

English Language Development Objectives Grades 9-12

English Language Development Standards: Grades 9-12		Language Arts Standards			
ELD Standard 1: Listening ELD Goal 1.1: Listening Comprehension		Grade 9	Grade 10	Grade 11	Grade 12
ELD 1.1.1	Follow Oral Directions	No objectives at this grade level.			
B	Follow simple one-step oral directions.				
AB	Follow simple two-step oral directions.				
I	Follow simple multi-step oral directions.				
EF/F	Follow multi-step oral directions.				
ELD 1.1.2	Understand Social and Academic Conversations	9-12.Spch.6.1.3 Draw conclusions about the ideas under discussion and support those conclusions with convincing evidence.			
B	Demonstrate comprehension of simple social conversations on familiar topics with contextual support.				
AB	Demonstrate comprehension of simple social and academic conversations on familiar topics with contextual support.				
I	Draw conclusions from social conversations and simple academic discussions on mostly familiar, concrete topics.				
EF	Draw conclusions from academic discussions on mostly concrete topics.				
F	Draw conclusions from academic discussions on concrete and abstract topics.				

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ELD Standard 1: Listening ELD Goal 1.1: Listening Comprehension		Grade 9	Grade 10	Grade 11	Grade 12
ELD 1.1.3	Understand Main Idea of Information Presented Orally	9-12.Spch.6.1.4 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.			
B	Identify literal concepts in simple information presented orally with visual support.				
AB	Briefly describe the main idea and a few supporting details in simple information presented orally with visual support.				
I	Evaluate the general coherence of information presented orally with visual support.				
EF	Evaluate the general coherence and effectiveness of a speaker's important points and some evidence.				
F	Evaluate the general coherence and effectiveness of a speaker's important points, evidence, and organization of ideas.				
ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications		Grade 9	Grade 10	Grade 11	Grade 12
ELD 2.1.1	Ask and Answer Questions	9-12.Spch.6.1.2 Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.			
B	Ask simple questions to clarify a speaker's briefly stated opinion about a basic, familiar topic.				
AB	Ask simple questions to determine a speaker's point of view about a basic topic.				
I	Ask questions to elicit information about a speaker's content and determine the speaker's point of view on the subject.				
EF/F	Summarize a speaker's point of view and ask questions about the speaker's content and attitude toward the subject.				
F	Summarize a speaker's point of view and ask specific questions about the speaker's content and attitude toward the subject.				

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ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications		Grade 9	Grade 10	Grade 11	Grade 12
ELD 2.1.2	Communicate Information Orally	No objectives at this grade level.			
B	Express basic needs, feelings, and information on familiar topics using simple sentences.				
AB	Express needs, feelings, and information on some newly presented topics using more detailed sentences.				
I	Paraphrase oral information on new topics presented with visual support.				
EF/F	Summarize major ideas and supporting details.				
ELD 2.1.3	Organize Oral Presentations	9-12.Spch.6.2.1 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources.			
B	Complete a graphic organizer or label a series of illustrations on an experience or familiar topic using simple sentences.				
AB	Complete a graphic organizer that introduces a familiar topic and includes a quotation or reference, using sentence frames.				
I	Organize simple oral presentations with an introduction and conclusion, including literary quotations or references to authoritative sources, using key sentence starters.				
EF	Organize oral presentations with an introduction and conclusion, including literary quotations, anecdotes, and references to authoritative sources.				
F	Organize oral presentations with an introduction and conclusion, including literary quotations, anecdotes, and references to authoritative sources; use expanded word choice and sentence structure.				

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ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications		Grade 9	Grade 10	Grade 11	Grade 12
ELD 2.1.4	Deliver Oral Presentations	9-12.Spch.6.2.7 Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience.			
B	Retell experiences in response to prompts using simple sentences.	9-12.Spch.6.2.8 Deliver expository presentations that provide evidence in support of a thesis. Include related claims and include information on all relevant perspectives.			
AB	Deliver brief narrative and informative oral presentations on familiar topics using some detailed sentences, with some prompting.				
I	Deliver brief narrative and expository presentations that maintain a focus on a sequence of events or thesis, including some significant points and detailed sentences.				
EF	Deliver narrative and expository presentations that maintain a focus on a sequence of events or thesis, and include information on significant points.				
F	Deliver narrative presentations that narrate a sequence of events and communicate their significance; deliver expository presentations that state a thesis, and include information on different perspectives.				
ELD Standard 3: Reading ELD Goal 3.1: Reading Process		Grade 9	Grade 10	Grade 11	Grade 12
ELD 3.1.1	Use Text Features to Understand Information	9.LA.1.2.1 Analyze the structure and format of various informational documents.	10.LA.1.2.1 Analyze the structure and format of various informational documents.	11.LA.1.2.1 Identify the features and the rhetorical devices of a variety of literature and informational documents.	12.LA.1.2.1 Identify the features and the rhetorical devices of a variety of literature and informational documents.
B	Identify basic text features in informational text.				
AB	Use basic text features in informational texts to locate a few key points.				
I	Use text features and basic organizational structures in informational text at independent reading level to locate and describe key points.				
EF	Use text features and organizational structures in informational text near grade level to locate and describe key points.				
F	Use text features and organizational structures in informational text at grade level to locate and explain key points.				

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ELD Standard 3: Reading ELD Goal 3.1: Reading Process		Grade 9	Grade 10	Grade 11	Grade 12
ELD 3.1.2	Use Graphic Features to Support Understanding of Text	No objectives at this grade level.			
B	Identify familiar graphic features (e.g., diagrams, maps) in informational text at independent reading level.				
AB	Use familiar graphic features in informational text at independent reading level to locate a few key points.				
I	Use graphic features in informational text at independent reading level to describe key points.				
EF	Interpret graphic features of text near grade level.				
F	Interpret graphic features of text at grade level.				
ELD 3.1.3	Decode Words Using Phonological Awareness Skills	No objectives at this grade level.			
B	Identify first, middle, and last sounds in a single-syllable word; match vowel and consonant sounds to all letters.				
AB	Use word patterns and/or word families to decode words.				
I	Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound associations to read new words.				
EF/F	Apply knowledge of letter-sound associations to decode regular words and recognize irregular words.				

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ELD Standard 3: Reading ELD Goal 3.1: Reading Process		Grade 9	Grade 10	Grade 11	Grade 12
ELD 3.1.4	Decode and Determine Meaning of Words Using Knowledge of Word Parts	9.LA.1.8.1 Use knowledge of Greek and Latin roots, prefixes, and suffixes to analyze the origin and meaning of unknown words.	10.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words.	11.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words.	12.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words.
B	Decode and determine the meaning of words using knowledge of common base words and a few simple prefixes and suffixes.				
AB	Decode and determine the meaning of words using knowledge of common roots, prefixes, and suffixes at independent reading level.				
I	Determine meaning of words using knowledge of common root words and word parts in text at independent reading level.				
EF	Determine meaning of words using knowledge of root words and word parts in near grade-level text.				
F	Determine meaning of words using knowledge of root words and word parts in grade-level text.				
ELD 3.1.5	Use Context to Determine Meaning of Words	9.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words.	10.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words.	11.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar and multiple-meaning words from American literature.	12.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar and multiple-meaning words in literature representing various English speaking cultures and periods.
B	Identify the meaning of familiar words.				
AB	Identify the meaning of some unfamiliar words using context in text at independent reading level.				
I	Identify the meaning of unfamiliar words and words with multiple meanings using context in text at independent reading level.				
EF	Identify the meaning of unfamiliar words and words with multiple meanings using context in near grade-level text.				
F	Determine the meaning of unfamiliar words and words with multiple meanings using context in grade-level text.				

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ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension		Grade 9	Grade 10	Grade 11	Grade 12
ELD 3.2.1	Follow Written Directions	No objectives at this grade level.			
B	Follow simple one- and two-step written directions.				
AB	Follow simple multi-step written directions.				
I	Follow multi-step written directions.				
EF/F	Follow written procedures in informational text and identify the main purpose.				
ELD 3.2.2	Describe Main Idea in Text	9.LA.2.2.1 Identify the thesis, evidence, and argument in informational texts (e.g., newspaper editorials and campaign speeches).	10.LA.2.2.1 Critique the logic of informational texts by examining the sequence of information and procedures. 10.LA.2.3.4 Compare works that express a universal theme and provide evidence to support the views expressed in each work.	11.LA.2.2.1 Analyze the relationships among theses and arguments in informational texts (e.g., newspaper editorials, promotional literature). 11.LA.2.3.3 Analyze the ways in which the theme represents a view or comment on life, using textual evidence to support the claim.	12.LA.2.2.1 Analyze the relationships among theses and arguments to evaluate claims made in informational texts (e.g., policy statements, campaign speeches). 12.LA.2.3.3 Evaluate the ways in which the theme represents a view or comment on life, using textual evidence to support the claim.
B	Identify orally the main idea in brief, simple text with visuals.				
AB	Identify the main idea and some supporting details in brief text with visuals using expanded sentences.				
I	Identify a theme or thesis and supporting evidence in text at independent reading level.				
EF	Critique a universal theme or a thesis in near grade-level texts and provide supporting evidence from each work.				
F	Analyze a universal theme or a thesis and arguments in grade-level texts.				

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ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension		Grade 9	Grade 10	Grade 11	Grade 12
ELD 3.2.3	Make Inferences and Draw Conclusions Based on Text				
B	Draw conclusions from brief, simple texts with visuals on a familiar topic.				
AB	Draw conclusions from several brief, simple texts with visuals.				
I	Synthesize content from several sources on a single issue and identify similar themes in texts at independent reading level.	9.LA.2.1.1 Synthesize the content from several sources on a single issue; paraphrase ideas to demonstrate comprehension.	10.LA.2.1.1 Synthesize the content from several sources on a single issue; compare and contrast ideas to demonstrate comprehension.	11.LA.2.1.1 Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author's point of view.	12.LA.2.1.1 Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author's point of view.
EF	Compare and contrast ideas and themes from several sources in near grade-level texts.				
F	Compare and contrast ideas and themes in grade-level texts and explain how the historical or cultural context influenced each author's point of view.				
ELD 3.2.4	Analyze Characters, Settings, and Plots				
B	Identify orally the main characters and basic sequence of events in simple stories read aloud with visuals.				
AB	Describe the main characters, setting, and sequence of events in simple stories with visuals.				
I	Analyze basic aspects of characters in stories at independent reading level.	9.LA.2.3.2 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.	10.LA.2.3.2 Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.	11.LA.2.3.2 Analyze how voice and the choice of a narrator affect characterization.	12.LA.2.3.2 Evaluate how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
EF	Analyze characterization, choice of narrator, and plot in near grade-level text.				
F	Analyze characterization, plot, choice of narrator, and credibility in grade-level text.				

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ELD Standard 4: Writing ELD Goal 4.1: Writing Process		Grade 9	Grade 10	Grade 11	Grade 12
ELD 4.1.1	Plan, Write, Revise, and Edit a Draft				
B	Draw and label a sequence of pictures or complete a graphic organizer to show ideas for a narrative.	9.LA.3.1.3 Apply organizational strategies to plan writing.	10.LA.3.1.3 Apply organizational strategies to plan writing.	11.LA.3.1.3 Apply organizational strategies to plan writing.	12.LA.3.1.3 Apply organizational strategies to plan writing.
AB	Complete a graphic organizer to show ideas for a narrative; write a series of short sentences; and use a simple editing checklist of very basic rules with support.	9.LA.3.1.4 Match format to purpose and audience.	10.LA.3.1.4 Match format to purpose and audience.	11.LA.3.1.4 Match format to purpose and audience.	12.LA.3.1.4 Match format to purpose and audience.
I	Organize a central idea and some supporting details; write a brief paragraph; revise for meaning; and use a simple editing checklist of basic rules.				
EF	Apply the writing process to: organize more complex ideas and supporting details; write a draft; revise for meaning and clarity; and use a modified grade-level editing checklist.	9.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.	10.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.	11.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.	12.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.
F	Apply the writing process to: organize ideas and select an appropriate format; write a draft; revise for meaning and clarity; and use a grade-level editing checklist.	9.LA.3.3.1 Revise draft for meaning, clarity, and effective organization.	10.LA.3.3.1 Revise draft for meaning, clarity, and effective organization.	11.LA.3.3.1 Revise draft for meaning, clarity, and effective organization.	12.LA.3.3.1 Revise draft for meaning, clarity, and effective organization.
		9.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.	10.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.	11.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.	12.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.

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ELD Standard 4: Writing ELD Goal 4.2: Writing Applications		Grade 9	Grade 10	Grade 11	Grade 12
ELD 4.2.1	Write Narratives	9.LA.4.1.1	10.LA.4.1.1	11.LA.4.1.1	12.LA.4.1.1
B	Write simple sentences using sentence frames for the beginning, middle, and end of a narrative.	Write reflective autobiographical narratives or short stories that explore the significance of personal experiences and communicate the significance of events.	Write narratives or short stories that describe the specific actions, movements, gestures, and feelings of the characters.	Write fictional, autobiographical, or biographical narratives that pace the presentation of action to accommodate changes in time and mood.	Write reflective compositions that draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
AB	Write a series of simple sentences using sentence frames for a narrative that has a beginning, middle, and end.				
I	Write a short narrative with increasingly complex sentences that describes specific actions and feelings of the characters, aided by a template.				
EF	Write longer autobiographical or biographical narratives that describe details of characters and changes in time and mood.				
F	Write full-length fictional, autobiographical, or biographical narratives that include specific details; write reflective compositions that compare specific incidents to a broad theme about life.				

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ELD Standard 4: Writing ELD Goal 4.2: Writing Applications		Grade 9	Grade 10	Grade 11	Grade 12
ELD 4.2.2	Write Research Reports	9.LA.4.2.2	10.LA.4.2.2	11.LA.4.2.2	12.LA.4.2.2
B	Write simple expository sentences using sentence frames.	Write a research report that includes a thesis, provides relevant support, and documents sources.	Write a research report that includes a thesis, provides relevant support, and documents sources.	Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page.	Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page.
AB	Write a series of simple sentences using sentence frames that include a basic thesis and some facts and details.				
I	Write a brief research report with increasingly complex sentences that includes a thesis, provides relevant support, and documents sources, aided by a template.				
EF	Write a longer research report that includes a thesis, provides relevant support, and includes citations.				
F	Write a full-length research report that states a thesis, explains the significance of specific data, facts, and ideas, and includes citations.				

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ELD Standard 4: Writing ELD Goal 4.3: Writing Conventions		Grade 9	Grade 10	Grade 11	Grade 12
ELD 4.3.1	Spell Words Correctly	No objectives at this grade level.			
B	Spell many one-syllable, familiar words correctly.				
AB	Spell familiar words correctly.				
I	Apply spelling rules to spell correctly words from text at the independent reading level, and independently use reference tools to correct spelling.				
EF	Apply spelling rules and some Greek and Latin derivatives to correctly spell multisyllabic words near grade level, and independently use reference tools to correct spelling.				
F	Apply spelling rules and Greek and Latin derivatives to correctly spell multisyllabic words at grade level, and independently use reference tools to correct spelling.				
ELD 4.3.2	Write a Variety of Sentence Types	9.LA.5.3.1 Apply correct and varied sentence types in writing.	10.LA.5.3.1 Apply correct and varied sentence types in writing.	11.LA.5.3.1 Apply correct and varied sentence types in writing.	12.LA.5.3.1 Apply correct and varied sentence types in writing.
B	Identify and write very simple declarative sentences.				
AB	Identify and write simple declarative, exclamatory, and interrogative sentences.				
I	Identify and write sentences of varying types and increasing complexity.				
EF	Identify and write sentences of varying types and complexity near grade level.				
F	Identify and write sentences of varying types and complexity at grade level.				

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ELD Standard 4: Writing ELD Goal 4.3: Writing Conventions		Grade 9	Grade 10	Grade 11	Grade 12
ELD 4.3.3	Apply Capitalization and Punctuation Rules				
B	Identify and apply basic capitalization and punctuation rules in simple sentences.	9.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.	10.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.	11.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.	12.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.
AB	Identify and apply increasingly complex capitalization and punctuation rules.				
I	Identify and apply grade-level capitalization and punctuation rules with some errors.				
EF/ F	Identify and apply grade-level capitalization and punctuation rules.				

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ELD Standard 4: Writing ELD Goal 4.3: Writing Conventions		Grade 9	Grade 10	Grade 11	Grade 12
ELD 4.3.4	Use Grammatical Forms				
B	Identify and use subject-verb-object order in very simple sentences.	9.LA.5.3.2 Edit for agreement, word usage, and fluency.	10.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency.	11.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency.	12.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency.
AB	Identify and use subject-verb agreement and basic verb tenses in simple sentences.				
I	Identify and use subject-verb agreement, a variety of verb tenses, and a variety of adjectives and adverbs in increasingly complex sentences.	9.LA.5.4.1 Demonstrate in writing the correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure.	10.LA.5.4.1 Demonstrate in writing the correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure.	11.LA.5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses.	12.LA.5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses.
EF	Identify and use grade-level grammatical forms (e.g., verb tense, subject-verb agreement, and pronoun-antecedent agreement) and parallel structure with some errors.				
F	Identify and use grade-level grammatical forms (e.g., verb tense, subject-verb agreement, and pronoun-antecedent agreement) and parallel structure.				

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