none"> Generate and convey initial thinking Follow and describe cycles and sequences of steps or procedures and their causes and effects Compare changing variables, factors, and circumstances Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes Act on feedback to revise understandings of how or why something is or works in particular ways | na | <p>Red Level TE: 36, 87, 149, 164, 217, 227, 332</p> <p>Blue Level TE: 138, 161, 168, 207, 208</p> <p>Yellow Level TE: 48, 126, 214</p> |
| 1 | Argue | na | ELD-SI.4-12.Argue | <ul style="list-style-type: none"> Generate questions about different perspectives Support or challenge an opinion, premise, or interpretation Clarify and elaborate ideas based on feedback Evaluate changes in thinking, identifying trade-offs Refine claims and reasoning based on new information or evidence | na | <p>Red Level TE: 74, 150, 192, 195, 207, 385, 433</p> <p>Blue Level TE: 47, 85, 137</p> <p>Yellow Level TE: 124-125</p> |
| 2 | Narrate | Interpretive | ELD-LA 9-12 Narrate Interpretive | <p>Interpret language arts narratives by</p> <ul style="list-style-type: none"> Identifying themes or central ideas that develop over the course of a text Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context) Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view | na | <p>Red Level TE: 239, 312, 356, 359, 520, 521, 544, 546</p> <p>Red Level Writer: Activity 81</p> <p>Blue Level TE: 182, 192</p> <p>Blue Level Writer: Activity 19</p> <p>Yellow Level TE: 180, 192</p> <p>Red Level Writer: Activity 81, 135</p> |

| | | | | | | |
|---|---------|--------------|---------------------------------|--|---|---|
| 2 | Narrate | Expressive | ELD-LA 9-12 Narrate Expressive | <p>Construct language arts narratives that</p> <ul style="list-style-type: none"> • Orient audience to context and one or multiple point(s) of view • Develop and describe characters and their relationships over a progression of experiences or events • Develop story, advancing the plot and themes with complications and resolutions, time and event sequences • Engage and adjust for audience | <ul style="list-style-type: none"> ■ Title, heading, opening statements to capture readers' interest (March. Two people, a man and a woman, are walking along the corridor.) ■ Expanded noun groups to introduce the setting (the sands stretch into the distance, bands of yellow, and grey and gold) ■ A variety of sentence types to introduce the context (rhetorical and other questions, statements, points of view) (One good deed to set against other, darker, actions. What did it matter?) ■ Statements and questions to foreshadow or introduce complications (Where the road led, he didn't know, but he was determined to leave David behind before the morning came.) ■ Action verbs to describe character behaviors (Joe leaps into action, grabs his phone and dives for the door, yelling for Julie to follow him.) ■ Complex sentences to establish context and characters (He stayed with the job because the merchant, although he was an old grouch, treated him fairly.) ■ Attitudinal word choices to express character's feelings, (very upset), appreciation (lovely, fascinating), or judgment/evaluation (intricate, grossly incompetent) ■ Cohesive devices (pronouns, demonstratives, renaming, synonyms, collocation, deletion) (They told us to sit, and we did.) to reference characters or ideas across the text ■ A variety of verb tenses to pace the narrative and locate events in time, including dialog (The wind told me you would be coming and that you would need help.) ■ Dependent clauses to add details (Village children scampered out the door, which left the room strangely quiet.) ■ A variety of short and complex sentence structures to pace the narrative (The door flung open. The snow spat at him. sleet slashed his face, winds whistled down the hall.) ■ Connectors to develop and link sections of text as in time, sequence, clarifying (for instance), adding information (likewise, furthermore), contrast (on the other hand, even so, at least) ■ Statements to provide closure, evaluate experience, or summarize narrative ■ Word choices to advance mood (surprise, tension, humor, reflection) and to describe author's purpose (contemptuous eyes, his voice softened) ■ Literary devices to enrich the narrative as in similes and metaphors, alliteration, idioms (butterflies in her stomach), figurative and sensory words/phrases, collocation, multilingual words/phrases (he ate like a burro, focused and intentional) ■ Tone of voice, gesturing, acting behaviors to adjust for audience ■ Language to address reader/listener and draw them in (Instantly, the tension in the room lessened.) | <p>Red Level TE: 207, 280-281, 511</p> <p>Red Level Writer: Activity 80, 109, 116</p> <p>Blue Level TE: 60-61, 90-91, 154-155, 238-239</p> <p>Blue Level Writer: Activity 22, 41, 70</p> <p>Yellow Level TE: 100</p> |
| 2 | Inform | Interpretive | ELD-LA 9-12 Inform Interpretive | <p>Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> • Identifying and/or summarizing central ideas • Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships • Evaluating cumulative impact and refinement of author's key word choices over the course of text | na | <p>Red Level TE: 46, 73-74, 79, 127, 310, 337-338, 402-403, 434-435, 469, 478</p> <p>Blue Level TE: 124-125, 132-133, 167-168, 234-235, 266-267</p> <p>Yellow Level TE: 65-66, 77, 95, 104, 122, 131, 150, 163, 207-208</p> |

| | | | | | | |
|---|--------|--------------|--------------------------------|---|--|--|
| 2 | Inform | Expressive | ELD-LA 9-12 Inform Expressive | <p>Construct informational texts in language arts that</p> <ul style="list-style-type: none"> ● Introduce and define topic and/or entity for audience ● Establish an objective or neutral stance ● Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships ● Develop coherence and cohesion throughout text | <ul style="list-style-type: none"> ■ Generalized nouns, descriptive titles, and headings to introduce topic and/or entity (Harlem Renaissance, Langston Hughes, Shifting Perspectives on Climate Change) ■ Opening statements to identify type of information (describing, comparing/contrasting, classifying) ■ Relating verbs (have, be, belong to, consist of) to link and define entity by its attributes (The Harlem Renaissance was the development of...) ■ Expanded noun groups to define key concepts, add details or classify information (economic development that changed a nation, 200 years of occupation, extinct species) ■ Generalized nouns to maintain neutral voice of authority (artists, scientists, prominent figures) ■ Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns) ■ Reporting devices to acknowledge outside sources and integrate information into report as in saying verbs and direct quotes (said, reported, claimed, predicted; expressions according to, as mentioned by) ■ Adverbial and prepositional phrases to specify point in time or duration (on Sept 12, from 1910 to 1920, during World War II), location (in a NYC neighborhood), and manner (in a calculated movement) ■ Technical word choices to define and classify entity (Jazz, characterized by polyrhythms and improvisation was...) ■ Verb structures to present information in a variety of ways: timeless present indicates generalizable nature (It chases and scavenges for food); passive voice focuses attention on action (when the food is prepared) ■ Adjectives and adverbs to answer questions about quantity, size, shape, manner (abundant, colossal, amorphous, rightfully) ■ Comparing/contrasting connectors to entities or components (unlike, as opposed to, contrasted with, conversely, similarly, in spite of that) ■ Visual representations (graphs, data, diagrams) to support key details ■ Referential devices (pronoun reference, synonyms, renaming) (the subsequent social and artistic explosion=the Harlem Renaissance) to link ideas across sections of text ■ Topic and/or entity, headings to serve as openers for sentences and paragraphs ■ Single technical nouns and collocations (improvisation, blues, piano, double bass) to define class/subclass (jazz/New Orleans, West African), general/specific (musician/Louis Armstrong), whole/part relationships (historical influences on jazz) | <p>Red Level TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552</p> <p>Blue Level TE: 115-116, 163-164, 208-209, 270-271, 253</p> <p>Blue Level Writer: Activity 25, 30, 44, 74</p> <p>Yellow Level TE: 70-72, 82, 197, 239, 249-250</p> <p>Yellow Level Writer: Activity 54</p> |
| 2 | Argue | Interpretive | ELD-LA 9-12 Argue Interpretive | <p>Interpret language arts arguments by</p> <ul style="list-style-type: none"> ● Identifying and summarizing central ideas of primary or secondary sources ● Analyzing use of rhetoric and details to advance point of view or purpose ● Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims | na | <p>Red Level TE: 197-198, 207, 212, 229-230</p> <p>Blue Level TE: 124-125, 223</p> <p>Blue Level Writer: Activity 31</p> |
| 2 | Argue | Expressive | ELD-LA 9-12 Argue Expressive | <p>Construct language arts arguments that</p> <ul style="list-style-type: none"> ● Introduce and develop precise claims and address counterclaims ● Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence ● Establish and maintain a formal style and objective tone ● Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations | <ul style="list-style-type: none"> ■ Declarative statements to frame topic, provide background information, state claim, and acknowledge counterclaim (In "Tongue Tied" Maxine Hong Kingston captures her experience of growing up as a Chinese American woman.) ■ Noun groups to provide details (The Harlem Renaissance's intellectual, social, and artistic explosion) ■ Connectors to introduce alternative points of view (although, on the other hand, unlike, contrary to common belief) ■ Pronouns, synonyms, collocations, renaming subjects to maintain cohesion (someone=character=/he=teenager) ■ A variety of clauses (adverbial, embedded) to support claim (quotes, references, detailed descriptions, examples or other sources and data) and provide detail about issue/literary technique (In "Letter from Birmingham Jail," King's extended allusions to multiple philosophers...) ■ Connectors to elaborate an idea/interpretation (so, this means, therefore, leading one to believe, a way to think about this) ■ Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases) ■ Modality to express obligation or certainty (might, could, must, need to), to open up to other possibilities (possibly, apparently, perhaps, definitely, absolutely), or to temper space for negotiation (most would agree, could be a consideration) ■ First, second, or third person to connect with reader, build alliance, or maintain neutrality (as teenagers, we...) ■ Authoritative declarative sentences to evaluate and interpret events (Anzaldúa's interweaving of literary genres, languages, cultures, and identities in "Borderlands" is highly innovative.) ■ Nouns, adjectives, verbs, and adverbs to evaluate the positive/negative qualities of topic, position, or evidence (a toxic perspective, contradictory information, impressive presentation, successful outcome) ■ A variety of structures to define, describe, interpret, and refute claims, evidence, reasoning (embedded clauses, active and passive voice, nominalizations, given/new patterns) ■ Comparing/contrasting connectors to differentiate between claims and counterclaims (unlike, as opposed to, contrasted with, conversely, similarly, in spite of that) ■ If/then clauses to support inferential conclusions (If these studies are accurate, then it is reasonable to expect) ■ Cohesive devices (deletions, substitutions, ellipsis) to reduce repetition, redundancy (Teens were told to stop and they did. Teens use social media as a substitute for in-person socializing...if they do that...) ■ Connectors to sequence points in the argument and maintain logical progression (one way, another point, as mentioned previously, in addition, it is clear then) ■ Summary statement to reiterate claim, call to action, encourage a response, or suggest next steps | <p>Red Level TE: 213</p> <p>Blue Level TE: 128-129, 262-263</p> <p>Blue Level Writer: Activity 34, 79</p> <p>Yellow Level TE: 39, 170-171, 187-188</p> |

| | | | | | | |
|---|---------|--------------|----------------------------------|--|---|--|
| 3 | Inform | Interpretive | na at this grade | na at this grade | na at this grade | n/a |
| 3 | Inform | Expressive | na at this grade | na at this grade | na at this grade | n/a |
| 3 | Explain | Interpretive | ELD-MA 9-12 Explain Interpretive | Interpret mathematical explanations by <ul style="list-style-type: none"> Identifying concept or entity Analyzing data and owning problem-solving approaches Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles | na | Red Level TE: 245 Red Level Reader: 76 Blue Level TE: 107, 147, 160 Blue Level Reader: 63-69, 70-77 Yellow Level TE: 179 Yellow Level Reader: 109-125 |
| 3 | Explain | Expressive | ELD-MA 9-12 Explain Expressive | Construct mathematical explanations that <ul style="list-style-type: none"> Introduce mathematical concept or entity Share solutions with others Describe data and/or approach used to solve a problem State reasoning used to generate own or alternate solutions | <ul style="list-style-type: none"> Mathematical terms and phrases to describe concept, process, or purpose (the sum of the angles of a triangle is 180°) Relating verbs (belong to, are part of, be, have) to define or describe concept Generalized nouns to add precision to discussion (congruence, theorems, bisector) Language choices to reflect on completed and on-going process (we should have done this, we might be able to, what if we try) First person (I, We) to describe approach; third person to describe approach with neutral stance of authority Observational (notice, it appears, looks like) and comparative language (different from, similar to, the same) to share results (We notice our process was different, but we have the same solution.) Modality (verbs, adverbs, nouns, adjectives) to express opinions, degrees of certainty, or temper disagreement (it's a possibility, that's definitely wrong, we need to) Abstract, generalized, or multi-meaning noun groups to provide precision to mathematical descriptions (theorems, transformations, plane, translation, reflection) Imperative verbs (factor, solve, invert, simplify, apply) to establish a process or approach Visual data displays (drawings, software, demonstrations, reflective devices, tables, charts) to clarify approach(es) and solution(s) Connectors to link sentences and longer stretches of text signaling details of time (next, at the same time), causality (therefore, consequently, as a result), clarification (for example, as seen in the model), Reference devices (personal and demonstrative pronouns, articles, text reference) to create cohesion Causal connectors to establish or refute relationship, solution, validity (the relationship is not a function because a function is...) Conditional conjunctions to propose future options (if/so, if/then) and generalized relationships (if/will; if a transversal crosses parallel lines, then the alternate interior angles are congruent) | Red Level TE: 242 Yellow Level Writer: Activity 62 |
| 3 | Argue | Interpretive | ELD-MA 9-12 Argue Interpretive | Interpret concepts in arguments by <ul style="list-style-type: none"> Comparing conjectures with previously established results and stated assumptions Distinguishing correct from flawed logic Evaluating relationships among evidence and mathematical principles to create generalizations | na | Blue Level TE: 160 Blue Level Reader: 70-77 |

| | | | | | | |
|---|---------|--------------|----------------------------------|---|---|--|
| 3 | Argue | Expressive | ELD-MA 9-12 Argue Expressive | Construct mathematics arguments that <ul style="list-style-type: none"> ● Create precise conjecture, using definitions, previously established results, and stated assumptions ● Generalize logical relationships across cases ● Justify (and refute) conclusions with evidence and mathematical principles ● Evaluate and extend others' arguments | <ul style="list-style-type: none"> ■ Verb groups and sequential connectors (first, then) to recount and explain steps in solving problems assumed to be solvable ■ Conditional (if, when) to make and justify conjecture (If a population doubles each week, then it will always be 16 times the original population after 4 weeks.) ■ Adverbial phrases (qualities, quantities, frequencies) to add precision related to conjecture (Lines with equivalent slopes will never intersect.) ■ Relating verbs (have, belong to, be) to define principles, operational theorems and properties (an inscribed angle is the angle formed when... A rhombus is a parallelogram with perpendicular diagonals.) ■ Declarative statements to present generalizable processes (We don't have outliers in our data. We can use a dot plot or histogram.) ■ Verbs to apply mathematical principles, as in commands (use, do, apply) across cases (We need to rewrite the equation to see if we can use factors to solve it.) ■ Conditional structures (if/then, when, given) to demonstrate conclusions (Given all the sides of a cube are the same, take the length and raise it to the third power to find the volume.) ■ Technical nouns and noun groups to add precision and details (inscribed and circumscribed circles, quadratic equations, recursive definition) ■ Models, drawings, graphs to demonstrate principles ■ Questions (what, how, why, do), requests (could, would) to ask for information, clarification, procedure (Could you show me how you got that answer? Why did you do...instead of...?) ■ Causal connectors (so, because, therefore) to identify misconceptions (These two figures have to have the same volume because they have the same height and area even when you change the shape; it's Cavalieri's principle.) ■ Negation (don't, doesn't, can't) and obligation modal verbs (have to, must, should, could, might) to engage with others (I don't think you can apply that theorem, I think you have to use this, I found a counterexample.) | n/a |
| 4 | Inform | Interpretive | na at this grade | na at this grade | na at this grade | n/a |
| 4 | Inform | Expressive | na at this grade | na at this grade | na at this grade | n/a |
| 4 | Explain | Interpretive | ELD-SC 9-12 Explain Interpretive | Interpret scientific explanations by <ul style="list-style-type: none"> ● Defining investigable questions or problems based on observations, information, and/or data about a phenomenon ● Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs ● Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions | na | Red Level TE: 195, 260, 264 Red Level Reader: 58-59, 77-79, 147-149 Blue Level TE: 121-128, 281, 288-289 Blue Level Reader: 248-249, 140-147, 148-153 Yellow Level TE: 179, 236-237, 246-247 Yellow Level Reader: 109-125, 140-147, 148-155 |
| 4 | Explain | Expressive | ELD-SC 9-12 Explain Expressive | Construct scientific explanations that <ul style="list-style-type: none"> ● Describe reliable and valid evidence from multiple sources about a phenomenon ● Establish neutral or objective stance in how results are communicated ● Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system ● Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs | <ul style="list-style-type: none"> ■ Abstract nouns to introduce concepts, ideas, and technical terms (effects, impairment, perception, antioxidants) ■ Cohesion to reference ideas, information across text (pronouns, substitutions, renaming, synonyms, collocations) ■ Relating verb groups to state relationships or attributes (have, be, belong to) ■ A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define a phenomenon ■ Passive voice and declarative statements (The heat within the earth is transmitted. Disease spreads through human contact.) ■ Word choices to moderate stance, such as hedging (could/might, a possibility, usually) ■ Objective and evaluative language to adjust precision, soften tone, acknowledge others ■ Nominalizations to represent abstract concepts ■ Connectors to link clauses and combine ideas into logical relationships (as a result, therefore) ■ Variety of clause types to express causality (Unable to grow or repair themselves, the corals eventually die.) ■ Given/new patterns to link relationships, add new details, and condense information into abstract nouns ■ Labeling/describing diagrams, graphics, data, statistics to add information about a phenomenon ■ Ask and answer questions to theorize, clarify, and make extrapolations about a phenomenon ■ Conditional clauses (if/then) to generalize a phenomenon to additional contexts | Red Level Writer: Activity 75 Blue Level Writer: Activity 71, 74, 82, 85 Yellow Level Writer: Activity 62 |

| | | | | | | |
|---|---------|--------------|----------------------------------|--|--|--|
| 4 | Argue | Interpretive | ELD-SC 9-12 Argue Interpretive | Interpret scientific arguments by <ul style="list-style-type: none"> Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions Comparing reasoning and claims based on evidence from competing arguments or design solutions Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues | na | Yellow Level TE: 188 |
| 4 | Argue | Expressive | ELD-SC 9-12 Argue Expressive | Construct scientific arguments that <ul style="list-style-type: none"> Introduce and contextualize topic/ phenomenon in current scientific or historical episodes in science Defend or refute a claim based on data and evidence Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective) Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal | <ul style="list-style-type: none"> A variety of ways to define a phenomenon (relative clauses, declarative statements, relational verbs) Abstract nouns to introduce concepts, ideas, and technical terms (atmosphere, organisms, carbon dioxide, noble gases) A variety of verb groups (past, timeless present, future, conditional) to describe and/or extrapolate events known or anticipated Expanded noun groups to classify and/or add details (greenhouse gasses, gradual atmospheric changes, irrevocable damage) Connectors to link clauses and establish logical relationships (as a result, therefore, to be more precise, instead, however, on the other hand) Clauses to link claim with evidence and reasoning (based on these data, the scientific principle here is...) Diagrams, models, projections, data, graphics to add support to claim or evidence Passive voice and declarative statements to establish a factual stance (Elliptical paths around the sun are formed by orbiting objects. The sun's radiation varies due to sudden solar flares.) Word choice to moderate stance, i.e., hedging (undoubtedly, is likely, probable, a possibility, usually, arguably) Given/new patterns to link relationships, add new details, and condense information into abstract nouns Cohesion to reference ideas, concepts, phenomena across text, using pronouns, substitutions, renaming subjects, collocations, synonym (fusion-radiation-energy) Connectors to signal time (next, at the same time), causality (therefore, consequently, as a result, because), clarification (for example, this shows how...) | Yellow Level TE: 188 |
| 5 | Inform | Interpretive | na at this grade | na at this grade | na at this grade | n/a |
| 5 | Inform | Expressive | na at this grade | na at this grade | na at this grade | n/a |
| 5 | Explain | Interpretive | ELD-SS 9-12 Explain Interpretive | Interpret social studies explanations by <ul style="list-style-type: none"> Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events Analyzing sources for logical relationships among contributing factors, causes, or related concepts Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose | na | <p>Red Level TE: 434, 442-445, 451-452, 466-469, 476-478, 483-485, 491</p> <p>Red Level Reader: 121-124, 125-126, 127-129, 130-134, 135-137, 138-141, 153-155</p> <p>Blue Level TE: 194-196, 203-204, 217-219, 228-229, 234-237</p> <p>Blue Level Reader: 78-87, 89-99, 100-107, 108-119</p> <p>Yellow Level TE: 31-32, 34-35, 44-47, 62-63, 65-66, 77</p> <p>Yellow Level Reader: 4-11, 12-25, 26-39, 40-51</p> |

| | | | | | | |
|---|---------|--------------|--------------------------------|---|--|---|
| 5 | Explain | Expressive | ELD-SS 9-12 Explain Expressive | <p>Construct social studies explanations that</p> <ul style="list-style-type: none"> ● Introduce and contextualize multiple phenomena or events ● Establish perspective for communicating intended and unintended outcomes, consequences, or documentation ● Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses ● Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events | <ul style="list-style-type: none"> ■ Prepositional phrases to establish conditions, time, place (during the Industrial Revolution) ■ A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define phenomena or events ■ Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations) ■ Passive voice to keep emphasis on main topic (Farm policies were enforced by regulatory agents.) ■ Verbs to highlight agents and recipients (Migrant workers challenged farm policies.) ■ Declarative statements to evaluate and interpret events (Impressionist artists showcased a new way to observe and depict the world.) ■ Evaluative verbs and adjectives to judge behavior or moral character (dominated, succumbed to; ineffective, powerful) ■ Nominalizations to name abstract concepts, ideas, ideologies (racism, reunification, criminalization) ■ Dependent clauses to express details that occur as a result of place, manner, duration, extent ■ Complex sentences to clarify causal, linked, time-bound or sequential relationships ■ Expanded noun groups to add details (One young girl lives in the urban streets of Chicago.) ■ Connectors to maintain chronological, causal or logical relationships (as a result, meanwhile, therefore) ■ Word choices to evaluate, judge, or appreciate significance of events or phenomena ■ Nominalizations to summarize event and name abstract phenomena | <p>Red Level TE: 446-447</p> <p>Red Level Writer: Activity 139</p> <p>Blue Level TE: 208-209</p> <p>Blue Level Writer: Activity 48, 55, 61, 66</p> <p>Yellow Level TE: 71-72, 82-83</p> <p>Yellow Level Writer: Activity 2, 9, 14, 17</p> |
| 5 | Argue | Interpretive | ELD-SS 9-12 Argue Interpretive | <p>Interpret social studies arguments by</p> <ul style="list-style-type: none"> ● Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective) ● Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources ● Evaluating credibility, accuracy, and relevancy of source based on expert perspectives | | <p>Yellow Level TE: 124-125</p> |
| 5 | Argue | Expressive | ELD-SS 9-12 Argue Expressive | <p>Construct social studies arguments that</p> <ul style="list-style-type: none"> ● Introduce and contextualize topic ● Select relevant information to support precise and knowledgeable claims with evidence from multiple sources ● Establish perspective ● Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning | <ul style="list-style-type: none"> ■ Generalized nouns and descriptive title to introduce topic (occupation, reunification, The Allied and Axis forces) ■ A variety of verb tenses (past, timeless present, relational) to present position and/or provide background information ■ Expanded noun groups with embedded and relative clauses to add details (Germany's growing domination, which expanded into...) ■ Cohesion to reference ideas, people across text (pronouns, synonyms, substitutions, renaming, collocations) ■ Given/new patterns to link relationships, add new details, and condense information into abstract nouns ■ A variety of clauses to frame details, examples, quotes, data (according to, historians disagree, several sources suggest, these data suggest) ■ Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened ■ A variety of verb forms to express agency in doing, thinking, saying, feeling actions (they decreed, she conspired, children were playing when) ■ Passive voice to keep emphasis on main topic rather than who or what is doing the action (Those who resisted were rounded up and sent to work camps.) or to use active voice to keep emphasis on who or what is doing the action. ■ Objective or emotive language to appeal to logic or feelings (forces, versus brave, focused fighters) ■ Evaluative verbs, adverbs, and adjectives to add author's perspective (tormented, bravely, substantial) ■ Connectors to link claims with evidence and reasoning (because, but, as a result, when, if, although, therefore) ■ Connectors to signal alternate points of view (on the other hand, contrary to common belief, according to); show concession or comparison/contrast (while, although) ■ Modality in summary statements to reiterate position or create a call to action (could be argued, undoubtedly, ought to, may) | <p>Yellow Level TE: 71-72, 81-82</p> |