

Grades 6-8

construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing

... 6-8.1

Level 1

- 1 use a very limited set of strategies to: 6-8.1.1
 - a identify a few key words and phrases in oral communications and simple written texts. 6-8.1.1.A

Level 2

- 2 use an emerging set of strategies to: 6-8.1.2
 - a identify the main topic in oral communications and simple written texts 6-8.1.2.A
- 3 retell a few key details. 6-8.1.3

Level 3

- 4 use a developing set of strategies to: 6-8.1.4
 - a determine the central idea or theme in simple oral presentations or written text 6-8.1.4.A
 - b explain how the theme is supported by specific details 6-8.1.4.B
- 5 summarize part of the text. 6-8.1.5

Level 4

- 6 use an increasing range of strategies to: 6-8.1.6
 - a determine two or more central ideas or themes in oral presentations or written text 6-8.1.6.A
 - b explain how the central ideas/themes are supported by specific textual details 6-8.1.6.B
- 7 summarize a simple text. 6-8.1.7

Level 5

- 8 use a wide range of strategies to: 6-8.1.8
 - a determine central ideas or themes in oral presentations or written text 6-8.1.8.A
 - b explain how the central ideas/themes are developed by supporting ideas or evidence 6-8.1.8.B
 - 9 summarize a text. 6-8.1.9
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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

Level 1

- 1 participate in short conversational and written exchanges on familiar topics 6-8.2.1
 - 2 present simple information 6-8.2.2
 - 3 respond to simple questions and some wh- questions 6-8.2.3
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Level 2

- 4 participate in short conversational and written exchanges on familiar topics and texts 6-8.2.4
 - 5 present information and ideas 6-8.2.5
 - 6 respond to simple questions and wh- questions. 6-8.2.6
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Level 3

- 7 participate in conversations, discussions, and written exchanges on familiar topics and texts 6-8.2.7
 - 8 build on the ideas of others 6-8.2.8
 - 9 express his or her own ideas 6-8.2.9
 - 10 ask and answer relevant questions 6-8.2.10
 - 11 add relevant information. 6-8.2.11
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Level 4

- 12 participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues 6-8.2.12
 - 13 build on the ideas of others 6-8.2.13
 - 14 express his or her own ideas 6-8.2.14
 - 15 ask and answer relevant questions 6-8.2.15
 - 16 add relevant information and evidence 6-8.2.16
 - 17 paraphrase the key ideas expressed. 6-8.2.17
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Level 5

- 18 participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues 6-8.2.18
 - 19 build on the ideas of others 6-8.2.19
 - 20 express his or her own ideas clearly 6-8.2.20
 - 21 pose and respond to relevant questions 6-8.2.21
 - 22 add relevant and specific evidence 6-8.2.22
 - 23 summarize the key ideas 6-8.2.23
 - 24 reflect on the key ideas expressed. 6-8.2.24
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An EL can ... speak and write about grade-appropriate complex literary and informational texts and topics ... 6-8.3

Level 1

- 1 communicate simple information 6-8.3.1
- 2 about familiar texts, topics, and experiences. 6-8.3.2

Level 2

- 3 deliver short oral presentations 6-8.3.3
- 4 compose written narratives or informational texts 6-8.3.4
- 5 about familiar texts, topics, experiences, or events. 6-8.3.5

Level 3

- 6 deliver short oral presentations 6-8.3.6
- 7 compose written narratives or informational texts 6-8.3.7
- 8 develop texts with some details 6-8.3.8
- 9 about familiar texts, topics, and experiences. 6-8.3.9

Level 4

- 10 deliver oral presentations 6-8.3.10
- 11 compose written narratives or informational texts 6-8.3.11
- 12 develop texts with some specific details 6-8.3.12
- 13 about a variety of texts, topics, and experiences. 6-8.3.13

Level 5

- 14 deliver oral presentations 6-8.3.14
- 15 compose written narratives or informational texts 6-8.3.15
- 16 develop texts with relevant details, ideas, or information 6-8.3.16
- 17 about a variety of texts, topics, and experiences. 6-8.3.17

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

Level 1

- 1 express an opinion about a familiar topic. 6-8.4.1

Level 2

- 2 construct a claim about a familiar topic 6-8.4.2
- 3 give a reason to support the claim. 6-8.4.3

Level 3

- 4 construct a claim about a familiar topic 6-8.4.4
- 5 introduce the topic 6-8.4.5
- 6 provide several supporting reasons or facts in a logical order 6-8.4.6
- 7 provide a concluding statement. 6-8.4.7

Level 4

- 8 construct a claim about a variety of topics 6-8.4.8
 - 9 introduce the topic 6-8.4.9
 - 10 provide sufficient reasons or facts to support the claim 6-8.4.10
 - 11 provide a concluding statement. 6-8.4.11
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Level 5

- 12 construct a claim about a variety of topics 6-8.4.12
 - 13 introduce the topic 6-8.4.13
 - 14 provide compelling and logically ordered reasons or facts that effectively support the claim 6-8.4.14
 - 15 provide a concluding statement. 6-8.4.15
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An EL can ... conduct research and evaluate findings to answer questions or solve problems ... 6-8.5

Level 1

- 1 gather information from a few provided sources 6-8.5.1
 - 2 label collected information. 6-8.5.2
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Level 2

- 3 gather information from provided sources 6-8.5.3
 - 4 record some data and information. 6-8.5.4
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Level 3

- 5 gather information from multiple provided print and digital sources 6-8.5.5
 - 6 summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate 6-8.5.6
 - 7 cite sources. 6-8.5.7
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Level 4

- 8 gather information from multiple print and digital sources 6-8.5.8
 - 9 use search terms effectively 6-8.5.9
 - 10 quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate 6-8.5.10
 - 11 cite sources 6-8.5.11
 - 12 use a standard format for citations. 6-8.5.12
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Level 5

- 13 gather information from multiple print and digital sources 6-8.5.13
- 14 use search terms effectively 6-8.5.14
- 15 (at Grade 8) evaluate the credibility of each source 6-8.5.15

- 16 quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate 6-8.5.16
- 17 cite sources 6-8.5.17
- 18 use a standard format for citations. 6-8.5.18

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

Level 1

- 1 identify a point an author or a speaker makes. 6-8.6.1

Level 2

- 2 identify the main argument an author or a speaker makes 6-8.6.2
- 3 identify one reason an author or a speaker gives to support the argument. 6-8.6.3

Level 3

- 4 explain the argument an author or a speaker makes 6-8.6.4
- 5 distinguish between claims that are supported by reasons and evidence from those that are not. 6-8.6.5

Level 4

- 6 analyze the argument and specific claims made in texts or speech 6-8.6.6
- 7 determine whether the evidence is sufficient to support the claims 6-8.6.7
- 8 cite textual evidence to support the analysis. 6-8.6.8

Level 5

- 9 analyze and evaluate the argument and specific claims made in texts or speech/presentations 6-8.6.9
- 10 determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims 6-8.6.10
- 11 cite textual evidence to support the analysis. 6-8.6.11

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

Level 1

- 1 recognize the meaning of some words learned through conversations, reading, and being read to. 6-8.7.1

Level 2

- 2 with emerging control, 6-8.7.2
 - a adapt language choices according to task and audience 6-8.7.2.A
 - b begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 6-8.7.2.B

Level 3

- 3 with developing ease, 6-8.7.3
- a adapt language choices and style according to purpose, task, and audience 6-8.7.3.A
 - b use an increasing number of general academic and content-specific words and phrases in speech and short written texts 6-8.7.3.B
 - c show developing control of style and tone in oral or written text. 6-8.7.3.C
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Level 4

- 4 with increasing ease, 6-8.7.4
- a adapt language choices and style according to purpose, task, and audience 6-8.7.4.A
 - b use a wider range of general academic and content-specific academic words and phrases 6-8.7.4.B
 - c maintain consistency in style and tone throughout most of oral or written text. 6-8.7.4.C
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Level 5

- 5 with ease, 6-8.7.5
- a adapt language choices and style according to purpose, task, and audience, 6-8.7.5.A
 - b use a wide variety of complex general academic and content-specific academic words to precisely express ideas 6-8.7.5.B
 - c maintain an appropriate and consistent style and tone throughout an oral or written text. 6-8.7.5.C
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An EL can ... determine the meaning of words and phrases in oral presentations and literary and informational text ... 6-8.8

Level 1

- 1 relying heavily on context, visual aids, and knowledge of morphology in their native language, in texts about familiar topics, experiences, or events: 6-8.8.1
- a recognize the meaning of a few frequently occurring words and simple phrases 6-8.8.1.A
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Level 2

- 2 using context, visual aids, reference materials, and knowledge of morphology in their native language, in texts about familiar topics, experiences, or events: 6-8.8.2
- a determine the meaning of frequently occurring words, phrases, and expressions 6-8.8.2.A
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Level 3

- 3 using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and roots words), in texts about familiar topics, experiences, or events: 6-8.8.3
- a determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions 6-8.8.3.A
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Level 4

- 4 using context, reference materials, and an increasing knowledge of English morphology, in texts about a variety of topics, experiences, or events. 6-8.8.4
- a determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions 6-8.8.4.A
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Level 5

- 5 using context, reference materials, and knowledge of English morphology, in texts about a variety of topics, experiences, or events: 6-8.8.5
- a determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) 6-8.8.5.A
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An EL can ... create clear and coherent grade-appropriate speech and text ... 6-8.9

Level 1

- 1 with support (including context and visual aids) and non-verbal communication, with limited control: 6-8.9.1
- a communicate simple information about an event or topic 6-8.9.1.A
- b use a narrow range of vocabulary and syntactically simple sentences 6-8.9.1.B
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Level 2

- 2 with support (including modeled sentences), with emerging control: 6-8.9.2
- a recount a brief sequence of events in order 6-8.9.2.A
- b introduce an informational topic 6-8.9.2.B
- c present one or two facts about the topic 6-8.9.2.C
- d use some commonly occurring linking words (e.g., next, because, and, also) 6-8.9.2.E
- f provide a concluding statement 6-8.9.2.F
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Level 3

- 3 with developing control 6-8.9.3
 - a recount a short sequence of events, with a beginning, middle, and end 6-8.9.3.A
 - b introduce and develop an informational topic with a few facts and details 6-8.9.3.B
 - c 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) 6-8.9.3.C
 - d provide a conclusion 6-8.9.3.D
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Level 4

- 4 with increasingly independent control 6-8.9.4
 - a recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end 6-8.9.4.A
 - b introduce and develop an informational topic with facts and details 6-8.9.4.B
 - c 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) 6-8.9.4.C
 - d provide a concluding section 6-8.9.4.D
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Level 5

- 5 recount a complex sequence of events or steps in a process, with a beginning, middle, and end 6-8.9.5
 - 6 introduce and effectively develop an informational topic with facts and details 6-8.9.6
 - 7 use a wide variety of transitional words and phrases to show logical relationships between events and ideas 6-8.9.7
 - 8 provide a concluding section. 6-8.9.8
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An EL can ... make accurate use of standard English to communicate in grade-appropriate speech and writing ... 6-8.10

Level 1

- 1 understand and respond to simple questions 6-8.10.1
 - a recognize and use a small number of frequently occurring nouns, noun phrases, and verbs 6-8.10.1.A
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Level 2

- 2 with support (including visual aids and sentences), 6-8.10.2
 - a use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases 6-8.10.2.A
 - 3 produce simple and compound sentences. 6-8.10.3
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Level 3

- 4 with support (including modeled sentences), 6-8.10.4
 - a use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases 6-8.10.4.A
 - 5 produce and expand simple, compound, and a few complex sentences. 6-8.10.5
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Level 4

- 6 use an increasing number of intensive/reflexive pronouns (e.g., myself, ourselves) and verbs in the active and passive voices 6-8.10.6
 - a place phrases and clauses within a sentence 6-8.10.6.A
 - b recognize and correct most misplaced and dangling modifiers 6-8.10.6.B
 - 7 produce and expand simple, compound, and complex sentences. 6-8.10.7
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Level 5

- 8 use intensive/ reflexive pronouns 6-8.10.8
- 9 use verbs in the active and passive voices 6-8.10.9
- 10 place phrases and clauses within a sentence 6-8.10.10
- 11 recognize and correct misplaced and dangling modifiers 6-8.10.11
- 12 produce and expand simple, compound, and complex sentences. 6-8.10.12