

## English as a Second Language Curriculum Pacing Guide

Quarter: Third

Grade Level: First

Common Core Literacy Standards	Correlating ESL Standards	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics
Literature-Key Ideas and Details				*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.
<input type="checkbox"/> <b>1.RL.KID.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<ul style="list-style-type: none"> <li>I can retell stories including key details.</li> </ul>	<ul style="list-style-type: none"> <li>What is the author's purpose for writing this text?</li> <li>What is this story mainly about?</li> <li>Retell the story.</li> </ul>	
<input type="checkbox"/> <b>1.RL.KID.3</b> Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.	English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<ul style="list-style-type: none"> <li>I can describe characters, settings, and events in a story.</li> </ul>	<ul style="list-style-type: none"> <li>Who are the characters?</li> <li>What is the setting? Describe the character traits (with support from the teacher).</li> <li>Use details from the text to explain why_</li> <li>Retell the major events of the story</li> </ul>	<b>UNIT 4- WINDS OF CHANGE-</b> (How do you know what a character is feeling and when these feelings changes?)
Informational Text-Key Ideas and Details		<ul style="list-style-type: none"> <li>I can ask and answer questions about key</li> </ul>	<ul style="list-style-type: none"> <li>What is the main idea?</li> </ul>	

<input type="checkbox"/> <b>1.RI.KID.1</b> Ask and answer questions about key details in a text.	English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	details in a text.	<ul style="list-style-type: none"> <li>• What do you remember about_____? Use details from the text to explain why_____?</li> </ul>	<b>UNIT 5- AMERICAN CONTRIBUTIONS</b> –(How does learning about remarkable people help us learn about history?)
<input type="checkbox"/> <b>1.RI.KID.2</b> Identify the main topic and retell key details of a text.	English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<ul style="list-style-type: none"> <li>• I can retell ideas including key details.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the main idea of the text?</li> <li>• What key details support the main idea?</li> </ul>	
<input type="checkbox"/> <b>1.RI.KID.3</b> Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.	English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<ul style="list-style-type: none"> <li>• I can talk about how two characters, ideas or information pieces are connected in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• How are two individuals /events/ideas connected in a text?</li> </ul>	
Literature-Craft and Structure <input type="checkbox"/> <b>1.RL.CS.4</b> Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.	English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<ul style="list-style-type: none"> <li>• I can find words or phrases that show feelings or senses.</li> </ul>	<ul style="list-style-type: none"> <li>• What words and phrases do authors use to show feelings or appeal to the senses?</li> </ul>	
<input type="checkbox"/> <b>1.RL.CS.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.	English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<ul style="list-style-type: none"> <li>• I can explain the differences between books that tell stories and books that give information.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the differences between books that tell stories and books that give information?</li> </ul>	
<input type="checkbox"/> <b>1.RL.CS.6</b> Identify who is telling the story at various points in a text.	English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<ul style="list-style-type: none"> <li>• I can identify who is telling a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Who is telling the story at various points?</li> </ul>	
Informational-Craft and Structure <b>1.RI.CS.4</b> Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.	English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<ul style="list-style-type: none"> <li>• I can ask and answer questions about meanings of words.</li> </ul>	<ul style="list-style-type: none"> <li>• What do good readers do when they want to know what a word means?</li> <li>• Do you know the meaning of new words in a text?</li> </ul>	

<b>1.RI.CS.5</b> Know and use various text features to locate key facts or information in a text.	English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for	<ul style="list-style-type: none"><li>• I can identify text</li></ul>	<ul style="list-style-type: none"><li>• What text features</li></ul>	
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		features (headings, table of contents, glossaries, bold print, index...)	help to locate information in a text?	
<b>1.RI.CS.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<ul style="list-style-type: none"> <li>I can tell if the information comes from the pictures or the text.</li> </ul>	<ul style="list-style-type: none"> <li>What information is from pictures and what is from words in a text?</li> </ul>	
Literature-Integration of Knowledge and Ideas <b>1.RL.IKI.7</b> Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.	English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<ul style="list-style-type: none"> <li>I can describe characters, settings, and events in a story with illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>How do the illustrations help describe the story elements?</li> </ul>	
<b>1.RL.IKI.9</b> Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.	English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<ul style="list-style-type: none"> <li>I can compare characters in a text.</li> </ul>	<ul style="list-style-type: none"> <li>How are characters' experiences alike and different in certain stories?</li> </ul>	
Informational Text - Integration of Knowledge & Key Ideas <b>1.RI.IKI.7</b> Either orally or in writing when appropriate, use illustrations and words in a text to describe its key ideas.	English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<ul style="list-style-type: none"> <li>I can retell ideas and details using illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>With teacher support- how does the picture/diagram/caption help you understand the text?</li> <li>What are the key ideas in the text?</li> </ul>	
<b>1.RI.IKI.8</b> Identify the reasons an author provide to support points in a text.	English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<ul style="list-style-type: none"> <li>I can read a text and identify the author's key points.</li> <li>I can look for reasons the author says ideas.</li> </ul>	<ul style="list-style-type: none"> <li>What are the key points in a text and the reason the author gives them?</li> </ul>	

<p><b>1.RI.IKI.9</b> Identify basic similarities and differences between two texts on the same topic including written details and illustrations when development appropriate.</p>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li>I can tell how two texts on the same topic are alike and different.</li> </ul>	<ul style="list-style-type: none"> <li>How are two texts on the same topic alike and different?</li> </ul>	
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<p>Phonics and Word Recognition  <b>1.FL.PWR.3</b> Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <ul style="list-style-type: none"> <li>a. Know the sound-spelling correspondence for common consonant digraphs.</li> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Know the final <i>-e</i> and common vowel team conventions for representing long vowel sounds, including r-controlled vowels.</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>f. Read words with inflectional endings.</li> <li>g. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p>Read grade-level decodable text with purpose and understanding.</p>	<p>English Language Development  Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can decode regularly spelled one-syllable words.</li> <li><input type="checkbox"/> I can read and spell words with common</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How do you spell ____ word?</li> <li><input type="checkbox"/> Does this word follow the (phonics) rule_____?</li> <li><input type="checkbox"/> What is the phonics</li> </ul>	
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		<p>consonant digraphs.</p> <ul style="list-style-type: none"> <li>I can read final-e, long vowel words.</li> <li>I can read vowel team, long vowel words.</li> <li>I can read words with inflectional endings (-s, ed, -ing)</li> <li>I can read first grade sight words.</li> </ul>	<p>rule for final e?</p> <ul style="list-style-type: none"> <li>What is the phonics rule for vowel teams?</li> <li>How do you decode words with inflectional endings?</li> <li>What are some first grade sight words?</li> </ul>	<p><a href="http://z.com/commoncore/?grade1">z.com/commoncore/?grade1</a>  <a href="http://www.tampareads.com">www.tampareads.com</a>  <a href="http://www.fcrr.org/studentactivities/01.htm">www.fcrr.org/studentactivities/01.htm</a></p>
<p>Fluency  <b>1.FL.F.5</b> Read with sufficient accuracy and fluency to support comprehension.  a. Read grade-level text with purpose and understanding.  b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li>I can read in a shared or guided reading with understanding.</li> <li>I can read with purpose and understanding. I can read orally with accuracy, fluency, and with expression.</li> <li>I can correct myself to understand what I am reading.</li> </ul>	<ul style="list-style-type: none"> <li>Why did you choose this book? What did you learn from the story you read?</li> <li>Are you a fluent reader who uses reading strategies?</li> <li>What are the traits for a good reader?</li> </ul>	<p>Decodable and Sight Word Readers  <a href="http://www.starfall.com">www.starfall.com</a>  <a href="http://www.readingbear.org">www.readingbear.org</a>  <a href="http://www.readinga-z.com">www.readinga-z.com</a>  <a href="http://www.learningpage.com">www.learningpage.com</a>  <a href="http://www.readingrockets.org">www.readingrockets.org</a>  <a href="http://www.readinglady.com">www.readinglady.com</a>  <a href="http://www.readworks.org/books/readaloud">www.readworks.org/books/readaloud</a></p>

<p><b>1.W.TTP.3</b> With prompting and support write narratives recounting event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure</p>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li>I can write a narrative that names a topic, supplies facts, and provides a sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How do you write a narrative?</li> </ul>	
<p>Production and Distribution of Writing</p> <p><b>1.W.PDW.4</b> With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>1.W.PDW.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.</p>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li>I can use suggestions from adults and peers to improve my writing.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How do good writers improve their writing?</li> </ul>	
<p><b>1.W.PDW.6</b> With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.</p>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li>I can use a variety of digital tools to write and print.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What digital tools help you write and print?</li> <li><input type="checkbox"/> Can you collaborate to produce and publish writing using digital tools?</li> </ul>	
<p>Research to Build and Present Knowledge</p> <p><b>1.W.RBPK.7</b> Participate in shared research and writing projects, such as exploring a number of “how to” books on a given topic and using them to write a sequence of instructions.</p>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li>I can work with others to research and write a project.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What are the steps for working with others to research and write a project?</li> </ul>	

<p><b>1.WRBPK.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li>• I can recall information from sources to answer a question.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What information from sources can you remember to answer a question?</li> </ul>	
<p>Speaking and Listening-Comprehension &amp; Collaboration <b>1.SL.CC.1</b> Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1<sup>st</sup> grade topics and texts.</p>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li>• I can participate in discussions using appropriate speaking, listening, and interactive group skills.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How do you have a discussion with another peer?</li> <li><input type="checkbox"/> What are the rules for peer discussion?</li> </ul>	

<p><b>1.SL.CC.2</b> Ask and answer questions about key details</p>	<p>English Language Development Standard 2:</p>	<ul style="list-style-type: none"> <li>I can follow established rules for group discussions</li> </ul> <p>I can ask and answer questions in response to a speaker or read aloud.</p>	<p>□ How can you support your peers?</p> <p>Why do good readers ask questions while they read or listen to a text?</p>	
<p>in a text read aloud or information presented orally or through other media.</p> <p>Presentation of Knowledge &amp; Ideas <b>1.SL.PKI.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Areas.</p>	<ul style="list-style-type: none"> <li>I can describe people,</li> </ul>	<p>□ Describe what happens when___?</p>	

		places, things and events in complete sentences.	<input type="checkbox"/> Explain your feelings when____. <input type="checkbox"/> Explain how this makes you feel	
<b>1.SL.PK.1.6</b> With prompting and support, speak in complete sentences when appropriate to task and situation.	English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<input type="checkbox"/> I can speak in complete sentences when appropriate.	<input type="checkbox"/> When appropriate, can you speak in complete sentences?	
<p>Language- Conventions of Standard English</p> <p><b>1.FL.SC.6</b> Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>a. Use common, proper, and possessive nouns.</p> <p>b. Use singular and plural nouns with correct verbs in basic sentences.</p> <p>c. Use personal, possessive, and indefinite pronouns. (e.g., I, me, they, them, their, etc.)</p> <p>d. Use verbs to convey a sense of past, present, and future.</p> <p>e. Use frequently occurring adjectives.</p> <p>f. Use frequently occurring conjunctions. (e.g., <i>and, but, or, so, because</i>)</p> <p>g. Use articles and demonstratives.</p> <p>h. Use frequently occurring prepositions such as <i>during, beyond, and toward</i>.</p> <p>i. Produce and expand simple and compound declarative, interrogative, imperative, and</p>	English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<input type="checkbox"/> I can print upper and lowercase letters legibly. <input type="checkbox"/> I can capitalize the first word in a sentence, the pronoun, I , and names of people. <input type="checkbox"/> I can use singular <input type="checkbox"/> I can speak in complete sentences. <input type="checkbox"/> I can write a simple sentence that expresses a complete idea in response to a prompt. <input type="checkbox"/> I can produce simple declarative and interrogative sentences. <input type="checkbox"/> I can write or talk about the past, present, and future by using verbs. <input type="checkbox"/> I can use pronouns like	<input type="checkbox"/> What conventions do we use when writing and speaking to ensure understanding? <input type="checkbox"/> printing letters? <input type="checkbox"/> common, proper and possessive nouns? <input type="checkbox"/> Singular and plural nouns with matching verbs? <input type="checkbox"/> personal, possessive and indefinite pronouns? <input type="checkbox"/> verbs to convey past, present and future? <input type="checkbox"/> frequently occurring adjectives? <input type="checkbox"/> ...frequently occurring	Language Conventions

<p>exclamatory sentences in response to prompts.</p> <ul style="list-style-type: none"><li>j. Capitalize names of people and dates.</li><li>k. End sentences with correct punctuation.</li><li>l. Use commas in dates and to separate single words in a series.</li></ul>				<p><a href="http://www.fcrr.org/studentactivities/01.htm">www.fcrr.org/studentactivities/01.htm</a></p>
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		<p><i>I, me, my, they, them, their.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use common adjectives and adverbs.</li> <li><input type="checkbox"/> I can use common linking words like <i>and, but or, so and because.</i></li> <li><input type="checkbox"/> I can combine words such as <i>the,a,this and that</i> with other words.</li> <li><input type="checkbox"/> I can combine words such as <i>during, beyond, above and toward</i> with other words.</li> <li><input type="checkbox"/> I can produce compound sentences.</li> <li><input type="checkbox"/> I can produce imperative sentences with a prompt.</li> </ul>	<p>conjunctions?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ...determiners?</li> <li><input type="checkbox"/> ...frequently occurring prepositions?</li> </ul>	
<p><b>Word Composition</b>  <b>1.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <ul style="list-style-type: none"> <li>a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends.</li> <li>b. Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y,</li> </ul>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can spell grade level words correctly using word walls or picture dictionaries.</li> <li><input type="checkbox"/> I can spell sight words.</li> <li><input type="checkbox"/> I can spell words using phonetic knowledge.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What conventions do we use when writing to ensure understanding?</li> <li><input type="checkbox"/> What conventions do we use when writing to ensure accuracy?....</li> <li><input type="checkbox"/> ...phonetically spell untaught words?</li> <li><input type="checkbox"/> What do we include in a complete sentence?</li> </ul>	<p><a href="http://www.spellingcity.com">www.spellingcity.com</a></p>

<p>and <i>r</i>-controlled vowels.</p> <p>c. Spell words with inflectional endings.</p> <p>d. Spell two-syllable words that end in <i>-y</i> or <i>-ly</i>, are compounds, or have two closed syllables.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>f. Write many common, frequently used words and some irregular words.</p> <p>g. Print all upper and lowercase letters.</p>				
<p>Vocabulary Acquisition</p> <p><b>1.FL.VA.7a</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ii. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>iii. Identify frequently occurring root words and their inflectional forms.</p>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can determine the meaning of a word or phrase by looking for clues in a sentence.</li> <li><input type="checkbox"/> I can use parts of a</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How do we use sentence-level context as a clue to word or phrase meaning?</li> </ul>	<p>Vocabulary interactives</p> <p><a href="http://www.vocabularyva-z.org">www.vocabularyva-z.org</a> (see ELLs)-free</p>

		<p>word I recognize as clues to the meaning of the word.</p> <ul style="list-style-type: none"> <li>• I can understand different versions of the same word such as look, looks, looking, and looked.</li> <li>• I can identify root words.</li> </ul>		
<p><b>1.FL.VA.7b</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>i. Sort words into categories to gain a sense of the concepts the categories represent.</li> <li>ii. Define words by category and by one or more key attributes.</li> <li>iii. Identify real-life connections between words and their use.</li> <li>iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.</li> </ul>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li>• I can recognize and use grade-appropriate vocabulary within context.</li> <li>• I can sort words into categories.</li> <li>• I can define one word by listing other words that describe it.</li> <li>• I can provide real-world examples of words.</li> <li>• I can describe how similar verbs or adjectives have slightly different meanings.</li> <li>• I can use roots and their inflectional forms (look, looks, looking)</li> <li>• I can choose or act out verbs or adjectives by</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How does figurative language and word relationship help in understanding word meanings?</li> <li><input type="checkbox"/> How does sorting words in to categories help gain a sense of word concepts?</li> <li><input type="checkbox"/> How does defining words by key attributes help understanding word relationships?</li> <li><input type="checkbox"/> How does identifying real-life connections between words help with word understanding?</li> <li><input type="checkbox"/> How does distinguishing shades of meaning among verbs and adjectives help with understanding word nuances?</li> </ul>	

		shades of meaning.		
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**Figure A: The English Language Development Standards**

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