



English as a Second Language Curriculum Pacing Guide



Quarter: (Early) Q2

Grade Level: ESL II (11-12)

Common Core Literacy Standards	Correlating ESL Standards	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Suggested Readings
<p>11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</p> <p>11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</p>	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1 Locate and summarize evidence in the text to support my analysis of what the text says.</p> <p>LT 2 Distinguish between what the text explicitly states versus what the text suggests implicitly.</p> <p>LT 3: Draw conclusions based on what the text suggests implicitly.</p>	<p>How can I monitor my reading to ensure that I understand the text?</p> <p>How can I cite strong and thorough evidence from the text to demonstrate my understanding of the text?</p>	<p><i>*Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.</i></p> <p>For Q2- PARCC suggests: (based on grade 11-12)</p> <p>Reading complex texts:</p> <ul style="list-style-type: none"> • 2-3 World Literature Text • 1-2 Informational Tests <p>Writing about texts:</p> <ul style="list-style-type: none"> • Routine writing to develop and convey understanding • 4-6 analyses that focuses on arguments <p>Research project:</p> <ul style="list-style-type: none"> • 1 research project that integrates knowledge from sources when

				composing Narrative writing <ul style="list-style-type: none"> • 1 narrative writing that conveys experiences
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Common Core Literacy Standards	Correlating ESL Standards	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Suggested Readings based on PARCC Framework %
11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.	ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	LT 1: Determine the central idea of a text and describe how each section contributes to the central idea. LT 2: Analyze how the central idea of a text is shaped and refined by specific details LT 3: Summarize what the text says without including my own opinion about the subject matter.	How does an author use words to develop theme?	Theme options: <i>Search for Self: Choices and Consequences</i> EDGE TEXTBOOK BLUE LEVEL Essential Questions: <i>“How do choices shape our lives?”</i> <i>“What influences a person’s choices?”</i>
11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.	ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	LT 1: Determine the central idea of a text and describe how each section contributes to the central idea. LT 2: Analyze how the central idea of a text is shaped and refined by specific details LT 3: Summarize what the text says without including my own opinion about the subject matter.	How does an author use words to develop theme?	<i>“The Good Samaritan “</i> Short Story By Rene Saldana, Jr. RL 11-12.1-5; SL 11-12.1-2; L 11-12.1 <i>“Don’t Go Gentle into that Good Expressway”</i> Poem By Luis J. Rodriguez RL 11-12.4; I 11-12.5; W 11-12.4 <i>“The World is in Their Hands”</i> Newspaper Article By Eric Feil

<p>11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.</p>	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1 Trace how complex characters change over the course of a story</p> <p>LT 2 identify complex characters in a text and explain how their multiple conflicting motivations contribute to their complexity</p> <p>LT 3 Describe how complex characters advance the plot or develop the theme.</p>	<p>How can I apply the basic elements of the plot in retelling the story?</p>	<p>RI 11-12.4; L 11-12.1; SL 11-12.6</p> <p><i>“Thank you, M’am”</i> Short Story By Langston Hughes RL 11-12.1-5; SL 11-12.1-2;L 11-12.1</p> <p><i>“Juvenile Justice from Both Sides of the Bench”</i> Interview By Janet Tobias/Michael Martin RI 11-12.4; L 11-12.1; SL 11-12.6</p>
<p>11-12.RI.KID.3 Analyze how an author’s choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.</p>	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1 Describe how the author unfolds an analysis or series of ideas or events, including the order in which the points are made.</p> <p>LT 2: Analyze how the author introduces and develops each point, and how this contributes to the overall purpose of the text.</p> <p>LT 3: Analyze the connections the author draws between each point, and how these contribute to the overall purpose of the text.</p>	<p>How can understanding text structure enhance comprehension?</p>	<p><i>“The Necklace”</i> Short Story By Guy de Maupassant</p> <p>RL 11-12.1-5; SL 11-12.1-2;L 11-12.1</p> <p><i>Suggested research project:</i> What is peer pressure-and are all of its influences bad? RL 11-12.1-4; SL 11-12.1,2,4: W.11-12.2,7-8; L.11-12.1,3,5,6</p>

Quarter: Early Q2

Grade Level: ESL II (11-12)

Common Core Literacy Standards	Correlating ESL Standards	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Suggested Readings based on PARCC Framework %
<p>11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.</p>	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1 determine the meaning of words and phrases as they are used in the text. LT 2 analyze and understand how an author’s specific word choice affects meaning and tone of a text.</p>	<p>How can I interpret words and phrases that are used in the text?</p>	
<p>11-12.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p>	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1 determine the meaning of words and phrases as they are used in the text. LT 2 analyze and understand how an author’s specific word choice affects meaning and tone of a text.</p>	<p>How can I interpret words and phrases that are used in the text?</p>	

<p>11-12.RL.CS.5 Analyze how an author’s choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.</p>	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1: Understand and describe how an author has chosen to structure a text and order events within it.</p> <p>LT 2: Analyze how the author’s choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader.</p>	<p>How can I use evidence to compare and contrast literary texts and information texts?</p>	
<p>11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1 Actively listen and observe when multiple sources of information are presented to me in diverse formats and media.</p> <p>LT 2: Integrate multiple sources of information presented in diverse formats and media.</p> <p>LT 3: Evaluate the credibility and accuracy of multiple sources presented to me.</p>	<p>Why is important that I reflect upon what I read and hear?</p> <p>What kinds of questions can I ask during reading and discussions that will help me understand and contribute to the discussion?</p>	

<p>11-12.SL.CC.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1 Define rhetoric, ethos, pathos, and logos.</p> <p>LT 2 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>LT 3 Assess a speaker’s stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>How can I demonstrate the behavior of a strategic reader and listener?</p> <p>How can I evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric for fallacious reasoning, exaggerated or distorted evidences?</p>	
<p>11-12.SL.CC.2 Integrate multiple sources of information presented in</p>	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic</p>	<p>LT 1 Actively listen and observe when multiple sources of information are presented to me in diverse formats and media.</p>	<p>How can I demonstrate an ability to evaluate the</p>	

<p>diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.</p>	<p>success in the content area of Language Arts.</p>	<p>LT 2 Integrate multiple sources of information presented in diverse formats and media. LT 3 Make informed decisions and solve problems based on information presented to me</p>	<p>credibility and accuracy of multiple sources presented to me?</p>	
<p>11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.</p>	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1 Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective. LT 2 Present information, findings, and evidence that convey my perspective on a topic or issue. LT 3 Engage listeners so that they follow my line of reasoning and understand any possible counterarguments or differing perspectives on a topic or issue. LT 4 Organize, develop, and produce a presentation in a style appropriate to my purpose and audience.</p>	<p>How do I prepare myself for class discussions and to make presentations?</p>	
<p>11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <ol style="list-style-type: none"> 1. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. 2. Organize ideas to create cohesion and clarify relationships among ideas and concepts, 	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1 Write informational/explanatory texts that examine and convey complex ideas, concepts, and other information. LT 2 Select, organize, and analyze ideas, concepts, and processes accurately and clearly LT 3 Introduce a topic effectively and develop it thoroughly with the most significant and relevant facts, extended definitions, concrete details, quotations, and examples appropriate for my audience’s</p>	<p>How can I plan an essay that develops my ideas, and has evidence that supports them? What are the elements of a good essay?</p>	

<p>including but not limited to use of appropriate and varied transitions.</p> <ol style="list-style-type: none"> 3. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 4. Provide a concluding statement or section that follows from and supports the information or explanation presented. 5. Use appropriate formatting, graphics, and multimedia to aid comprehension. 6. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 7. Establish and maintain a formal style and objective tone. 		<p>knowledge of the topic.</p> <p>LT 4 Attend to the proper conventions of the discipline in which I'm writing.</p> <p>LT 5 Employ narrative techniques, provide well-chosen details, and structure event sequences effectively</p>		
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English as a Second Language Curriculum Pacing Guide

Quarter: (Late) Q2

Grade Level: ESL II (11-12)

Common Core Literacy Standards	Correlating ESL Standards	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Suggested Readings based on PARCC Framework %
<p>11-12.RL.CS.5 Analyze how an author’s choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.</p> <p>11-12.RL.CS.6 Analyze how poi of view and/or author purpose requires distinguishing what is directly stated in texts from what is implied.</p>	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1 Analyze how structural elements of a text function to shape the overall meaning and aesthetic impact of a text. LT 2 Analyze how the author’s choices concerning how to structure portions of a text impact a reader.</p> <p>LT 1 Analyze and understand point of view by distinguishing what a narrator or character has explicitly stated in a text from the (true) implied meaning LT 2 Recognize satire, sarcasm, irony, and understatement in a text.</p>	<p>How can understanding text structure enhance my comprehension?</p> <p>How can I demonstrate my ability to analyze what is explicitly stated and what is inferred in a text?</p>	<p><i>Extended text options</i></p> <p><i>Sophia’s War: A Tale of the Revolution</i> By Avi <i>Historical Fiction–Lexile level 730</i> A young girl is recruited as a spy to help identify a would be traitor and stop the plot.</p> <p><i>My Brother Sam is Dead</i> By James Lincoln Collier <i>Historical Fiction-Lexile level 770</i> A boy recounts his struggles after his brother signs to fight with the British while is father remains loyal to the crown. <i>Lesson plans</i> http://mybrothersamisdead.historyofredding.com/</p> <p>RL.11-12.1-6; SL.11-12.1,3,4,6; L.11-12.3,5</p>

<p>11-12.RI.CS.6. Determine an author’s point of view and/or purpose in a text analyzing how style and content contribute to its effectiveness.</p>	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective.</p> <p>LT 2 Analyze how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>How can I use strategies to analyze the author’s use of rhetoric and its contribution to meaning, point of view, and or purpose of the text?</p>	<p><i>George Washington’s Farewell Address</i> Unit Plan http://www.gilderlehrman.org/history-by-era/creating-new-government/resources/washington%E2%80%99s-farewell-address-common-core-unit</p>
<p>11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.</p>	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1 Analyze multiple interpretations of a story, drama, or poem.</p> <p>LT 2 Evaluate how each interpretation of a story, drama, or poem treats the source text.</p>	<p>How can I analyze various accounts of a subject told in different mediums, while determining at the same time which details are emphasized in each account?</p>	<p>RI.11-12.1-6,8; SL.11-12.1-6; L.11-12.1,3,5,6; W.11-12.1-2</p>
<p>11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.</p>	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1 Synthesize multiple sources of information presented in different media or formats.</p> <p>LT 2 Analyze and evaluate print and non-print elements of a text.</p>	<p>How can I evaluate the claims of an argument or text and determine their importance?</p>	<p><i>Heroes of the American Revolution</i> By Mary Hertz Scarbrough Nonfiction RI.11-12.1-6,8; SL.11-12.1-6; L.11-12.1,3,5,6; W.11-12.1-3</p>
<p>11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.</p>	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1 Understand the premises, purposes, and arguments in works of public advocacy, and analyze how these elements convey meaning.</p> <p>LT 2 Delineate and evaluate the reasoning in seminal U.S. texts such as legal and constitutional documents.</p>	<p>How can I evaluate the claims of an argument or text and determine their importance?</p>	

<p>11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.</p>	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1 Analyze how several foundational works of American literature address a similar theme or topic.</p> <p>LT 2 Analyze how several foundational works of American literature from the same time period address a similar theme or topic.</p> <p>LT 3 Analyze how foundational works of American literature reflect or reject the values commonly associated with the time period in which they were created.</p>	<p>How can I use strategies to analyze information or themes that are presented in different genres or by different authors?</p>	
<p>11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1 Engage my audience by incorporating digital media into my presentations smoothly and naturally.</p> <p>LT 2 Enhance my audience’s understanding of my findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements.</p>	<p>How can I use digital media and visual displays to express information or express my ideas?</p>	
<p>11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1 Adapt my speech to a variety of contexts and tasks depending on my purpose and audience.</p> <p>LT 2 Demonstrate a command of formal English when necessary.</p>	<p>How do I prepare myself for class discussions and to make presentations?</p>	

<p>11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.</p>	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1 Apply what I know language to understand how language functions in different contexts, and can provide examples.</p> <p>LT 2 Apply what I know about language to make effective choices in the language I use to shape the meaning and style. [</p> <p>LT 3 Apply what I know about language to comprehend more fully when reading or listening.</p>	<p>Why is it important that I understand the conventions of Standard English when I speak and write?</p>	
<p>11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.</p>	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1 Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings</p> <p>LT 2 Interpret figures of speech such as hyperbole and paradox in context and analyze their role in the text.</p> <p>LT 3 Distinguish between the meanings of words with similar denotations.</p>	<p>How can I determine the meaning of unknown words or phrases?</p>	

<p>11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1 Accurately use and understand academic and domain-specific words and phrases appropriate for college and career readiness in my reading, writing, speaking, and listening.</p> <p>LT 2 Independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>How can I demonstrate my acquisition and use of grade appropriate general academic and domain specific words and phrases?</p>	
<p>11-12.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 1. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters. 2. Sequence events so that they build on 	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1 Write narratives to develop real or imagined experiences or events.</p> <p>LT 2 Employ narrative techniques, provide well-chosen details, and structure event sequences effectively.</p> <p>LT 3 Employ narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>LT 4 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting,</p>	<p>How can I use tone, point of view, and vocabulary to write a narrative and establish the narrator?</p> <p>What are the elements of a good narrative?</p>	

<p>one another to create a coherent whole and build toward a particular tone and outcome.</p> <ol style="list-style-type: none">3. Create a smooth progression of experiences or events.4. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.6. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.7. Use appropriate language and techniques, such as metaphor, simile, and analogy.8. Establish and maintain an appropriate style and tone.		and/or characters.		
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<p>11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.</p>	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1 Conduct short as well as more sustained research projects to answer a question I have or one that is assigned to me.</p> <p>LT 2 Conduct short as well as more sustained research projects to solve a problem.</p> <p>LT 3 Adjust my search process according to the information I encounter during my research.</p>	<p>How do I conduct research?</p> <p>How can I determine the best questions for conducting my research?</p>	
<p>11-12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LT 1 Gather relevant information from multiple authoritative print and digital sources, using advanced search tools effectively</p> <p>LT 2 Synthesize multiple sources on a subject and demonstrate an understanding of the subject under investigation.</p> <p>LT 3 Assess the strengths and weaknesses of each source in answering a research question</p> <p>LT 4 Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism, overreliance on any one source, and following a standard format for citation.</p>	<p>How do I determine what information is relevant to my research?</p>	

Figure A: The English Language Development Standards

	Standard	Abbreviation
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies