

Grades 6-8

An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. 6-8.1

- 1 with prompting and supports, use a very limited set of strategies to identify a few key words and phrases in oral communications and simple written texts **LEVEL 1**
- 2 with prompting and supports, use an emerging set of strategies to identify the main topic in oral communication and simple written texts and retell a few key details **LEVEL 2**
- 3 with guidance and supports, use a developing set of strategies to determine the central idea or theme in simple oral presentations or written text and explain how the central idea or theme is supported by specific details and summarize part of the text **LEVEL 3**
- 4 use an increasing range of strategies to determine two or more central ideas or themes in oral presentations or written text and explain how the central ideas/themes are supported by specific textual details and summarize a text **LEVEL 4**
- 5 use a wide range of strategies to determine central ideas or themes in oral presentations or written text and explain how the central ideas/themes are developed by supporting ideas or evidence and summarize a text **LEVEL 5**

An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. 6-8.2

- 1 with prompting and supports actively listen to others and participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary and present basic information and respond verbally and nonverbally to simple questions and some whquestions **LEVEL 1**
- 2 with prompting and supports, actively listen to others and participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary and present information and ideas and respond to simple questions and whquestions **LEVEL 2**
- 3 with guidance and supports, participate in conversations, discussions, and written exchanges on familiar topics and texts using academic and domain specific vocabulary and build on the ideas of others and express his or her own ideas and ask and answer relevant questions and add relevant information **LEVEL 3**

4 participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues using academic and domain specific vocabulary and build on the ideas of others and express his or her own ideas and ask and answer relevant questions and add relevant information and evidence and paraphrase the key ideas expressed **LEVEL 4**

5 participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues using academic and domain specific vocabulary and build on the ideas of others and express his or her own ideas clearly • pose and respond to relevant questions and add relevant and specific evidence and summarize the key ideas and reflect on the key ideas expressed **LEVEL 5**

An EL can speak and write about grade-appropriate complex literary and informational texts and topics. 6-8.3

1 with prompting and supports, communicate basic information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, and experiences **LEVEL 1**

2 with prompting and supports, deliver short oral presentations and compose written narratives or informational texts and use academic and domain specific vocabulary and include key details about familiar texts, topics, experiences, or events **LEVEL 2**

3 with guidance and supports, deliver short oral presentations and compose written narratives or informational texts and integrate graphics or multimedia, when useful and use academic and domain specific vocabulary and include relevant general and some specific details about familiar texts, topics, or events **LEVEL 3**

4 including relevant general and specific details, deliver oral presentations and compose written narratives or informational texts and integrate graphics or multimedia, when useful and use academic and domain specific vocabulary about a variety of texts, topics, and events **LEVEL 4**

5 including relevant details and examples to fully develop a topic, deliver oral presentations and compose written narratives or informational texts and integrate graphics or multimedia, when useful and use academic and domain specific vocabulary about a variety of texts, topics, and events **LEVEL 5**

An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence. 6-8.4

1 with prompting and supports, verbally or nonverbally express an opinion about a familiar topic using a limited number words and phrases acquired in conversations, reading, and being read to **LEVEL 1**

2 with prompting and supports, construct a claim about a familiar topic or event and give a reason to support the claim and use academic and domain specific vocabulary **LEVEL 2**

3 with guidance and supports, construct a claim about familiar topics, texts, or events and introduce the topic and provide several supporting reasons or facts in a logical order and provide a concluding statement and use academic and domain specific vocabulary **LEVEL 3**

4 construct a claim about a variety of topics, texts, or events and introduce the topic and provide sufficient evidence, reasons, or facts to support the claim and acknowledge opposing ideas and provide a concluding statement or section and use academic and domain specific vocabulary **LEVEL 4**

5 construct a claim about a variety of topics, texts, or events and introduce the topic and provide compelling and logically ordered evidence, reasons, or facts that effectively support the claim and establish a formal style and address the counterargument and provide a concluding section and use academic and domain specific vocabulary **LEVEL 5**

An EL can conduct research and evaluate and communicate findings to answer questions or solve problems. 6-8.5

1 with prompting and supports, conduct short individual or shared research projects to answer a question and gather information from a few provided sources and label collected information **LEVEL 1**

2 with prompting and supports, conduct short individual or shared research projects to answer a question and gather information from provided sources and record some data and information **LEVEL 2**

3 with guidance and supports, conduct short research projects to answer a question and gather information from a variety of provided print and digital sources and summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate and present findings to a small or large group in an oral or written text and cite sources **LEVEL 3**

4 conduct short research projects to answer a question and gather information from multiple print and digital sources and use search terms effectively and quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate and present findings in an organized oral or written text and cite sources and use a standard format for citations **LEVEL 4**

5 conduct short research projects to answer a question and gather information from multiple print and digital sources and use search terms effectively and (at Grade 8) evaluate the credibility of each source and quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate and integrate information into an organized oral or written report and cite sources and use a standard format for citations **LEVEL 5**

An EL can analyze and critique the arguments of others orally and in writing. 6-8.6

1 with prompting and supports, identify a point an author or a speaker makes **LEVEL 1**

2 with prompting and supports, identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument **LEVEL 2**

3 with guidance and supports, explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not **LEVEL 3**

4 analyze the argument and specific claims made in texts or speech and determine whether the evidence is sufficient to support the claims and cite textual evidence to support the analysis **LEVEL 4**

5 analyze and evaluate the argument and specific claims made in texts or speech/presentations and determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and cite textual evidence to support the analysis **LEVEL 5**

An EL can adapt language choices to purpose, task, and audience when speaking and writing. 6-8.7

1 with prompting and supports, use frequently occurring words and phrases and recognize the meaning of some words learned through conversations, reading, and being read to **LEVEL 1**

2 with prompting and supports, adapt language choices according to task and audience and begin to use frequently occurring general academic and content specific words and phrases in conversations and discussions **LEVEL 2**

3 with guidance and supports, adapt language choices and style according to purpose, task, and audience and use an increasing number of general academic and content-specific words and phrases in speech and short written texts and show developing control of style and tone in oral or written text **LEVEL 3**

4 adapt language choices and style according to purpose, task, and audience and use a wide range of general academic and content-specific academic words and phrases and maintain consistency in style and tone throughout most of oral or written text **LEVEL 4**

5 adapt language choices and style according to purpose, task, and audience, and use a wide variety of complex general academic and content-specific academic words to precisely express ideas and maintain an appropriate and consistent style and tone throughout an oral or written text **LEVEL 5**

An EL can determine the meaning of words and phrases in oral presentations and literary and informational text. 6-8.8

1 relying on context, visual aids, and knowledge of morphology in the native language, recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions in texts about familiar topics, experiences, or events **LEVEL 1**

2 using context, visual aids, reference materials, and knowledge of morphology in the native language, determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events **LEVEL 2**

3 using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events **LEVEL**

3

4 using context, reference materials, and an increasing knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events **LEVEL 4**

5 using context, reference materials, and knowledge of English morphology, determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events **LEVEL 5**

An EL can create clear and coherent grade-appropriate speech and text. 6-8.9

1 with prompting and supports, communicate basic information about an event or topic and use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to **LEVEL 1**

2 with prompting and supports, introduce an informational topic and explain a brief sequence of events, process, description, or compare and contrast and present one or two facts about the topic and use some commonly occurring linking words (e.g., next, because, and, also) and provide a concluding statement **LEVEL 2**

3 with guidance and supports, introduce and develop an informational topic with a few facts and details and explain a short sequence of events, process, description, comparison and contrast, or analysis and use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) and provide a concluding statement or section **LEVEL 3**

4 introduce and develop an informational topic with facts and details and explain a detailed sequence of events, process, description, comparison and contrast, or analysis and use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on) and provide a concluding section **LEVEL 4**

5 introduce and effectively develop an informational topic with facts and details explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis and use a wide variety of transitional words and phrases to show logical relationships between events and ideas and provide a concluding section **LEVEL 5**

An EL can make accurate use of standard English to communicate in grade-appropriate speech and writing. 6-8.10

1 with prompting and supports, recognize and use a small number of frequently occurring nouns, noun phrases, and verbs and understand and respond to simple questions **LEVEL 1**

2 with prompting and supports, use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases and produce simple and compound sentences **LEVEL 2**

3 with guidance and supports, use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases and recognize phrases and clauses within a sentence and produce and expand simple, compound, and a few complex sentences **LEVEL 3**

4 use an increasing number of intensive/reflexive pronouns (e.g., myself, ourselves) and verbs in the active and passive voices and recognize and explain the function on phrases and clauses within a sentence and recognize and correct most misplaced and dangling modifiers and produce and expand simple, compound, and complex sentences **LEVEL 4**

5 use intensive/reflexive pronouns and use verbs in the active and passive voices and place phrases and clauses within a sentence and recognize and correct misplaced and dangling modifiers and (at Grade 8) use verbals (e.g. gerunds, participles, and infinitives) and produce and expand simple, compound, and complex sentences **LEVEL 5**