

Grade 6, Grade 7, Grade 8

An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. [ELP.6-8.1](#)

Level 1 Level 1: use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple written texts. [ELP.6-8.1.L1](#)

Level 2 Level 2: use an emerging set of strategies to: • identify the main topic in oral communications and simple written texts • retell a few key details. [ELP.6-8.1.L2](#)

Level 3 Level 3: use a developing set of strategies to: • determine the central idea or theme in simple oral presentations or written text • explain how the theme is supported by specific details • summarize part of the text. [ELP.6-8.1.L3](#)

Level 4 Level 4: use an increasing range of strategies to: • determine two or more central ideas or themes in oral presentations or written text • explain how the central ideas/themes are supported by specific textual details • summarize a simple text. [ELP.6-8.1.L4](#)

Level 5 Level 5: use a wide range of strategies to: • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence • summarize a text. [ELP.6-8.1.L5](#)

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. [ELP.6-8.2](#)

Level 1 Level 1: • participate in short conversational and written exchanges on familiar topics • present simple information • respond to simple questions and some wh- questions. [ELP.6-8.2.L1](#)

Level 2 Level 2: • participate in short conversational and written exchanges on familiar topics and texts • present information and ideas • respond to simple questions and wh- questions. [ELP.6-8.2.L2](#)

Level 3 Level 3: • participate in conversations, discussions, and written exchanges on familiar topics and texts • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information. [ELP.6-8.2.L3](#)

Level 4 Level 4: • participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence • paraphrase the key ideas expressed. [ELP.6-8.2.L4](#)

Level 5 Level 5: • participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly • pose and respond to relevant questions • add relevant and specific evidence • summarize the key ideas • reflect on the key ideas expressed. [ELP.6-8.2.L5](#)

An ELL can speak and write about grade-appropriate complex literary and informational texts and topics. [ELP.6-8.3](#)

Level 1 Level 1: • communicate simple information about familiar texts, topics, and experiences. [ELP.6-8.3.L1](#)

Level 2 Level 2: • deliver short oral presentations • compose written narratives or informational texts about familiar texts, topics, experiences, or events. [ELP.6-8.3.L2](#)

Level 3 Level 3: • deliver short oral presentations • compose written narratives or informational texts • develop texts with some details about familiar texts, topics, and experiences. [ELP.6-8.3.L3](#)

Level 4 Level 4: • deliver oral presentations • compose written narratives or informational texts • develop texts with some specific details about a variety of texts, topics, and experience. [ELP.6-8.3.L4](#)

Level 5 Level 5: • deliver oral presentations • compose written narratives or informational texts • develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences. [ELP.6-8.3.L5](#)

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence. [ELP.6-8.4](#)

Level 1 Level 1: • express an opinion about a familiar topic. [ELP.6-8.4.L1](#)

Level 2 Level 2: • construct a claim about a familiar topic • give a reason to support the claim. [ELP.6-8.4.L2](#)

Level 3 Level 3: • construct a claim about a familiar topic • introduce the topic • provide several supporting reasons or facts in a logical order • provide a concluding statement. [ELP.6-8.4.L3](#)

Level 4 Level 4: • construct a claim about a variety of topics • introduce the topic • provide sufficient reasons or facts to support the claim • provide a concluding statement. [ELP.6-8.4.L4](#)

Level 5 Level 5: • construct a claim about a variety of topics • introduce the topic • provide compelling and logically ordered reasons or facts that effectively support the claim • provide a concluding statement. [ELP.6-8.4.L5](#)

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems. [ELP.6-8.5](#)

Level 1 Level 1: • gather information from a few provided sources • label collected information. [ELP.6-8.5.L1](#)

Level 2 Level 2: • gather information from provided sources • record some data and information. [ELP.6-8.5.L2](#)

Level 3 Level 3: • gather information from multiple provided print and digital sources • summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate • cite sources. [ELP.6-8.5.L3](#)

Level 4 Level 4: • gather information from multiple print and digital sources • use search terms effectively • quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate • cite sources • use a standard format for citations. [ELP.6-8.5.L4](#)

Level 5 Level 5: • gather information from multiple print and digital sources • use search terms effectively • (at Grade 8) evaluate the credibility of each source • quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate • cite sources • use a standard format for citations. [ELP.6-8.5.L5](#)

An ELL can analyze and critique the arguments of others orally and in writing. [ELP.6-8.6](#)

Level 1 Level 1: • identify a point an author or a speaker makes. [ELP.6-8.6.L1](#)

Level 2 Level 2: • identify the main argument an author or a speaker makes • identify one reason an author or a speaker gives to support the argument. [ELP.6-8.6.L2](#)

Level 3 Level 3: • explain the argument an author or a speaker makes • distinguish between claims that are supported by reasons and evidence from those that are not. [ELP.6-8.6.L3](#)

Level 4 Level 4: • analyze the argument and specific claims made in texts or speech • determine whether the evidence is sufficient to support the claims • cite textual evidence to support the analysis. [ELP.6-8.6.L4](#)

Level 5 Level 5: • analyze and evaluate the argument and specific claims made in texts or speech/ presentations • determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims • cite textual evidence to support the analysis. [ELP.6-8.6.L5](#)

An ELL can adapt language choices to purpose, task, and audience when speaking and writing. [ELP.6-8.7](#)

Level 1 Level 1: • recognize the meaning of some words learned through conversations, reading, and being read to. [ELP.6-8.7.L1](#)

Level 2 Level 2: with emerging control, • adapt language choices according to task and audience • begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. [ELP.6-8.7.L2](#)

Level 3 Level 3: with developing ease, • adapt language choices and style according to purpose, task, and audience • use an increasing number of general academic and content-specific words and phrases in speech and short written texts • show developing control of style and tone in oral or written text. [ELP.6-8.7.L3](#)

Level 4 Level 4: with increasing ease, • adapt language choices and style according to purpose, task, and audience • use a wider range of general academic and content-specific academic words and phrases • maintain consistency in style and tone throughout most of oral or written text. [ELP.6-8.7.L4](#)

Level 5 Level 5: with ease, • adapt language choices and style according to purpose, task, and audience, • use a wide variety of complex general academic and content-specific academic words to precisely express ideas • maintain an appropriate and consistent style and tone throughout an oral or written text. [ELP.6-8.7.L5](#)

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text. [ELP.6-8.8](#)

Level 1 Level 1: relying heavily on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events. [ELP.6-8.8.L1](#)

Level 2 Level 2: using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events. [ELP.6-8.8.L2](#)

Level 3 Level 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. [ELP.6-8.8.L3](#)

Level 4 Level 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. [ELP.6-8.8.L4](#)

Level 5 Level 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. [ELP.6-8.8.L5](#)

An ELL can create clear and coherent grade-appropriate speech and text. [ELP.6-8.9](#)

Level 1 Level 1: with support (including context and visual aids) and non-verbal communication, • communicate simple information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences with limited control. [ELP.6-8.9.L1](#)

Level 2 Level 2: with support (including modeled sentences), • recount a brief sequence of events in order • introduce an informational topic • present one or two facts about the topic • use some commonly occurring linking words

(e.g., next, because, and, also) • provide a concluding statement with emerging control. [ELP.6-8.9.L2](#)

Level 3 Level 3: • recount a short sequence of events, with a beginning, middle, and end • introduce and develop an informational topic with a few facts and details • 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) • provide a conclusion with developing control. [ELP.6-8.9.L3](#)

Level 4 Level 4: • recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end • introduce and develop an informational topic with facts and details • 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) • provide a concluding section with increasingly independent control. [ELP.6-8.9.L4](#)

Level 5 Level 5: • recount a complex sequence of events or steps in a process, with a beginning, middle, and end • introduce and effectively develop an informational topic with facts and details • use a wide variety of transitional words and phrases to show logical relationships between events and ideas • provide a concluding section. [ELP.6-8.9.L5](#)

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing. [ELP.6-8.10](#)

Level 1 Level 1: • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions. [ELP.6-8.10.L1](#)

Level 2 Level 2: with support (including visual aids and sentences), • use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences. [ELP.6-8.10.L2](#)

Level 3 Level 3: with support (including modeled sentences), • use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases • produce and expand simple, compound, and a few complex sentences. [ELP.6-8.10.L3](#)

Level 4 Level 4: • use an increasing number of intensive/reflexive pronouns (e.g., myself, ourselves) and verbs in the active and passive voices • place phrases and clauses within a sentence • recognize and correct most misplaced and dangling modifiers • produce and expand simple, compound, and complex sentences. [ELP.6-8.10.L4](#)

Level 5 Level 5: • use intensive/reflexive pronouns • use verbs in the active and passive voices • place phrases and clauses within a sentence • recognize and correct misplaced and dangling modifiers • produce and expand simple, compound, and complex sentences. [ELP.6-8.10.L5](#)

Standard