

1. Listening

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Demonstrate comprehension of high-frequency, concrete vocabulary, including cognates, with support of pictures, gestures, and realia.	1. Demonstrate comprehension of high-frequency vocabulary, including multiple-meaning words, with support of graphic organizers and modeling.	1. Demonstrate comprehension of grade-level and content-specific vocabulary, including commonly used idioms and multiple-meaning words, with support of visuals, outlines, and context clues.	1. Demonstrate comprehension of grade-level and content-specific vocabulary, including idiomatic and figurative language, with context clues.	1. Demonstrate comprehension of grade-level and content-specific vocabulary, including idiomatic and figurative language, with minimal support.
2. Demonstrate recognition of word structure to determine the meaning of words, with support of pictures, gestures, and repetition.	2. Demonstrate recognition of word structure to determine the meaning of words, with support of visuals, actions, and modeling.	2. Demonstrate recognition of word structure to determine the meaning of words, with visual support and context clues.	2. Demonstrate recognition of word structure to determine the meaning of words, using context clues.	2. Use word structure to determine the meaning of words.
Pronunciation and Intonation Patterns				
3. Demonstrate recognition of regular phonemes, phonemic patterns, and minimal pairs.	3. Demonstrate recognition of regular and irregular phonemes and phonemic patterns in context.	3. Distinguish regular and irregular phonemic patterns.	3. Apply knowledge of phonemes and phonemic patterns to decode multisyllabic words.	3. Apply knowledge of phonemes and phonemic patterns to comprehend and infer meaning.
4. Demonstrate recognition of pronunciation patterns that affect meaning including rising or falling intonation in questions and statements.	4. Demonstrate recognition of pronunciation patterns that affect meaning including stress, rhythm, and intonation in simple statements, questions, and exclamations.	4. Demonstrate recognition of pronunciation patterns that affect meaning including stress, rhythm, and intonation in a variety of verbal messages.	4. Demonstrate recognition of pronunciation patterns that affect meaning including pacing, intonation, and pitch in a variety of verbal messages.	4. Analyze pronunciation patterns that convey meaning and expression.

1. Listening

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Oral Instructions, Questions, and Prompts				
5. Respond appropriately to simple instructions containing modeled one-step directions to complete grade-level tasks, supported by visual and/or non-verbal cues.	5. Respond appropriately to instructions given orally to complete grade-level tasks containing modeled two-step directions, supported by simplified speech, repetition, and visual or non-verbal cues.	5. Respond appropriately to multi-step instructions and ask questions to complete grade-level tasks, with support.	5. Respond appropriately to complex instructions, questions and prompts to complete grade-level tasks, with occasional support.	5. Respond appropriately to lengthy and complex instructions, questions and prompts to complete grade-level tasks, with minimal support.
Comprehension of Information Presented Orally				
6. Demonstrate listening comprehension of familiar content, presented with simplified speech and visual support, by responding non-verbally or performing tasks with pictures and single words.	6. Demonstrate listening comprehension of a topic and details about familiar information, presented with simplified speech and visual support.	6. Demonstrate listening comprehension of topic, details, and main idea about familiar and unfamiliar information, presented in normal speech, with visual support.	6. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with occasional support.	6. Demonstrate comprehension skills for a variety of listening purposes and settings, including figurative language and idiomatic expressions, by performing grade-level tasks, with minimal support.
Conversations and Discussions				
7. Demonstrate comprehension of routine social interactions by attending to the speaker nonverbally.	7. Demonstrate comprehension of social interactions by attending to the speaker and responding verbally and non-verbally.	7. Demonstrate comprehension of social and grade-level academic interactions by attending to the speaker, asking for clarification, and offering opinions during discussions.	7. Demonstrate comprehension of social grade-level academic interactions by attending to the speaker, contributing relevant comments, and relating prior knowledge during discussions.	7. Demonstrate comprehension of academic interactions in small group and whole-class discussions by listening critically for the argument, drawing conclusions, and summarizing and/or paraphrasing.

2. Speaking

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use basic, concrete grade-level content-specific vocabulary about familiar information within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete grade-level content-specific vocabulary within simple questions and statements, supported by repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with occasional visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions, within phrases, one-word responses, and memorized responses about familiar topics, with visual, non-verbal and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, supported by visual, non-verbal and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions, with visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions, with occasional visual, non-verbal and text support.	2. Use general academic vocabulary within academic discussions, with minimal support.
3. Use general vocabulary terms from all parts of speech about familiar topics, with visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within simple questions and statements, supported by visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within scaffolded interpersonal discussions, with visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

2. Speaking

Grade 6-12

	Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar					
4.	Use correct word order in modeled short phrases, highly patterned statements, and questions, with support.	4. Use correct word order in simple statements and questions, with support.	4. Use correct word order in simple and compound statements and questions, with support.	4. Control language by using correct word order in extemporaneous conversations and academic presentations, with occasional support.	4. Control language by using correct word order in a variety of complex sentences and extemporaneous conversations and academic presentations, with minimal support.
5.	Use subject-verb agreement in highly patterned simple statements, with support.	5. Use subject-verb agreement in simple statements and questions with a single subject and verb, with support.	5. Use subject-verb agreement in simple and compound statements and questions, with support.	5. Control language in conversations and academic presentations by using subject-verb agreement in simple, compound, and complex statements and questions, with occasional support.	5. Control language by using subject-verb agreement with compound subjects and verbs in conversations, conditional clauses, and academic presentations, with minimal support.
6.	Use simple present tense of common verbs, with support.	6. Use past, present, future, and progressive verb tenses, with support.	6. Use past, present, future, and progressive verb tenses of regular and irregular verbs, with support.	6. Control language by using past, present, future, progressive and conditional verb forms in extended discourse, with occasional support.	6. Control language by using past, present, future, progressive and conditional verb forms in active and passive voice in extended discourse, with minimal support.
7.	Use simple adjectives and regular plural forms of common nouns, with support.	7. Use regular and irregular plural forms of common nouns, with support.	7. Use adjectives, including comparative and superlative forms, with support.	7. Control language by using compound adjective and complex noun structures appropriately in extended discourse, with occasional support.	7. Control language by using compound adjective comparisons (more, less, most, least) with multisyllabic adjectives, with minimal support.
8.	Use simple transitional words and phrases to create a logical message within simple sentences, with support.	8. Use grade-level transitional words and phrases to create a logical message within sentences, with support.	8. Use grade-level transitional words and phrases to create a cohesive and logical message within sentences, with support.	8. Use grade-level transitional words and phrases to create cohesive and logical messages within and among sentences, with occasional support.	8. Use transitional words, phrases, and appositives to communicate cohesive and logical grade-level messages in conversations and presentations, with minimal support.

2. Speaking

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Pronunciation, Intonation				
9. Use comprehensible pronunciation, enunciation, intonation, and fluency in words, phrases, and simple sentences when repeating after a model.	9. Use comprehensible pronunciation, enunciation, intonation, and fluency in phrases and sentences when repeating after a model.	9. Use comprehensible pronunciation, enunciation, intonation, and fluency when repeating or reciting sentences in structured oral language tasks.	9. Use proper pronunciation, enunciation, intonation, fluency, and non-verbal techniques in controlled and spontaneous oral language tasks, with modeling and multimedia support.	9. Employ proper eye contact, speaking rate, volume, pronunciation, enunciation, and gestures to communicate ideas clearly and effectively, with minimal support.
Personal Information				
10. Express personal/ autobiographical information and ideas using short phrases and memorized patterns, with support such as modeled language and visual cues.	10. Express personal/ autobiographical information and ideas using simple sentences, with support such as restating modeled sentences and visual cues.	10. Express personal/ autobiographical information and ideas using sentences, with support such as sentence stems, sentence frames, and notes.	10. Express personal/ autobiographical information and ideas, including delivering oral presentations, with support such as modeling and prompting for additional detail.	10. Express personal/ autobiographical information and ideas in extemporaneous conversations and oral presentations.
11. Express opinions and feelings using short phrases and memorized patterns, with support such as modeled language and visual cues.	11. Express opinions and feelings using simple sentences, with support such as restating modeled sentences and visual cues.	11. Express opinions and feelings using sentences, with support such as sentence stems, sentence frames, and notes.	11. Express opinions and feelings with details while engaging in discussions, with support of modeling and prompting.	11. Support assertions and judgments with sound evidence.
12. Express needs and wants using short phrases and memorized patterns, with support of modeled language and visual cues.	12. Express needs and wants using simple sentences, with support of modeled sentences and visual cues.	12. Express needs and wants in sentences including a reason, with support such as sentence stems and sentence frames.	12. Express needs and wants in sentences with detail and multiple reasons supported by modeling and prompting.	12. Extemporaneously express detailed needs and wants in extended discourse using appropriate non-verbal techniques.

2. Speaking

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
13. Explain grade-level academic procedures using single words or short phrases, with support.	13. Explain grade-level academic procedures using simple sentences, with support.	13. Explain grade-level two-step academic procedures using complex sentences, with support.	13. Explain grade-level multi-step academic procedures using complex language structures, with occasional support.	13. Extemporaneously explain grade-level multi-step academic procedures using varied language and vocabulary, with minimal support.
14. Retell events, stories, and experiences using pictures, words, and short phrases, with support.	14. Retell events, stories, and experiences using simple sentences, with support.	14. Retell events, stories and experiences using complex sentences, with support.	14. Retell the main idea and details of events, stories, and experiences using complex sentences, with occasional support.	14. Retell main ideas and details of events, stories, and experiences using complex language structures, with minimal support.
15. Describe attributes of people, places, and things using simple words, short phrases, and basic adjectives, with support.	15. Describe and compare attributes of people, places, and things using adjectives in phrases and simple sentences, with support.	15. Describe and compare attributes and characteristics of people, places, and things using complex sentences, with support.	15. Describe and compare factual attributes and characteristics of people, places, and things using varied language and vocabulary, with occasional support.	15. Describe and compare factual and implied attributes and characteristics of people, places, and things using complex language structures, with minimal support.
16. Express predictions of future events using simple words and short phrases, with support.	16. Express predictions and future events using phrases and simple sentences, with support.	16. Express predictions, probability, and future events using multiple and varied sentences, with support.	16. Express predictions, probability, and future events using details and rhetorical structures, with occasional support.	16. Express predictions, probability, and future events in extended discourse with varied language and rhetorical structures, with minimal support.
17. Express cause-effect relationships using simple words or phrases, with pictures or graphic organizers for support.	17. Express cause-effect relationships using phrases and simple sentences, with support.	17. Express cause-effect relationships using varied and complex sentences, with support.	17. Express cause-effect relationships using details, signal words, and rhetorical structures, with occasional support.	17. Express cause-effect relationships in detail utilizing a variety of language and rhetorical structures, with minimal support.
18. Justify positions and persuades others to agree, using simple words or phrases, with pictures or graphic organizers for support.	18. Justify positions and persuades others to agree, using phrases and simple sentences, with support.	18. Justify positions and persuades others to agree, using varied and complex sentences, with support.	18. Justify positions and persuades others to agree, using details and rhetorical structures, with occasional support.	18. Justify positions and persuades others to agree, using a variety of language and rhetorical structures, with minimal support.

2. Speaking

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Conversations and Discussions				
19. Use basic communication strategies, including taking turns and eye contact, to participate in short interpersonal interactions and simple discussions.	19. Use communication strategies, including voice volume and proximity, to participate in short paired or small-group discussions.	19. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in grade-level academic discourse and small-group discussions.	19. Use verbal and non-verbal communication techniques, including register, in grade-level academic discourse and discussions.	19. Participate in and contributes to large-and small-group collaboration for a variety of assigned and self-selected purposes.
20. Ask modeled questions to gain basic information and clarify academic content.	20. Ask simple questions to gain basic information and clarify academic content.	20. Ask modeled complex questions to gain basic information and clarify academic content.	20. Initiate questions to gain information and clarify academic content.	20. Ask appropriate questions for clarification and extension.

3. Reading

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Connect Written Text and Spoken Language				
1. Apply phonics to decode words with letter combinations, including rhymes, digraphs, blends, and special vowel patterns.	1. Apply phonetic skills to decode words and break words into familiar parts.	1. Apply a variety of phonetic skills to read unfamiliar words.	1. Maintain mastery of skills.	1. Maintain mastery of skills.
2. Read high-frequency words, and simple phrases, with support.	2. Read high-frequency words within simple text, with occasional support.	2. Read and comprehends grade-level high-frequency words automatically, with minimal support.	2. Maintain mastery of skills.	2. Maintain mastery of skills.
Vocabulary and Symbols				
3. Determine the meaning of cognates and new vocabulary/ phrases in literary and informational text by examining illustrations and text features, with support.	3. Determine the meaning of new content-specific vocabulary in literary and informational text by examining illustrations, text features, and re-reading, with support.	3. Determine the meaning of new content-specific vocabulary in literary and informational texts by using text features, re-reading, and using context clues, with support.	3. Acquire new vocabulary through independent reading, re-reading, using context clues, and using dictionaries within a variety of literary and informational texts, with occasional support.	3. Develop and apply new vocabulary by using appropriate and effective strategies within a variety of literary and informational texts, with minimal support.
4. Identify and sort common words into categories, with visual support.	4. Identify common antonyms, synonyms, and homophones, with support of visuals and dictionaries.	4. Classify and categorize increasingly complex words, with occasional support.	4. Demonstrate knowledge of word relationships and categories to determine the meaning of content-specific vocabulary, with support of visuals, glossaries, and dictionaries.	4. Demonstrate knowledge of word relationships and categories to determine the meaning of content-specific vocabulary, with minimal support.
5. Use word structure to determine meanings of words, including singular/plural and present/past tense, with support.	5. Use word structure to determine meanings of words, basic compound words and contractions, with support.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes/suffixes and root words, with support.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes/suffixes and root words, with occasional support.	5. Use word structure to determine the meanings of words, with minimal support.
6. Demonstrate comprehension of multiple-meaning words, with support.	6. Determine the meaning of common idioms and multiple-meaning words, with support.	6. Use idioms and grade-level multiple-meaning words to interpret meaning, with support.	6. Determine the meaning of idioms, figurate language, and grade-level multiple-meaning words in context, with occasional support.	6. Use context to determine the meanings of words and phrases, with minimal support.

3. Reading

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Informational and Literary Texts				
7. Identify the organization and format of common texts, including letters and e-mails.	7. Identify the organization and format of common texts, including short stories and personal narratives.	7. Identify the organization and formats of common texts, including newspaper, magazine, and online articles.	7. Identify the organization and formats of common texts, including dialogues and poems.	7. Identify the organization and formats of texts and their purposes.
8. Identify the organizational patterns of words and phrases in informational text, with support.	8. Identify the organizational patterns of short informational text, with support.	8. Identify the organizational patterns of informational text using signal words and context clues within a variety of text structures, with support.	8. Identify the main idea and organizational pattern of informational texts, with occasional support.	8. Identify and analyze the organizational patterns of texts such as text structures, main idea, and supporting details, with minimal support.
9. Match key vocabulary related to the main idea in simplified informational text, using visual support, cognates, and dictionaries.	9. Identify facts in simplified informational text, using visual support, cognates, and dictionaries.	9. Identify main ideas in informational text, using visual support, cognates, and dictionaries.	9. Restates the main idea and supporting details in informational texts.	9. Summarize or paraphrase in informational text or a portion of the text.
10. Identify elements of simplified literary texts, including characters and setting, with support.	10. Identify elements of literary texts, including the sequence of events, with support.	10. Identify relationships between and among characters, setting, and sequence of events of literary texts, with support.	10. Identify and explain structural features and universal themes of literary text, with occasional support.	10. Distinguish features among types of grade-appropriate narrative texts, with minimal support.
11. Follow short, simple written directions with visual cues.	11. Follow written directions and prompts with simple language structures.	11. Follow written multi-step directions and prompts with simple language structures.	11. Follow multi-step written directions, with occasional support.	11. Follow multi-step directions, with minimal support.

3. Reading

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Fluency				
12. Identify word order in simple sentence patterns.	12. Recognize how word order affects meaning in simple affirmative and negative sentences.	12. Demonstrate how word order affects meaning in simple and compound sentences and questions.	12. Interpret how word order affects meaning in declarative, interrogative, imperative, and exclamatory sentences.	12. Interpret how word order affects meaning in compound and complex sentences and questions.
13. Recognize how end punctuation conveys meaning, with modeling.	13. Recognize how end punctuation and commas conveys meaning, with modeling.	13. Use punctuation cues to guide meaning and expression, with modeling.	13. Use punctuation cues, including quotation marks and apostrophes, to guide meaning and expression, with modeling.	13. Apply punctuation cues to guide meaning and expression.
14. Imitate the rhythm of speech in emergent oral reading of familiar text, with modeling.	14. Imitate the rhythm of speech in emergent oral reading with familiar text.	14. Read expressively with appropriate pace, phrasing, intonation, and rhythm of speech with familiar text and modeling.	14. Read expressively with appropriate pace, phrasing, intonation, and rhythm of speech with familiar text.	14. Read expressively with appropriate pace, phrasing, intonation, and rhythm of speech.

3. Reading

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<p>15. Prepare for reading (including surveying and previewing the text, making connections and predictions) by answering simple questions using non-verbal responses, familiar words and phrases, with support.</p>	<p>15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering simple questions about the topic and illustrations using modeled sentence frames and illustrations, with support.</p>	<p>15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by making comments and asking questions about the text, with support.</p>	<p>15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with occasional support.</p>	<p>15. Select and apply appropriate strategies to prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with minimal support.</p>
<p>16. During reading, demonstrate comprehension of simplified text about familiar content, including visualizing what was read by dramatizing and illustrating.</p>	<p>16. During reading, demonstrate comprehension of simplified text, including using modeled sentence frames, graphic organizers or other note-taking techniques, to record important ideas or information.</p>	<p>16. During reading, demonstrate comprehension of modified text by asking and answering questions about the text, and making, confirming, or adjusting predictions, with support.</p>	<p>16. During reading, demonstrate comprehension of grade-level text, including periodically paraphrasing important ideas or information, with occasional support.</p>	<p>16. During reading, select and apply appropriate strategies to demonstrate comprehension of grade-level text, including periodically paraphrasing important ideas or information, with minimal support.</p>
<p>17. Use resources to assist with reading tasks, including illustrated word banks, and dictionaries, with support.</p>	<p>17. Use resources to assist with reading tasks, including dictionaries, with support.</p>	<p>17. Use resources to assist with reading tasks, including footnotes, glossaries, and dictionaries, with support.</p>	<p>17. Use resources, including thesauruses and dictionaries, to assist with reading tasks, with occasional support.</p>	<p>17. Use a variety of resources to confirm definitions and gather further information about words and concepts, with minimal support.</p>
<p>18. Use text features, including illustrations, photographs, titles, and labels, to make meaning from text, with support.</p>	<p>18. Use text features, including bold print, font size, italics, captions, and headings, to make meaning from text, with support.</p>	<p>18. Use text features, including tables of contents, maps, timelines, graphs, and charts/tables, to make meaning from text, with support.</p>	<p>18. Use text features, including print features, graphics, and information aids, to make meaning from text, with occasional support.</p>	<p>18. Analyze text features to facilitate and extend understanding of texts, with minimal support.</p>
<p>19. After reading, demonstrate understanding of the text by identifying what is directly stated in the text, with support.</p>	<p>19. Demonstrate understanding of the text by answering factual questions, with support.</p>	<p>19. Demonstrate understanding of the text by identifying and explaining the main idea, with support.</p>	<p>19. Demonstrate understanding of the text by identifying and explaining the main idea, and drawing inferences and/or conclusions, with occasional support.</p>	<p>19. Demonstrate understanding of the text by summarizing, paraphrasing, drawing inferences and/or conclusions, with minimal support.</p>

4. Writing

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use limited vocabulary (concrete nouns, subject and object pronouns, verbs to express action or state of being, phrasal verbs, adjectives, prepositions of time, sequence and location) about familiar information in short responses and simple sentences, with support.	1. Use basic vocabulary (possessive and demonstrative pronouns, helping verbs, modifiers including adjectives, articles, and adverbs) within simple paragraphs, with support.	1. Use adequate content-specific vocabulary, such as multiple meaning words and technical terms, with support.	1. Use extensive content-specific vocabulary, such as abstract terms and figurative language, with occasional support.	1. Use comprehensive content-specific vocabulary to accurately communicate complex ideas and concepts, with minimal support.
2. Use limited academic vocabulary, including content-specific vocabulary and terms used as academic language functions, within short responses and simple sentences, with support.	2. Use basic academic vocabulary, including content-specific vocabulary and terms used as academic language functions, within simple paragraphs, with support.	2. Use adequate academic vocabulary, including content-specific vocabulary, multiple meaning words and technical terms within writing, with support.	2. Use extensive academic vocabulary, including content-specific vocabulary, abstract terms and figurative language, with occasional support.	2. Use comprehensive academic and content-specific vocabulary to accurately communicate when writing about complex ideas and concepts, with minimal support.
3. Use limited vocabulary in simple sentences and drawings in a variety of genres, with support.	3. Use basic general vocabulary to write simple paragraphs about familiar topics in a variety of genres, with support.	3. Use adequate content-specific vocabulary to write in a variety of genres, with support.	3. Use extensive content-specific vocabulary to write in a variety of genres, with occasional support.	3. Use comprehensive content-specific vocabulary to accurately communicate in a variety of genres, with minimal support.

4. Writing

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
4. Use correct word order in modeled short phrases, highly-patterned sentences and questions, with support.	4. Use correct word order in simple sentences and questions that include modifiers (such as articles, adjectives, and adverbs), with support.	4. Use correct word order to compose more complex sentences and questions by using independent and dependent clauses, with support.	4. Use correct word order in complex sentences and questions with adverbial and relative clauses, with occasional support.	4. Use correct word order when composing in a variety of modes, with minimal support.
5. Use noun-pronoun agreement to compose highly-patterned sentences, with support	5. Use noun-pronoun agreement to compose simple sentences, with support.	5. Use noun-pronoun agreement to compose more complex sentences by using independent and dependent clauses, with support.	5. Use noun-pronoun agreement in complex sentences with adverbial and relative clauses, with occasional support.	5. Use noun-pronoun agreement when composing in a variety of modes, with minimal support.
6. Use subject-verb agreement to compose highly-patterned sentences, with support.	6. Use subject-verb agreement to compose simple sentences, with support.	6. Use subject-verb agreement to compose more complex sentences by using independent and dependent clauses, with support.	6. Use subject-verb agreement in complex sentences with adverbial and relative clauses, with occasional support.	6. Use subject-verb agreement when composing in a variety of modes, with minimal support.
7. Use simple present tense of regular and high-frequency irregular verbs to compose highly-patterned sentences and questions, with support.	7. Use simple and progressive forms of past, present, and future tenses of regular and high-frequency irregular verbs to compose simple sentences and questions, with support.	7. Use simple, progressive and perfect tenses of regular and irregular verbs to compose more complex sentences and questions, with support.	7. Use all verb tenses and the conditional mood to compose, with occasional support.	7. Use consistent and appropriate verb tenses to compose a variety of texts using active and passive voices, with minimal support.
8. Use simple transitional words and phrases to compose highly-patterned sentences, with support.	8. Use simple transitional words and phrases to compose simple sentences, with support.	8. Use content-specific transitional words and phrases to move from one idea to the next in composing complex sentences and short paragraphs, with support.	8. Use transitional words and phrases to compose a cohesive message within and among sentences and paragraphs, with occasional support.	8. Use appropriate transitional words and phrases to compose and connect paragraphs, with minimal support.

4. Writing

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Writing Conventions				
9. Use appropriate end punctuation, with support.	9. Use appropriate end punctuation and apostrophes, with support.	9. Use end punctuation, commas, and apostrophes, with support.	9. Use punctuation, including quotation marks, colons, and semi-colons, with occasional support.	9. Use appropriate punctuation in a variety of writing, with minimal support.
10. Use capitalization for the first word of a sentence, the pronoun I, and names, with support.	10. Use capitalization, including frequently used abbreviations and titles, with support.	10. Use capitalization in proper nouns, with support.	10. Use capitalization appropriately in a direct quotation, with occasional support.	10. Use appropriate capitalization in a variety of writing, with minimal support.
11. Spell high-frequency words and simple content-specific words that follow a pattern, with support.	11. Spell simple and content-specific words, with support.	11. Spell content-specific words, with support.	11. Spell grade-level and content-specific words, with occasional support.	11. Use appropriate spelling in a variety of writing, with minimal support.
Personal Information				
12. Express personal and autobiographical information with limited command of content-specific vocabulary and language structures, using single words, short phrases, modeled sentence patterns, and/or illustrations, with support.	12. Express personal and autobiographical information with basic command of content-specific vocabulary and language structures, using simple sentences or a short paragraph addressing topic, audience, and purpose, with support.	12. Using the writing process, express personal and autobiographical information with adequate command of content-specific vocabulary and language structures, in paragraphs or short essays, using organizational structures, including topic with details, audience, and purpose, with support.	12. Using the writing process, express personal and autobiographical information with extensive command of content-specific vocabulary and language structures, using organizational structures, including topic with details, audience, and purpose, with occasional support.	12. Using the writing process, express personal and autobiographical information, using comprehensive content-specific vocabulary and language structures, using organizational structures, including topic with details, audience, and purpose, with minimal support.
13. Express ideas, opinions and feelings with limited command of content-specific vocabulary and language structures, using single words, short phrases, modeled sentence patterns and/or illustrations, with support.	13. Express ideas, opinions and feelings with basic command of content-specific vocabulary and language structures, using simple sentences or a short paragraph, with support.	13. Using the writing process, express ideas, opinions and feelings with adequate command of content-specific vocabulary and language structures, in paragraphs or short essays, using organizational structures, including relevant reasons, with support.	13. Using the writing process, express ideas, opinions and feelings with extensive command of content-specific vocabulary and language structures, using organizational structures, including relevant reasons, with occasional support.	13. Using the writing process, express ideas, opinions and feelings, with comprehensive topical content-specific vocabulary and language structures, using organizational structures, including significant and relevant reasons to agree or disagree with an idea, with minimal support.

4. Writing

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
14. Explain content-specific academic procedures with limited command of vocabulary and language structures, using single words, short phrases, and/or illustrations, with support.	14. Explain content-specific academic procedures with basic command of vocabulary and language structures, using simple sentences, with support.	14. Explain content-specific two-step academic procedures with adequate command of vocabulary and language structures, using simple and compound sentences, with support.	14. Explain content-specific multi-step academic procedures with extensive vocabulary and command of language structures, using complex sentences, with occasional support.	14. Explain content-specific multi-step academic procedures using comprehensive vocabulary and complex language structures, with minimal support.
15. Compose narrative text with limited command of vocabulary and language structures, using single words, short phrases, and/or illustrations, with support.	15. Compose narrative text with basic command of vocabulary and language structures, using simple sentences, with support.	15. Compose narrative text with adequate command of vocabulary and language structures, using details within simple and compound sentences, with support.	15. Compose narrative text with extensive vocabulary and command of language structures, using details within complex sentences, with occasional support.	15. Compose narrative text with comprehensive vocabulary and appropriate language structures, using details within complex language structures, with minimal support.
16. Report observations and describe attributes of people, places, and things with limited command of content-specific vocabulary and language structures, using adjectives in single words, short phrases, modeled sentence patterns, and illustrations, with support.	16. Report observations and describe, compare, and contrasts attributes of people, places, and things with basic command of content-specific vocabulary and language structures, using adjectives in phrases and signal words within simple sentences, with support.	16. Report observations and describe, compare, and contrasts attributes and characteristics of people, places, and things with adequate command of content-specific vocabulary and language structures, using transition words and phrases, signal words, and details in sentences, with support.	16. Report observations and describe, compare, and contrasts attributes and characteristics of people, places, and things with extensive command of content-specific vocabulary and language structures, using transition words and phrases, signal words, sensory details and images, with occasional support.	16. Report observations and describe, compare, and contrasts by using purposeful imagery, sensory details, active verbs, colorful adjectives, transition words and phrases, signal words, and comprehensive command of language structures, with minimal support.
17. Express predictions and future events with limited command of content-specific vocabulary and language structures, using single words, short phrases, modeled sentence patterns, and illustrations, with support.	17. Express predictions and future events with basic command of content-specific vocabulary and language structures, using phrases and simple sentences, with support.	17. Express predictions, probability, and future events with adequate command of content-specific vocabulary and language structures, using appropriate verb tenses, with support.	17. Express predictions, probability, and future events with extensive command of content-specific vocabulary and language structures, with occasional support.	17. Express predictions, probability, and future events using comprehensive content-specific vocabulary and language structures, with minimal support.

18. Express cause-effect relationships with limited command of content-specific vocabulary and language structures, using single words, phrases, illustrations, and modeled sentence patterns, with support.	18. Express cause-effect relationships with basic command of content-specific vocabulary and language structures, using signal words within simple sentences, with support.	18. Express cause-effect relationships with adequate command of content-specific vocabulary and language structures, using signal words, with support.	18. Express cause-effect relationships with extensive command of content-specific vocabulary and language structures, using signal words and phrases, with occasional support.	18. Express cause-effect relationships using comprehensive content-specific vocabulary and language structures, including appropriate signal words and phrases, with minimal support.
19. Summarize short passages of speech or text about familiar topics, with limited command of content-specific vocabulary and language structures, using single words, phrases, illustrations, and modeled sentence patterns, with support.	19. Summarize short passages of speech or text about familiar topics, with basic command of content-specific vocabulary and language structures, using phrases and simple sentences, with support.	19. Summarize or paraphrase speech or text about content-related topics, with adequate command of content-specific vocabulary and language structures, with support.	19. Summarize and paraphrase speech or text about content-related topics, with extensive command of content-specific vocabulary and language structures, with occasional support.	19. Summarize and paraphrase information from various sources about content-related topics, with comprehensive command of content-specific vocabulary and language structures, with minimal support.
20. State and justify a position using words, phrases, and modeled sentence patterns, with support.	20. State and justify a position using simple sentences to create a paragraph, with support.	20. Using the writing process, compose a persuasive essay using an appropriate organizational structure and logical arguments, with support.	20. Using the writing process, compose a persuasive essay using an appropriate organizational structure and logical arguments, with occasional support.	20. Using the writing process, compose a persuasive essay using an appropriate organizational structure and logical arguments, with minimal support.
21. Complete a graphic organizer based on a familiar topic, using words, phrases, and illustrations, with support.	21. Write a summary statement about a familiar topic based on information from a graphic organizer, using modeled sentence patterns, with support.	21. Using the writing process, summarize and paraphrase content-related information in sentences, a short paragraph, and/or multi-media presentation, with support.	21. Using the writing process, compose short research essays or papers, including evidence and cited sources, with occasional support.	21. Using the writing process, compose effective research essays and papers, including evidence and cited sources, with minimal support.