

Grades 9-12 Pre-Emergent/Emergent

Receptive Communication: Listening and Reading

- 1 Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.** [EL.9-12.S1](#)
 - E-1** Identify the main topic and a few key details. [EL.9-12.S1.PE/E-1](#)
 - E-2** Retell a familiar text including specific details and information. [EL.9-12.S1.PE/E-2](#)
 - E-3** Identify key details and evidence. [EL.9-12.S1.PE/E-3](#)
 - E-4** Identify text structures and text types. [EL.9-12.S1.PE/E-4](#)
 - E-5** Establish connections between visual supports and text. [EL.9-12.S1.PE/E-5](#)
- 2 Determine the meaning of words and phrases in oral presentations and literary and informational text.** [EL.9-12.S2](#)
 - E-1** Recognize the meaning of frequently occurring words, phrases, and expressions. [EL.9-12.S2.PE/E-1](#)
 - E-2** Recognize the meanings of common idiomatic expressions. [EL.9-12.S2.PE/E-2](#)
 - E-3** Apply information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words. [EL.9-12.S2.PE/E-3](#)

Productive Communication: Speaking and Writing

- 3 Speak and write about grade appropriate complex literary and informational texts and topics.** [EL.9-12.S3](#)
 - E-1** Deliver short oral presentations that include a few details. [EL.9-12.S3.PE/E-1](#)
 - E-2** Compose written narratives using appropriate conventions about familiar topics and experiences that include details. [EL.9-12.S3.PE/E-2](#)
 - E-3** Compose informational texts that include details to develop a topic while using appropriate conventions. [EL.9-12.S3.PE/E-3](#)
 - E-4** Identify ways in which graphics or multimedia supports the topic. [EL.9-12.S3.PE/E-4](#)
- 4 Construct grade appropriate oral and written claims and support them with reasoning and evidence.** [EL.9-12.S4](#)
 - E-1** Express an opinion on a topic. [EL.9-12.S4.PE/E-1](#)

- E-2 Introduce the topic and provide a few reasons or facts to support the claim. [EL.9-12.S4.PE/E-2](#)
- E-3 Identify language indicating a contrasting opinion or viewpoint. [EL.9-12.S4.PE/E-3](#)
- E-4 Provide a sense of closure to an argument. [EL.9-12.S4.PE/E-4](#)
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5 Adapt language choices to purpose, task, and audience when speaking and writing. [EL.9-12.S5](#)

- E-1 Demonstrate a developing awareness of the need to adapt language choices to different social and academic context. [EL.9-12.S5.PE/E-1](#)
- E-2 Use frequently occurring general academic and content-specific words and phrases to express ideas. [EL.9-12.S5.PE/E-2](#)
- E-3 Demonstrate developing control of style and tone in oral or written text. [EL.9-12.S5.PE/E-3](#)
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**Interactive
Communication:
Listening, Speaking,
Reading, and Writing**

6 Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. [EL.9-12.S6](#)

- E-1 Participate in conversations and discussions about familiar topics. [EL.9-12.S6.PE/E-1](#)
- E-2 Participate in written exchanges about familiar topics. [EL.9-12.S6.PE/E-2](#)
- E-3 Follow the basic rules for discussion. [EL.9-12.S6.PE/E-3](#)
- E-4 Respond to simple yes-no and wh- questions. [EL.9-12.S6.PE/E-4](#)
- E-5 Contribute own comments to collaborative oral and written discussions about familiar topics. [EL.9-12.S6.PE/E-5](#)
- E-6 Refer to previously read information on familiar topic during collaborative oral and written discussions. [EL.9-12.S6.PE/E-7](#)
- E-7 Restate some of the key ideas expressed.
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7 Conduct research and evaluate and communicate findings to answer questions or solve problems. [EL.9-12.S7](#)

- E-1 Gather information from provided resources to answer questions. [EL.9-12.S7.PE/E-1](#)
- E-3 Record some information/ observations in simple notes. [EL.9-12.S7.PE/E-3](#)
- E-4 Cite sources used in research appropriately. [EL.9-12.S7.PE/E-4](#)
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8 Analyze and critique the arguments of others orally and in writing. [EL.9-12.S8](#)

- E-1 Identify the main argument an author or a speaker makes. [EL.9-12.S8.PE/E-1](#)
- E-2 Identify reasons an author or a speaker gives to support the argument. [EL.9-12.S8.PE/E-2](#)
- E-3 Cite textual evidence to support the analysis. [EL.9-12.S8.PE/E-3](#)

Language: Standards 9 and 10 are to be used across Standards 1-8

9 Create clear and coherent grade-appropriate speech and text. EL.9-12.S9

- E-1 Present information on a topic using frequently occurring linking words (e.g., and, then) when speaking and writing. EL.9-12.S9.PE/E-1
- E-2 Present a simple sequence of events in order using frequently occurring linking words (e.g., and, then) when speaking and writing. EL.9-12.S9.PE/E-2
- E-3 Identify signal words that indicate cause and effect. (e.g., so that, because of, since) EL.9-12.S9.PE/E-3

10 Make accurate use of standard English to communicate in grade appropriate speech and writing. EL.9-12.S10

- E-1 Use some familiar singular and plural nouns. EL.9-12.S10.PE/E-1
- E-2 Use some familiar common and proper nouns with appropriate determiners (e.g., articles and demonstratives). EL.9-12.S10.PE/E-2
- E-3 Recognize possessive nouns (e.g., That is Mary's backpack.). EL.9-12.S10.PE/E-3
- E-4 Begin to use personal subject and object pronouns EL.9-12.S10.PE/E-4
- E-5 Use familiar verbs in the present progressive. EL.9-12.S10.PE/E-5
- E-6 Use some familiar verbs in the simple present and simple past, including irregular past forms for frequently used verbs (e.g., had, was, went). EL.9-12.S10.PE/E-6
- E-7 Use some familiar verbs in the future with "going to". EL.9-12.S10.PE/E-7
- E-8 Apply subject-verb agreement using familiar nouns and verbs. EL.9-12.S10.PE/E-8
- E-9 Recognize and use some frequently occurring adjectives (i.e., descriptive, possessive, demonstrative). EL.9-12.S10.PE/E-9
- E-10 Begin 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. EL.9-12.S10.PE/E-10
- E-11 Use some simple, frequently occurring conjunctions (e.g., and, but). EL.9-12.S10.PE/E-11
- E-12 Use some simple, frequently occurring imperative sentences (e.g., Come in., Sit down.). EL.9-12.S10.PE/E-12
- E-13 Use some simple, frequently occurring modals (e.g., can, could, may, might). EL.9-12.S10.PE/E-13
- E-14 Begin to use appropriate word order (subject-verb- object) in basic declarative and imperative sentences. EL.9-12.S10.PE/E-14