

# Grades 9-12

An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. 9-12.1

- 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 oral and written texts **LEVEL 1**
- 2 with prompting and supports, use an emerging set of strategies to: identify the main topic and retell a few key details in oral presentations and simple oral and written texts and explain how details support the main topic **LEVEL 2**
- 3 with guidance and supports, use a developing set of strategies to: determine the central idea or theme in oral presentations and written texts and explain how the theme is developed by specific details in the texts and summarize parts of the text **LEVEL 3**
- 4 use an increasing range of strategies to: determine two central ideas or themes in oral presentations and written texts and analyze the development of the themes/ideas and cite specific details and evidence from the texts to support the analysis • summarize a text **LEVEL 4**
- 5 use a wide range of strategies to: determine central ideas or themes in presentations and written texts and analyze the development of the themes/ideas and cite specific details and evidence from the texts to support the analysis 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. 9-12.2

- 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 yes/no questions and some wh- questions **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, 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 restate some of the key ideas expressed **LEVEL 3**

---

**4** participate in conversations, discussions, and written exchanges on a range 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 and support points with specific and relevant evidence and ask and answer questions to clarify ideas and conclusions and summarize the key points expressed **LEVEL 4**

---

**5** participate in extended conversations, discussions, and written exchanges on a range of substantive 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 and persuasively and refer to specific and relevant evidence from texts or research to support his or her ideas and ask and answer questions that probe reasoning and claims and summarize the key points and evidence discussed **LEVEL 5**

---

**An EL can speak and write about grade-appropriate complex literary and informational texts and topics. 9-12.3**

**1** with prompting and supports, communicate 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 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 mix of familiar and new texts, topics, or events **LEVEL 3**

---

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

---

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

---

**An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence. 9-12.4**

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

---

**2** with prompting and supports, construct a claim about familiar topics or events and introduce the topic and give a reason to support the claim and provide a concluding statement and use academic and domain specific vocabulary **LEVEL 2**

---

**3** with guidance and supports, construct a claim about familiar topics 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 and use academic and domain specific vocabulary **LEVEL 3**

---

**4** construct a claim about a variety of topics or events and introduce the topic and provide logically ordered reasons or facts that effectively support the claim and establish a formal style and address the counterargument and provide a concluding statement or section and use academic and domain specific vocabulary **LEVEL 4**

---

**5** construct a substantive claim about a variety of topics or events and introduce the claim and distinguish it from a counterclaim and provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim and provide a conclusion that summarizes the argument presented 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. **9-12.5**

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

---

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

---

**3** with guidance and supports, conduct short research projects to answer a question and gather information from multiple provided print and digital sources and evaluate the reliability of each source and paraphrase key information in a short written or oral report and include illustrations, diagrams, or other graphics, when useful and provide a list of sources **LEVEL 3**

---

**4** conduct both short and more sustained research projects to answer a question and gather and synthesize information from multiple print and digital sources and use search terms effectively and evaluate the reliability of each source and integrate information into an organized oral or written report and cite sources appropriately **LEVEL 4**

---

**5** conduct both short and more sustained research projects to answer a question or solve a problem and gather and synthesize information from multiple print and digital sources and use advanced search terms effectively and evaluate the reliability of each source and analyze and integrate information into a clearly organized oral or written text and cite sources appropriately **LEVEL 5**

---

An EL can analyze and critique the arguments of others orally and in writing. **9-12.6**

**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 speaker makes and identify one reason an author or a speaker gives to support the argument **LEVEL 2**

---

  - 3** with guidance and supports, explain the reasons an author or a speaker gives to support a claim and distinguish between claims that are supported by evidence from those that are not and cite textual evidence to support the analysis **LEVEL 3**

---

  - 4** analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance and determine whether the evidence is sufficient to support the claim and cite textual evidence to support the analysis **LEVEL 4**

---

  - 5** analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance and determine whether the evidence is sufficient to support the claim and cite specific textual evidence to thoroughly support the analysis **LEVEL 5**
- 

**An EL can adapt language choices to purpose, task, and audience when speaking and writing.** 9-12.7

- 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 to task and audience with emerging control and use some frequently occurring general academic and content-specific words in conversation and discussion **LEVEL 2**

---

  - 3** with guidance and supports, adapt language choices and style according to purpose, task, and audience with developing ease and use an increasing number of general academic and content-specific words and expressions in speech and written text 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 wider range of complex general academic and content-specific words and phrases and adopt and maintain a formal style in speech and writing, as appropriate **LEVEL 4**

---

  - 5** adapt language choices and style according to purpose, task, and audience with ease and use a wide variety of complex general academic and content-specific words and phrases and employ both formal and more informal styles effectively, as appropriate **LEVEL 5**
- 

**An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.** 9-12.8

- 1** relying on context, visual aids, and knowledge of morphology in their native language, recognize the meaning of a few frequently occurring words, 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 their native language, determine the meaning of frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events **LEVEL 2**

---

  - 3** using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root 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, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events **LEVEL 4**

---

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

**An EL can create clear and coherent grade-appropriate speech and text.** 9-12.9

- 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 provide facts about the topic and use common linking words to connect events and ideas (e.g., first, next, because) provide a concluding statement **LEVEL 2**

---

- 3** with guidance and supports, introduce and develop an informational topic with 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, as a result) and provide a concluding statement or section **LEVEL 3**

---

- 4** introduce and develop an informational topic with facts, details, and evidence and explain a detailed sequence of events, process, description, comparison and contrast, or analysis and use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas and provide a concluding section **LEVEL 4**

---

**5** introduce and effectively develop an informational topic with facts, details, and evidence and explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis and use complex and varied transitions to link the major sections of text and speech and to clarify relationships among 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.** 9-

12.10

**1** with prompting and supports, recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions and understand and respond to simple yes/no questions about familiar topics **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 about familiar topics **LEVEL 2**

---

**3** with guidance and supports, use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) and use simple clauses (e.g., independent, dependent, relative, adverbial) and produce and expand simple, compound and a few complex sentences **LEVEL 3**

---

**4** use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) and use increasingly complex clauses and recognize parallel structure and produce and expand simple, compound, and complex sentences **LEVEL 4**

---

**5** use complex phrases and clauses use parallel structure and produce and expand simple, compound, and complex sentences **LEVEL 5**

---