

# Grades 6-8

## Listening and Reading

### 1 Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. 1

#### PE/E Pre-Emergent/Emergent

- 1 : identify the main topic and a few key details. 1.PE.E-1
- 2 retell a familiar text including specific details and information. 1.PE.E-2
- 3 identify similarities and differences within a text. 1.PE.E-3
- 4 identify text structures and text types. 1.PE.E-4

#### B Basic

- 1 determine the central idea or theme and explain how they are supported by using some text evidence. 1.B-1
- 2 recount specific details and information in a variety of texts. 1.B-2
- 3 identify and describe similarities and differences between multiple texts. 1.B-3
- 4 determine which text structures and text types impact the central idea or theme. 1.B-4

#### I Intermediate

- 1 analyze the central ideas and themes and justify how they are supported by using text evidence. 1.I-1
- 2 summarize a text including specific details and information. 1.I-2
- 3 compare and contrast details from multiple texts. 1.I-3
- 4 explain how structure, text type, and other elements impacts the central idea or theme. 1.I-4

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## 2 Determine the meaning of words and phrases in oral presentations and literary and informational text. 2

### PE/E Pre-Emergent/Emergent

- 1 recognize the meaning of frequently occurring words, phrases, and expressions. 2.PE.E-1
- 2 recognize the meanings of common idiomatic expressions. 2.PE.E-2
- 3 apply information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words. 2.PE.E-3

### B Basic

- 1 determine the meaning of frequently occurring academic and content specific words and phrases. 2.B-1
- 2 determine the meanings of some idiomatic expressions and figurative language (e.g., similes and proverbs) in familiar texts about a variety of topics, experiences, or events. 2.B-2
- 3 apply context clues, information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words. 2.B-3

### I Intermediate

- 1 determine the meaning of less frequently occurring words and phrases and content specific words. 2.I-1
  - 2 determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. 2.I-2
  - 3 apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words. 2.I-3
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## Speaking and Writing

### 3 Speak and write about grade appropriate complex literary and informational texts and topics. 3

#### PE/E Pre-Emergent/Emergent

- 1 deliver short oral presentations that include a few details. 3.PE/E-1
- 2 compose written narratives, using appropriate conventions, about familiar topics and experiences that include details. 3.PE/E-2
- 3 compose informational texts that include details while using appropriate conventions. 3.PE/E-3
- 4 produce phrases that identify relationships among ideas and concepts using transition words (e.g. another, for example, also, because). 3.PE/E-4

#### B Basic

- 1 deliver short oral presentations that include some details to develop a topic. 3.B-1
- 2 compose written narratives, using appropriate conventions, that include details and examples to develop a topic. 3.B-2
- 3 compose informational texts that include details to develop a topic while using appropriate conventions. 3.B-3
- 4 produce sentences to clarify relationships among ideas and concepts using appropriate transitions. 3.B-4
- 5 use examples of precise language and domain-specific vocabulary within informative texts. 3.B-5

#### I Intermediate

- 1 deliver oral presentations that include details and examples to develop a topic. 3.I-1
- 2 compose written narratives, using appropriate conventions, that include details, examples, narrative techniques, and precise language to develop a topic. 3.I-2
- 3 compose informational texts that include details and examples to develop a topic while using appropriate conventions. 3.I-3
- 4 produce sentences to clarify relationships among ideas and concepts using appropriate transitions. 3.I-4
- 5 use precise language and domain-specific vocabulary to inform about or explain the topic. 3.I-5

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#### **4 Construct grade appropriate oral and written claims and support them with reasoning and evidence. 4**

PE/E Pre-Emergent/Emergent

- 1 express an opinion on a topic. 4.PE/E-1
- 2 supply a reason that supports the opinion. 4.PE/E-2
- 3 use grade-appropriate words. 4.PE/E-3
- 4 provide a sense of closure to an argument. 4.PE/E-4

B Basic

- 1 construct a claim about a topic or text. 4.B-1
- 2 supply a reason that supports the opinion and is based on some textual evidence. 4.B-2
- 3 use grade-appropriate words and phrases. 4.B-3
- 4 provide a concluding statement to an argument. 4.B-4

I Intermediate

- 1 construct a claim about a topic or text. 4.I-1
- 2 supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge. 4.I-2
- 3 use grade-appropriate general academic and domain-specific words and phrases. 4.I-3
- 4 provide a conclusion that summarizes the argument presented. 4.I-4

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#### **5 Adapt language choices to purpose, task, and audience when speaking and writing.**

PE/E Pre-Emergent/Emergent

- 1 demonstrate a developing awareness of the need to adapt language choices to different social and academic contexts. 5.PE/E-1
- 2 use frequently occurring general academic and content-specific words and phrases to express ideas. 5.PE/E-2

B Basic

- 1 demonstrate awareness of the need to adapt language choices according to purpose, task, and audience. 5.B-1
- 2 use general academic and content-specific words and phrases to express ideas. 5.B-2

I Intermediate

- 1 adapt language choices and style (includes register) according to purpose, task, and audience. 5.I-1
  - 2 use a wide variety of general academic and content-specific words to precisely express ideas. 5.I-2
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## Listening, Speaking, Reading, and Writing

### 6 Participate in gradeappropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. 6

#### PE/E Pre-Emergent/Emergent

- 1 participate in conversations and discussions about familiar topics. 6.PE/E-1
- 2 participate in written exchanges about familiar topics. 6.PE/E-2
- 3 follow the basic rules for discussion. 6.PE/E-3
- 4 respond to simple yes-no and wh- questions. 6.PE/E-4
- 5 respond to simple yes-no and wh- questions. 6.PE/E-5
- 6 refer to previously read information on familiar topic during collaborative oral and written discussions. 6.PE/E-6

#### B Basic

- 1 participate in discussions about familiar topics and texts. 6.B-1
- 2 participate in written exchanges about familiar topics and texts. 6.B-2
- 3 follow the rules for discussion. 6.B-3
- 4 ask questions to gain information or clarify understanding. 6.B-4
- 5 contribute relevant information and evidence to collaborative oral and written discussions. 6.B-5
- 6 refer to previously read or researched information during collaborative oral and written discussions. 6.B-6

#### I Intermediate

- 1 participate in extended conversations and discussions about a variety of topics and texts. 6.I-1
- 2 participate in extended written exchanges about a variety of topics and texts. 6.I-2
- 3 express own ideas using the rules for discussion. 6.I-3
- 4 pose and respond to questions about a variety of topics and texts. 6.I-4
- 5 paraphrase key ideas expressed in collaborative oral and written discussions. 6.I-5
- 6 refer to previously read or researched information during collaborative oral and written discussions. 6.I-6

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**7 Conduct research and evaluate and communicate findings to answer questions or solve problems. 7**

**PE/E** Pre-Emergent/Emergent

- 1 gather information from provided resources to answer a question. **7.PE/E-1**
- 2 record some information/ observations in simple notes. **7.PE/E-2**
- 3 identify sources used in research. **7.PE/E-3**

**B** Basic

- 1 gather information from multiple provided resources to answer a question. **7.B-1**
- 2 paraphrase observations/ information notes with labeled illustrations, diagrams, or other graphics, as appropriate. **7.B-2**
- 3 cite sources used in research. **7.B-3**
- 4 restate the main idea using evidence from text or presentations. **7.B-4**

**I** Intermediate

- 1 gather information from print and digital provided resources to answer a question. **7.I-1**
- 2 summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate. **7.I-2**
- 3 identify credible sources used in research and use a standard format for citations. **7.I-3**
- 4 make inferences and draw conclusions using evidence from text or presentations. **7.I-4**

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## 8 analyze and critique the arguments of others orally and in writing.

### PE/E Pre-Emergent/Emergent

- 1 identify a reason an author or speaker gives to support a main point. 8.PE/E-1
- 2 identify claims supported by reasons and evidence and those that are not. 8.PE/E-2
- 3 use words and phrases to express ideas and opinions. 8.PE/E-3

### B Basic

- 1 tell how one or two reasons support the claim an author or a speaker makes. 8.B-1
- 2 distinguish between claims that are supported by reasons and evidence from those that are not. 8.B-2
- 3 use academic words and phrases to make a claim. 8.B-3

### I Intermediate

- 1 explain how an author or speaker uses reasons and evidence to support or fail to support a claim. 8.I-1
- 2 determine and evaluate whether the evidence is sufficient to support the claims. 8.I-2
- 3 use academic and domain-specific words and phrases to make a claim. 8.I-3

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## Language

## 9 Create clear and coherent grade-appropriate speech and text.

### PE/E Pre-Emergent/Emergent

- 1 communicate simple information about a topic when writing and speaking. 9.PE/E-1
- 2 present a sequence of events in order using frequently occurring linking words (e.g., and, then) when writing and speaking. 9.PE/E-2

### B Basic

- 1 introduce and present facts about an informational topic and provide a conclusion when writing and speaking. 9.B-1
- 2 introduce and develop a sequence of events, using an increasing range of temporal and other linking words to connect, compare, and contrast ideas, and information (e.g., before, because, also) when writing and speaking. 9.B-2

### I Intermediate

- 1 introduce and develop an informational topic with facts and details and provide a concluding statement or section when writing and speaking. 9.I-1
- 2 introduce and develop a more detailed sequence of events, with a beginning, middle, and end using a variety of temporal and linking words and phrases to connect, compare, and contrast ideas, information, or events when writing and speaking. 9.I-2

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**10 Make accurate use of standard English to communicate in grade appropriate speech and writing.**

**PE/E Pre-Emergent/Emergent**

- 1 using some familiar singular and plural nouns. 10.PE/E-1
- 2 using some familiar common and proper nouns with appropriate determiners (e.g., articles and demonstratives). 10.PE/E-2
- 3 recognizing possessive nouns (e.g., That is Mary's backpack.). 10.PE/E-3
- 4 recognizing possessive nouns (e.g., That is Mary's backpack.). 10.PE/E-4
- 5 recognizing possessive nouns (e.g., That is Mary's backpack.). 10.PE/E-5
- 6 using some familiar verbs in the simple present and simple past, including irregular past forms for frequently used verbs (e.g. , had, was, went). 10.PE/E-6
- 7 using some familiar verbs in the future with "going to". 10.PE/E-7
- 8 Applying subject -verb agreement using familiar nouns and verbs. 10.PE/E-8
- 9 recognizing and use some frequently occurring adjectives (i.e. , descriptive, possessive, demonstrative). 10.PE/E-9
- 10 beginning to use some frequently occurring prepositional phrases (e.g., on the table) to provide detail (e.g., time, manner, place, cause) about a familiar activity or process . 10.PE/E-10
- 11 using some simple, frequently occurring conjunctions (e.g., and, but). 10.PE/E-11
- 12 using some simple, frequently occurring imperative sentences (e.g., Come in., Sit down.). 10.PE/E-12
- 13 using some simple, frequently occurring modals (e.g., can, could, may, might). 10.PE/E-13
- 14 beginning to use appropriate word order (subject-verb-object) in basic declarative and imperative sentences. 10.PE/E-14

**B Basic**

- 1 using an increasing range of singular and plural nouns. 10.B-1
- 2 using an increasing range of common and proper nouns with appropriate determiners (e.g., articles and demonstratives). 10.B-2
- 3 using possessive with some familiar nouns (e.g., That is Mary's backpack.). 10.B-3
- 4 using personal subject and object pronouns. 10.B-4
- 5 using verbs distinguishing present progressive and simple present. 10.B-5
- 6 using an increasing range of verbs in the simple present and simple past, including familiar irregular past forms (e.g. , ate, ran, sang). 10.B-6

- 7 using an increasing range of verbs in the future with “going to” and “will”. 10.B-7
- 8 Applying subject - verb agreement using and increasing range of nouns and verbs. 10.B-8
- 9 using an increasing number of frequently occurring adjectives (i.e. , descriptive, possessive, demonstrative). 10.B-9
- 10 using a wider range of prepositional phrases (e.g. after lunch) to provide detail (e.g., time, manner, place, cause) about a familiar or new activity or process . 10.B-10
- 11 using a wider range of frequently occurring conjunctions (e.g., and, but, because). 10.B-11
- 12 using a wider range of frequently occurring imperative sentences (e.g., Share your opinion with a classmate., Provide support using textual evidence.). 10.B-12
- 13 using a wider range of frequently occurring modals (e.g., shall, should, will, would). 10.B-13
- 14 increasingly using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences. 10.B-14

#### I Intermediate

- 1 using gradeappropriate singular and plural nouns. 10.I-1
- 2 using gradeappropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives). 10.I-2
- 3 using possessives with grade-appropriate nouns (e.g., That is Mary’s backpack.). 10.I-3
- 4 using personal (subject and object), possessive, and indefinite pronouns. 10.I-4
- 5 using verbs in the past progressive. 10.I-5
- 6 using grade - appropriate verbs in the simple present and simple past, including irregular past forms (e.g. , drank, sat, wrote). 10.I-6
- 7 using grade - appropriate verbs in the future with “going to” and “will”. 10.I-7
- 8 Applying subject - verb agreement using grade -appropriate nouns and verbs. 10.I-8
- 9 using a variety of frequently occurring adjectives (i.e. , descriptive, possessive, demonstrative). 10.I-9
- 10 using a variety of prepositional phrases (e.g. toward the playground) to provide detail (e.g., time, manner, place, cause) . 10.I-10
- 11 using frequently occurring conjunctions (e.g., and, but, or, so, because). 10.I-11
- 12 using frequently occurring imperative sentences (e.g., Share your opinion with a classmate., Provide support using textual evidence.). 10.I-12

- 13 using irregularly occurring modals (e.g., ought, had, better). 10.I-13
- 14 using appropriate word order (subject-verbobject) in declarative, imperative, and interrogative sentences. 10.I-14