



SWEETWATER COUNTY SCHOOL DISTRICT #1

English Learners K-12 Curriculum Map

Draft June 2019

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Sweetwater County School District #1 Vision Statement

As an innovative district, united with our community, we empower and inspire ALL students to academic excellence in pursuit of their interests and passions.

Sweetwater County School District #1 Mission Statement

To provide a quality education for ALL students. The district will accomplish this by:

- making students our first priority
- utilizing community partnerships
- promoting professional excellence
- being committed to excellence in education
- providing a safe, orderly and efficient environment for learning

Sweetwater County School District No. 1 Curriculum Terms

Curriculum Term	Definition
Community Curriculum Council (CCC)	advisory council responsible for evaluating current systems and making recommendations regarding curriculum, instruction, and assessment practices
Subject Area Committee (SAC)	team of representatives from a specific subject area who will write the curriculum and common assessments
Curriculum map	what SCSD1 values and guarantees that students will learn
Purpose statement	identifies the purpose of a class
Benchmark	overall outcome for a unit
Learning target	individual skills that lead up to achieving the benchmark
Resource, textbook, program, etc.	resource adopted by the district to help teach the local curriculum
Pacing Guide	identifies when a benchmark will be taught and when it will be assessed
Proficiency Scale	a tool to show learning goals and the progression of learning for students.
Instructional Planning Resources (IPR)	organizational tool for planning lessons based on learning targets rather than days
Formative assessment	informal assessment used to direct instruction
Common Assessment	common assessment given within a benchmark by all teachers who teach the same class

How to Read the English Learners Curriculum Map

ELA Benchmark *overall outcome for an English or Language Arts unit. Wording is exactly as written in the ELA curriculum map.*

Benchmarks:

ELA Benchmark ELA1.3	
Students will ask and answer questions, retell literature, and identify the main topic of literary texts.	
Level 1	Ask and answer questions, retell literature, and identify the main topic of simplified literary texts using simple grammatical structures (e.g., words, phrases, and single sentences) that contain general content-related words and common phrases. Pictorial support, copying, and alternative response options such as gestures and sequencing pictures from the story will be necessary.
Level 2	Ask and answer questions, retell literature, and identify the main topic of simplified literary texts using phrases or short sentences with repetitive or patterned grammatical structures that contain general content-related words and common phrases with the support of sentence frames and pictures.
Level 3	Ask and answer questions, retell literature, and identify the main topic of literary texts using sentence patterns and grammatical structures that show emerging complexity and the expanded expression of one idea with specific content language and multiple-meaning words and expressions.
Level 4	Ask and answer questions, retell literature, and identify the main topic of literary texts using a variety of sentence types with compound and complex grammatical structures and specific content-area language and regional expressions.

English Language Development (ELD) Level

Learning Targets *measurable targets at which students can demonstrate achievement of the ELA benchmark.*

1st Grade English Learners

ELA Benchmark ELA1.3	
Students will ask and answer questions, retell literature, and identify the main topic of literary texts.	
Level 1	Ask and answer questions, retell literature, and identify the main topic of simplified literary texts using simple grammatical structures (e.g., words, phrases, and single sentences) that contain general content-related words and common phrases. Pictorial support, copying, and alternative response options such as gestures and sequencing pictures from the story will be necessary.
Level 2	Ask and answer questions, retell literature, and identify the main topic of simplified literary texts using phrases or short sentences with repetitive or patterned grammatical structures that contain general content-related words and common phrases with the support of sentences frames and pictures.
Level 3	Ask and answer questions, retell literature, and identify the main topic of literary texts using sentence patterns and grammatical structures that show emerging complexity and the expanded expression of one idea with specific content language and multiple-meaning words and expressions.
Level 4	Ask and answer questions, retell literature, and identify the main topic of literary texts using a variety of sentence types with compound and complex grammatical structures and specific content-area language and regional expressions.

ELA Benchmark ELA1.5	
Students will plan and create opinion pieces using conventions and grammar.	
Level 1	Plan and create an opinion writing piece that consists of simple grammatical structures (e.g., words, phrases, and single sentences) and some general content-related words from sentence frames provided by the teacher. Use of native language is acceptable.
Level 2	Plan and create an opinion writing piece that consists of phrases or short sentences using repetitive or patterned grammatical structures and some general content words and expressions with the support of sentences frames provided by the teacher.
Level 3	Plan and create an opinion writing piece that consists of more complex sentence patterns and grammatical structures, demonstrating emerging expression of multiple related reasons, using specific content language and multiple-meaning words and expressions.
Level 4	Plan and create an opinion writing piece that consists of a variety of sentence types using compound and complex grammatical structures and including specific content-area language, idioms, regional words and expressions. Organization of reasons and supporting details is evident.

ELA Benchmark ELA1.6

Students will participate in conversations presenting knowledge and ideas. Students will use the illustrations and text to describe characters, setting, events, and key ideas in literary text.

Level 1	Participate in conversations, presenting knowledge and ideas by speaking in simple grammatical structures (e.g., words, phrases, and single sentences) and using general content-related words and common phrases. Students will use the illustrations to describe characters, settings, events, and key ideas in literary text by making connections between illustrations and using simple language (e.g. one word to represent an entire idea).
Level 2	Participate in conversations, presenting knowledge and ideas by speaking in phrases or short sentences using repetitive or patterned grammatical structures that show emerging expression of ideas and using general content words and expressions. Students will use the illustrations and text to describe characters, settings, events, and key ideas in literary text by making connections between illustrations, pointing out specific words or phrases in text and using simple phrases and sentences.
Level 3	Participate in conversations, presenting knowledge and ideas by speaking in sentence patterns and grammatical structures with emerging complexity that show expanded expression of one idea or emerging expression of multiple related ideas and use specific content language. Students will use the illustrations and text to describe characters, settings, events, and key ideas in literary text.
Level 4	Participate in conversations, presenting knowledge and ideas by speaking in a variety of sentence types and using specific content-area language, idioms, regional words and expressions. Students will use the illustrations and text to describe characters, settings, events, and key ideas in literary text.

ELA Benchmark ELA1.7

Students will participate in conversations presenting knowledge and ideas. Students will use the illustrations and text to describe characters, setting, events, and key ideas in informational text.

Level 1	Participate in conversations, presenting knowledge and ideas by speaking in simple grammatical structures (e.g., words, phrases, and single sentences) and using general content-related words and common phrases. Students will use the illustrations to describe characters, settings, events, and key ideas in informational text by making connections between illustrations and using simple language (e.g. one word to represent an entire idea).
Level 2	Participate in conversations, presenting knowledge and ideas by speaking in phrases or short sentences using repetitive or patterned grammatical structures that show emerging expression of ideas and using general content words and expressions. Students will use the illustrations and text to describe characters, settings, events, and key ideas in informational text by making connections

	between illustrations, pointing out specific words or phrases in text and using simple phrases and sentences.
Level 3	Participate in conversations, presenting knowledge and ideas by speaking in sentence patterns and grammatical structures with emerging complexity that show expanded expression of one idea or emerging expression of multiple related ideas and use specific content language. Students will use the illustrations and text to describe characters, settings, events, and key ideas in literary text.
Level 4	Participate in conversations, presenting knowledge and ideas by speaking in a variety of sentence types and using specific content-area language, idioms, regional words and expressions. Students will use the illustrations and text to describe characters, settings, events, and key ideas in literary text.

ELA Benchmark ELA1.9	
Students will plan and create informative/explanatory pieces using conventions and grammar.	
Level 1	Plan and create about a specific topic in an informative/explanatory writing piece using simple grammatical structures (e.g., words, phrases, and single sentences) and some general content-related words from sentence frames provided by the teacher. Use of native language is acceptable.
Level 2	Plan and create about a specific topic in an informative/explanatory writing piece using phrases or short sentences with repetitive or patterned grammatical structures and some general content words and expressions with the support of sentences frames provided by the teacher.
Level 3	Plan and create about a specific topic in an informative/explanatory writing piece using more complex sentence patterns and grammatical structures, demonstrating emerging expression of multiple related ideas, and using specific content language and multiple-meaning words and expressions.
Level 4	Plan and create about a specific topic in an informative/explanatory writing piece using a variety of sentence types with compound and complex grammatical structures and including specific content-area language, idioms, regional words and expressions. Organization of topic, big ideas, and supporting details is evident.

ELA Benchmark ELA1.10	
Students will identify elements of literature, features of informational texts, and compare and contrast components of each type of text.	
Level 1	Identify elements of literature or features of informational texts and compare and contrast components of each type of text by speaking or writing in simple grammatical constructions (e.g., words, phrases, and single sentences) using general content-related words and common phrases. If reading, they will match words, phrases, or simple sentences with pictures to identify elements or features or place pictures within graphic organizers to compare components.

Level 2	Identify elements of literature or features of informational texts and compare and contrast components of each type of text by speaking or writing in phrases and simple or compound sentences (often repetitive patterns), using general content and everyday words and expressions. If reading, they will match words, phrases, or simple sentences with pictures to identify elements or features or place pictures within graphic organizers to compare components.
Level 3	Identify elements of literature or features of informational texts and compare and contrast components of each type of text by speaking or writing in compound and some complex sentence patterns and using specific content-area language. If reading, they can match words with descriptions or place words or phrases within graphic organizers to compare components.
Level 4	Identify elements of literature or features of informational texts and compare and contrast components of each type of text by speaking or writing in multiple sentences using a variety of sentence patterns with specific and some technical content-area language words. If reading, they can match words with descriptions or place words or phrases within graphic organizers to compare components.

ELA Benchmark ELA1.11	
Students will plan and create narrative pieces using conventions and grammar.	
Level 1	Plan and create a real or imagined narrative piece of writing using simple grammatical structures (e.g., words, phrases, and single sentences) and some general content-related words from sentence frames provided by the teacher. Use of native language is acceptable.
Level 2	Plan and create display or share a real or imagined narrative piece of writing using phrases or short sentences with repetitive or patterned grammatical structures and some general content words and expressions with the support of sentences frames provided by the teacher.
Level 3	Plan and create a real or imagined narrative piece of writing using more complex sentence patterns and grammatical structures, demonstrating expanded expression of one idea or emerging expression of multiple related ideas, and using specific content language and multiple-meaning words and expressions.
Level 4	Plan and create a real or imagined narrative piece of writing using a variety of sentence types with compound and complex grammatical structures and including specific content-area language, idioms, regional words and expressions. Organization of ideas is evident.

2nd Grade English Learners

ELA Benchmark ELA2.2	
Students will use context clues and academic vocabulary to read grade-level text	
Level 1	Use context clues, like pictures, and general content-related words and learned vocabulary to read text made up of simple grammatical constructions (e.g., words, phrases, and single sentences).
Level 2	Use context clues and general content words and expressions, including cognates, to read text consisting of multiple related ideas and details in phrases and simple or compound sentences (often repetitive).
Level 3	Use context clues and academic vocabulary (including specific content-area language, idioms, regional words and expressions) to read text consisting of a series of extended sentences and related ideas with compound and some complex sentence patterns.
Level 4	Use context clues and academic vocabulary (including specific and some technical content-area language words or expressions with multiple meanings) to read grade-level text consisting of multiple sentences and expanded related ideas with a broad range of sentence patterns with complex grammatical structures.

ELA Benchmark ELA2.3	
Students will comprehend literature, referring to text to ask and answer questions orally and in writing. Students will describe story structure and how phrases supply rhythm and meaning to a story, poem, or song.	
Level 1	Comprehend simplified literature, referring to text to ask and answer questions orally and in writing, using simple grammatical constructions (e.g., words, phrases, and single sentences) and general content-related and everyday words. Students will describe story structure using words, phrases, and single sentences with support of pictures and pre-taught story structure graphic organizers.
Level 2	Comprehend simplified literature, referring to text to ask and answer questions, using phrases and simple or compound sentences (often repetitive) and general content and everyday words and expressions. Students will describe story structure using phrases and simple sentences with support of pre-taught story structures and how phrases supply rhythm and meaning to a story, poem, or song.
Level 3	Comprehend literature, referring to text to ask and answer questions orally and in writing, using compound and some complex sentence patterns that may include specific content-area language, idioms, and regional words and expressions. Students will describe story structure and how phrases supply rhythm and meaning to a story, poem, or song in related sentences with emerging cohesion of ideas.

Level 4	Comprehend literature, referring to text to ask and answer questions orally and in writing, using a broad range of sentence patterns with complex grammatical structures with specific and some technical content-area language words or expressions with multiple meanings. Students will describe story structure and how phrases supply rhythm and meaning to a story, poem, or song, possibly using multiple sentences and expanded related ideas.
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ELA Benchmark ELA 2.5

Students will comprehend literature referring to text to demonstrate understanding of characters, setting, and plot by evaluating illustrations and words in print or digital text.

Level 1	Demonstrate comprehension of simplified literature by referring to a text to show understanding of characters, setting, and plot by evaluating illustrations and simple grammatical constructions (e.g., words, phrases, and single sentences). They will use everyday words, gestures, and underline text.
Level 2	Demonstrate comprehension of simplified literature (multiple related ideas and details in phrases and simple or compound sentences (often repetitive) and refer to a text to show understanding of characters, setting, and plot by evaluating illustrations. They will answer questions using phrases and simple or compound sentences that include general content and instructional words and expressions.
Level 3	Demonstrate comprehension of literature and refer to a text to show understanding of characters, setting, and plot by evaluating illustrations. They will answer questions using a series of extended sentences and related ideas with compound and some complex sentence patterns and specific content-area language, idioms, regional words and expressions.
Level 4	Demonstrate comprehension of literature and refer to a text to show understanding of characters, setting, and plot by evaluating illustrations. They will answer questions using a series of multiple sentences and expanded related ideas, a broad range of sentence patterns with complex grammatical structures, and specific and some technical content-area language words or expressions with multiple meanings.

ELA Benchmark ELA 2.7

Students will plan and create opinion pieces using language, grammar, and conventions.

Level 1	Plan and create an opinion writing piece that consists of simple grammatical structures (e.g., words, phrases, and single sentences) and some general content-related words from sentence frames provided by the teacher. Use of native language is acceptable.
Level 2	Plan and create an opinion writing piece that consists of phrases or short sentences using repetitive or patterned grammatical structures and some general content words and expressions with the support of sentences frames provided by the teacher.

Level 3	Plan and create an opinion writing piece that consists of more complex sentence patterns and grammatical structures, demonstrating emerging expression of multiple related reasons, using specific content language and multiple-meaning words and expressions.
Level 4	Plan and create an opinion writing piece that consists of a variety of sentence types using compound and complex grammatical structures and including specific content-area language, idioms, regional words and expressions. Organization of reasons and supporting details is evident.

ELA Benchmark ELA 2.9	
Students will comprehend informational text. Students will refer to text to ask and answer questions verbally and in writing. Students will use text features to locate information, make connections, and compare and contrast important points.	
Level 1	Compare and contrast simplified informational text. Students will refer to text to ask and answer questions verbally and in writing using simple grammatical structures (e.g., words, phrases, and single sentences with general content-related words. Students will use text features to locate information, make connections, and compare and contrast important points, all with the support of pictures, gestures, and using simplified language.
Level 2	Compare and contrast simplified informational text. Students will refer to text to ask and answer questions verbally and in writing using phrases or short sentences with repetitive or patterned grammatical structures and general content-related words and phrases that demonstrate emerging expression of ideas. Students will use text features to locate information, make connections, and compare and contrast important points, all with the support of pictures and using language structures mentioned above.
Level 3	Compare and contrast informational text. Students will refer to text to ask and answer questions verbally and in writing using sentence patterns and grammatical structures with emerging complexity and specific content language, multiple-meaning words and expressions. Students will use text features to locate information, make connections, and compare and contrast important points.
Level 4	Compare and contrast informational text. Students will refer to text to ask and answer questions verbally and in writing using a variety of sentence types with complex and compound grammatical structures and specific content language and expressions. Students will use text features to locate information, make connections, and compare and contrast important points.

ELA Benchmark ELA 2.10

Students will plan and create informative/explanatory pieces using language, grammar, and conventions and display or share their work.

Level 1	Plan, create, and display or share about a specific topic in an informative/explanatory writing piece using simple grammatical structures (e.g., words, phrases, and single sentences) and some general content-related words from sentence frames provided by the teacher. Use of native language is acceptable.
Level 2	Plan, create, and display or share about a specific topic in an informative/explanatory writing piece using phrases or short sentences with repetitive or patterned grammatical structures and some general content words and expressions with the support of sentences frames provided by the teacher.
Level 3	Plan, create, and display or share about a specific topic in an informative/explanatory writing piece using more complex sentence patterns and grammatical structures, demonstrating emerging expression of multiple related ideas, and using specific content language and multiple-meaning words and expressions.
Level 4	Plan, create, and display or share about a specific topic in an informative/explanatory writing piece using a variety of sentence types with compound and complex grammatical structures and including specific content-area language, idioms, regional words and expressions. Organization of topic, big ideas, and supporting details is evident.

ELA Benchmark ELA 2.12

Students will comprehend informational text referring to text to identify main topic and author's purpose. Students will determine the meaning of unknown words and explain how images clarify a text.

Level 1	Comprehend simplified informational text, referring to text to identify main topic and author's purpose using pictures, gestures, or simple grammatical constructions (e.g., words, phrases, and single sentences) as support for comprehension and response options. Students will use images to clarify a text and describe them with general content-related words and common phrases.
Level 2	Comprehend simplified informational text, referring to text to identify main topic and author's purpose using pictures, gestures, or phrases and simple or compound sentences (often repetitive) as support for comprehension and response options. Students will ask for clarification of unknown words explain how they used images to clarify the text with general content-related words and common phrases.
Level 3	Comprehend informational text, referring to text to identify main topic and author's purpose of text that contains a series of extended sentences and related ideas with compound and some complex sentence patterns and specific content-

	area language, idioms, and regional words and expressions. Students will determine the meaning of unknown words using pre-taught strategies and cognates and explain how images clarify a text.
Level 4	Comprehend informational text, referring to text to identify main topic and author's purpose of text that contains multiple sentences and expanded related ideas with a broad range of sentence patterns with complex grammatical structures and specific and some technical content-area words or expressions with multiple meanings. Students will determine the meaning of unknown words using pre-taught strategies and cognates and explain how images clarify a text.

ELA Benchmark ELA 2.13	
Students will plan and create real narratives, using language, grammar, and conventions and display or share their work.	
Level 1	Plan, create, and display or share a real or imagined narrative piece of writing using simple grammatical structures (e.g., words, phrases, and single sentences) and some general content-related words from sentence frames provided by the teacher. Use of native language is acceptable.
Level 2	Plan, create, and display or share a real or imagined narrative piece of writing using phrases or short sentences with repetitive or patterned grammatical structures and some general content words and expressions with the support of sentences frames provided by the teacher.
Level 3	Plan, create, and display or share a real or imagined narrative piece of writing using more complex sentence patterns and grammatical structures, demonstrating expanded expression of one idea or emerging expression of multiple related ideas, and using specific content language and multiple-meaning words and expressions.
Level 4	Plan, create, and display or share a real or imagined narrative piece of writing using a variety of sentence types with compound and complex grammatical structures and including specific content-area language, idioms, regional words and expressions. Organization of ideas is evident.

3rd Grade English Learners

ELA Benchmark ELA3.1	
Students will refer explicitly to a text to ask and answer questions both verbally and in writing. Students will identify genres and determine the importance of a text. Read fluently, using academic and domain specific vocabulary to make meaning of the text.	
Level 1	Ask and answer questions using simple grammatical structures (e.g., words, phrases, and single sentences) both verbally and in writing. Students will identify genres and underline evidence in simplified text. Students will use pictures and gestures with general content-related words to make meaning of the text.
Level 2	Ask and answer questions with emerging expression of ideas in phrases or short sentences using repetitive or patterned grammatical structures both verbally and in writing. Students will identify genres and provide evidence from simplified texts. Students will use pictures cues and general content words and expressions to make meaning of the text.
Level 3	Refer explicitly to a text to ask and answer questions using sentence patterns and grammatical structures with emerging complexity both verbally and in writing. Students will identify genres and determine the importance of a text. Students will use specific content language, multiple-meaning words and expressions, and cognates to make meaning of the text.
Level 4	Refer explicitly to the text to ask and answer questions using a variety of sentence types and compound/complex grammatical structures both verbally and in writing. Students will identify genres and determine the importance of a text. Students will use specific content-area language, idioms, regional words and expressions to make meaning of the text.

ELA Benchmark ELA3.2	
Students will use components of the writing process to plan and create a variety of written pieces, including a published piece. Students will plan and create an opinion writing piece.	
Level 1	Plan and create an opinion writing piece that consists of simple grammatical structures (e.g., words, phrases, and single sentences) and some general content-related words from sentence frames provided by the teacher. Use of native language is acceptable.
Level 2	Plan and create an opinion writing piece that consists of phrases or short sentences using repetitive or patterned grammatical structures and some general content words and expressions with the support of sentences frames provided by the teacher.
Level 3	Plan and create an opinion writing piece that consists of more complex sentence patterns and grammatical structures, demonstrating emerging expression of

	multiple related reasons, using specific content language and multiple-meaning words and expressions.
Level 4	Plan and create an opinion writing piece that consists of a variety of sentence types using compound and complex grammatical structures and including specific content-area language, idioms, regional words and expressions. Organization of reasons and supporting details is evident.

ELA Benchmark ELA3.5

Students will recount literature in sequence, including but not limited to fables, folktales, and myths. Students will determine the central message, lesson, or moral and will justify the central message of literature. Read fluently, using academic and domain specific vocabulary to make meaning of the text.

Level 1	Recount literature in sequence and determine and justify the central message, lesson, or moral of simplified text using simple grammatical constructions (e.g., words, phrases, and single sentences) and general content-related words and phrases with the support of gestures and pictures.
Level 2	Recount literature in sequence and determine and justify the central message, lesson, or moral of simplified text using phrases and simple or compound sentences (often repetitive) and general content words and expressions with the support of cognates and pictures.
Level 3	Recount literature in sequence and determine and justify the central message, lesson, or moral using a series of extended sentences in compound and some complex sentence patterns with specific content-area language, idioms, and regional words and expressions.
Level 4	Recount literature in sequence and determine and justify the central message, lesson, or moral using multiple sentences and a broad range of sentence patterns with complex grammatical structures with specific and some technical content-area language words and expressions with multiple meanings.

ELA Benchmark ELA3.6

Students will plan and create an informative/explanatory writing piece on a specific topic and will be able to verbally report on the topic.

Level 1	Plan, create, and verbally report on a specific topic in an informative/explanatory writing piece using simple grammatical structures (e.g., words, phrases, and single sentences) and some general content-related words from sentence frames provided by the teacher. Use of native language is acceptable.
Level 2	Plan, create, and verbally report on a specific topic in an informative/explanatory writing piece using phrases or short sentences with repetitive or patterned grammatical structures and some general content words and expressions with the support of sentences frames provided by the teacher.

Level 3	Plan, create, and verbally report on a specific topic in an informative/explanatory writing piece using more complex sentence patterns and grammatical structures, demonstrating emerging expression of multiple related ideas, and using specific content language and multiple-meaning words and expressions.
Level 4	Plan, create, and verbally report on a specific topic in an informative/explanatory writing piece using a variety of sentence types with compound and complex grammatical structures and including specific content-area language, idioms, regional words and expressions. Organization of topic, big ideas, and supporting details is evident.

ELA Benchmark ELA3.8	
Students will identify and explain, verbally or in writing, the main ideas and key details of a text either read by them or from information provided to them. Students will use sequence, cause/effect, and time language to describe relationships between historical events, scientific concepts, or steps in technical procedures. Read fluently, using academic and domain specific vocabulary to make meaning of the text.	
Level 1	Identify and explain, verbally or in writing, the main ideas and key details of a text either read by them or from information provided to them using simple grammatical structures (e.g., words, phrases, and single sentences) and general content-related words and phrases.
Level 2	Identify and explain, verbally or in writing, the main ideas and key details of a text either read by them or from information provided to them using phrases or short sentences with repetitive or patterned grammatical structures and general content words and expressions.
Level 3	Identify and explain, verbally or in writing, the main ideas and key details of a text either read by them or from information provided to them using more complex sentence patterns and grammatical structures and specific content language (e.g. sequence, cause/effect, and time language to describe relationships between historical events, scientific concepts, or steps in technical procedures), multiple-meaning words and expressions.
Level 4	Identify and explain, verbally or in writing, the main ideas and key details of a text either read by them or from information provided to them using a variety of sentence types with compound and complex grammatical structures and specific content-area language (e.g. sequence, cause/effect, and time language to describe relationships between historical events, scientific concepts, or steps in technical procedures), idioms and regional words and expressions.

ELA Benchmark ELA3.9

Students will conduct short research that build knowledge about a topic. Students will include text features and illustrations, use note-taking skills as well as cite resources that support their writing.

Level 1	Conduct short research using videos and pictures that builds knowledge about a topic. Students write in simple grammatical structures (e.g., words, phrases, and single sentences) and general content-related words and phrases. They will include text features and illustrations. They will use simple note-taking skills as well as cite resources that support their writing. Native language use is acceptable.
Level 2	Conduct short research using videos and pictures to support text that builds knowledge about a topic. Students will write in phrases or short sentences using repetitive or patterned grammatical structures and general content and instructional words and expressions. Students will include text features and illustrations, and use note-taking skills as well as cite resources that support their writing.
Level 3	Conduct short research that builds knowledge about a topic. Students will write in more complex sentence patterns and grammatical structures with expanded expression of one idea or emerging expression of multiple related ideas. Students will use specific content language and multiple-meaning words and expressions. Students will include text features and illustrations, and use note-taking skills as well as cite resources that support their writing.
Level 4	Conduct short research that builds knowledge about a topic. Students will write in a variety of sentence types using compound and complex grammatical structures with evidence of organization. Students will use specific content-area language, idioms and regional words and expressions. Students will include text features and illustrations, and use note-taking skills as well as cite resources that support their writing.

ELA Benchmark ELA3.10

Students will compare and contrast theme, settings, and plots of literature. Students will describe characters in the story and how their actions contribute to the sequence of events using relevant details. Students will compare and contrast main ideas and key details in informational text. Read fluently, using academic and domain specific vocabulary to make meaning of the text.

Level 1	Compare and contrast components of simplified text (both literature and informational text) using simple grammatical constructions (e.g., words, phrases, and single sentences) and general content-related words and phrases with the support of pictures, graphic organizers and gestures to make meaning of the text.
Level 2	Compare and contrast components of simplified text (both literature and informational text) using phrases and simple or compound sentences (often repetitive) and general content words and expressions with the support of

	pictures and graphic organizers to make meaning of the text. Students will describe characters in the story and how their actions contribute to the sequence of events using phrases and short sentences with pictorial support.
Level 3	Compare and contrast themes, settings, and plots of literature and the main ideas and key details of informational text in a series of extended sentences and related ideas with compound and some complex sentence patterns. They will use specific content-area language, idioms, and regional words and expressions orally and verbally. Students will describe characters in the story and how their actions contribute to the sequence of events using pictorial support. They will read with increasing fluency, using learned vocabulary in context to make meaning of the text.
Level 4	Compare and contrast themes, settings, and plots of literature and the main ideas and key details of informational text using multiple sentences and expanded related ideas in a broad range of sentence patterns with complex grammatical structures and specific and some technical content-area language words or expressions with multiple meanings. Students will describe characters in the story and how their actions contribute to the sequence of events using relevant details. They will read fluently, using learned academic and domain specific vocabulary to make meaning of the text.

ELA Benchmark ELA3.11	
Students will plan and create a real or imagined narrative piece of writing using the components of the writing process.	
Level 1	Plan and create a real or imagined narrative piece of writing using simple grammatical structures (e.g., words, phrases, and single sentences) and some general content-related words from sentence frames provided by the teacher. Use of native language is acceptable.
Level 2	Plan and create a real or imagined narrative piece of writing using phrases or short sentences with repetitive or patterned grammatical structures and some general content words and expressions with the support of sentences frames provided by the teacher.
Level 3	Plan and create a real or imagined narrative piece of writing using more complex sentence patterns and grammatical structures, demonstrating expanded expression of one idea or emerging expression of multiple related ideas, and using specific content language and multiple-meaning words and expressions.
Level 4	Plan and create a real or imagined narrative piece of writing using a variety of sentence types with compound and complex grammatical structures and including specific content-area language, idioms, regional words and expressions. Organization of ideas is evident.

4th Grade English Learners

ELA Benchmark ELA4.1 & ELA4.8	
Students will read grade level text with accuracy and fluency while applying decoding skills to comprehend text.	
Level 1	<ul style="list-style-type: none"> • Read single statements, questions, words, phrase-level grammatical structures or chunks of language • Read general content-related words • Listen to everyday social and instructional words and expressions
Level 2	<ul style="list-style-type: none"> • Read Phrases or short sentences and repetitive phrasal and sentence patterns • Read general content words to comprehend text • Listen to social and instructional words and expressions
Level 3	<ul style="list-style-type: none"> • Read and listen to short and some expanded sentences with emerging complexity • Read simple and compound grammatical structures, sentence patterns, and expressions to comprehend text • Listen to specific content language, including cognates and expressions
Level 4	<ul style="list-style-type: none"> • Read and listen to short, expanded, and complex sentences; as well as compound and grammatical structures • Read specific and some technical content-areas for comprehension • Listen to words and expressions with expressive meaning through use of idioms

ELA Benchmark ELA4.2	
Students will read, interpret, discuss, and summarize literature, both verbally and in writing.	
Level 1	<ul style="list-style-type: none"> • Write to use General content-related words, phrases, or chunks of language to represent ideas • Write using phrase-level grammatical structures and phrasal patterns
Level 2	<ul style="list-style-type: none"> • Write or speak to use Phrases or short sentences, and Formulaic grammatical structures • Write or speak using Emerging expression of ideas • Write Repetitive phrasal and sentence patterns
Level 3	<ul style="list-style-type: none"> • Write or speak short and some expanded sentences with emerging complexity of multiple related ideas • Write sentence patterns, simple and compound grammatical structures with occasional variation • Write specific content language, including cognates and expressions, or words with multiple meanings
Level 4	<ul style="list-style-type: none"> • Write or speak short, expanded, and some complex sentence and organized expression of ideas • Write or speak specific and some technical content-area language and use sentence patterns characteristic of particular content areas

	<ul style="list-style-type: none"> • Write words and expressions with expressive meaning through use of collocations and idioms across content areas
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ELA Benchmark ELA4.3	
Students will plan, create, and revise multi-paragraph opinion piece, using complete sentences and correct grammar to convey ideas and information clearly.	
Level 1	<ul style="list-style-type: none"> • Write to use Words, phrases, or chunks of language to represent ideas • Write using Phrase-level grammatical structures and Phrasal patterns • Write or speak to use instructional words and expressions
Level 2	<ul style="list-style-type: none"> • Write short sentences, as well as repetitive phrasal and sentence patterns using emerging expression of ideas • Write general words and expressions across content areas
Level 3	<ul style="list-style-type: none"> • Write or speak expanded expression of one idea or multiple related ideas across content areas • Write and speak simple sentence patterns and compound grammatical structures with occasional variation • Write specific content language, including cognates and expressions, or words with multiple meanings
Level 4	<ul style="list-style-type: none"> • Write or speak short, expanded, and some complex sentence and organized expression of ideas • Write or speak specific and some technical content-area language and utilize sentence patterns • Write words and expressions to create an opinion with expressive meaning

ELA Benchmark ELA4.4	
Students will read, interpret, discuss, and summarize informational text, both verbally and in writing.	
Level 1	<ul style="list-style-type: none"> • Write to use words, phrases, or chunks of language to represent ideas • Write using Phrase-level grammatical structures and Phrasal patterns • Write or speak to use instructional words and expressions
Level 2	<ul style="list-style-type: none"> • Write short sentences, as well as repetitive phrasal and sentence patterns using emerging expression of ideas • Write or speak general words and expressions
Level 3	<ul style="list-style-type: none"> • Write multiple related simple sentences • Write or speak to discuss an idea with details using simple sentence patterns and compound grammatical structures • Write or speak specific content language, including cognates and expressions, or words with multiple meanings
Level 4	<ul style="list-style-type: none"> • Write or speak short, expanded, and some complex sentence and organized expression of ideas • Write or speak specific and some technical content-area language and utilize sentence patterns • Write words and expressions to interpret, discuss and summarize informational text

ELA Benchmark ELA4.6

Students will plan, create, and revise multi-Paragraph informative/explanatory pieces, using complete sentences and correct grammar to convey ideas and information clearly.

Level 1	<ul style="list-style-type: none"> • Write to use words, phrases, or chunks of language to create ideas • Write using Phrase-level grammatical structures and Phrasal patterns • Write or speak to use instructional words and expressions
Level 2	<ul style="list-style-type: none"> • Write phrases or short sentences and repetitive phrasal or sentence patterns • Write or speak social and instructional words and expressions
Level 3	<ul style="list-style-type: none"> • Write or speak multiple related simple sentences • Write or speak to create ideas with details using simple sentence patterns and compound grammatical structures • Write or speak specific content language, including cognates and expressions, or words with multiple meanings
Level 4	<ul style="list-style-type: none"> • Write or speak short, expanded, and some complex sentence and organized expression of ideas • Write or speak specific and some technical content-area language and utilize sentence patterns • Write words and expressions to plan, create, and revise informative/explanatory pieces

ELA Benchmark ELA4.7

Students will interpret the text by inferring the theme and author's purpose using evidence found in Literature.

Level 1	<ul style="list-style-type: none"> • Read single statements, questions, words, phrase-level grammatical structures or chunks of language • Read general content-related words • Listen to everyday social and instructional words and expressions
Level 2	<ul style="list-style-type: none"> • Read Phrases or short sentences and repetitive phrasal and sentence patterns \ • Read general content words • Listen to social and instructional words and expressions
Level 3	<ul style="list-style-type: none"> • Read and listen to short and some expanded sentences with emerging complexity • Read simple and compound grammatical structures, sentence patterns, and expressions with multiple meanings across content areas • Listen to specific content language, including cognates and expressions
Level 4	<ul style="list-style-type: none"> • Read and listen to short, expanded, and complex sentences; as well as compound and grammatical structures • Read specific and some technical content-areas • Listen to words and expressions with expressive meaning through use of idioms

ELA Benchmark ELA4.8 & ELA4.1

Students will read grade level text with accuracy and fluency while applying decoding skills to comprehend text.

Level 1	<ul style="list-style-type: none"> • Read single statements, questions, words, phrase-level grammatical structures or chunks of language • Read general content-related words • Listen to everyday social and instructional words and expressions
Level 2	<ul style="list-style-type: none"> • Read Phrases or short sentences and repetitive phrasal and sentence patterns • Read general content words to comprehend text • Listen to social and instructional words and expressions
Level 3	<ul style="list-style-type: none"> • Read and listen to short and some expanded sentences with emerging complexity • Read simple and compound grammatical structures, sentence patterns, and expressions to comprehend text • Listen to specific content language, including cognates and expressions
Level 4	<ul style="list-style-type: none"> • Read and listen to short, expanded, and complex sentences; as well as compound and grammatical structures • Read specific and some technical content-areas for comprehension • Listen to words and expressions with expressive meaning through use of idioms

ELA Benchmark ELA4.9

Students will plan, create, and revise multi-paragraph research pieces using complete sentences and grammar to convey ideas and information clearly. Students will present their research piece, both verbally and in writing.

Level 1	<ul style="list-style-type: none"> • Write to use words, phrases, or chunks of language to represent ideas • Write using Phrase-level grammatical structures and patterns • Write or speak to create words and expressions
Level 2	<ul style="list-style-type: none"> • Write short sentences, as well as repetitive phrasal and sentence patterns using emerging expression of ideas to create pieces • Write or speak general words and expressions
Level 3	<ul style="list-style-type: none"> • Write or speak multiple related simple sentences • Write or speak to create ideas with details using simple sentence patterns and compound grammatical structures • Write or speak specific content language, including cognates and expressions, or words with multiple meanings
Level 4	<ul style="list-style-type: none"> • Write or speak short, expanded, and some complex sentence and organized expression of ideas • Write or speak specific and some technical content-area language and utilize sentence patterns • Write words and expressions to plan, create, and revise research pieces

ELA Benchmark ELA4.13

Students will plan, create, and revise multi-paragraph real and imagined narrative pieces using complete sentences and grammar to convey ideas and information clearly.

Level 1	<ul style="list-style-type: none">• Write to use words, phrases, or chunks of language to represent ideas• Write using Phrase-level grammatical structures and patterns• Write or speak to create words and expressions• expressions
Level 2	<ul style="list-style-type: none">• Write short sentences, as well as repetitive phrasal and sentence patterns using emerging expression of ideas to create pieces• Write or speak general words and expressions
Level 3	<ul style="list-style-type: none">• Write or speak multiple related simple sentences• Write or speak to create ideas with details using simple sentence patterns and compound grammatical structures• Write or speak specific content language, including cognates and expressions, or words with multiple meanings
Level 4	<ul style="list-style-type: none">• Write or speak short, expanded, and some complex sentence and organized expression of ideas• Write or speak specific and some technical content-area language and utilize sentence patterns• Write words and expressions to plan, create, and revise real and imagined narrative pieces

6th Grade English Learners

ELA Benchmark ELA6.1	
<p>Students will cite evidence in a written response to support inferences about characters within a text and analyze how those experiences compare with a variety of similar works from multiple genres. Students will use informational text for support.</p>	
Level 1	<p>Receptive Language: Students will read informational text...</p> <ul style="list-style-type: none"> • Single statements or questions • content-related idea within words, phrases, or chunks of language, general words • Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns <p>... to find evidence supporting inferences about characters. ... to analyze and compare similar works from multiple genres.</p> <hr/> <p>Expressive/Productive Language: Students will write ...</p> <ul style="list-style-type: none"> • Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes: (see bullets) • Words, phrases, or chunks of language, single words used to represent ideas • Phrase-level grammatical structures, familiar language patterns • General content-related words <p>... to cite evidence supporting inferences about characters. ... to compare similar works from multiple genres.</p>
Level 2	<p>Receptive Language: Students will read informational text ...</p> <ul style="list-style-type: none"> • Multiple related simple sentences with details, repetitive phrasal and sentence patterns • Compound grammatical structures (FANBOYS) • General content words and expressions, including cognates <p>... to find evidence supporting inferences about characters. ... to analyze and compare similar works from multiple genres.</p> <hr/> <p>Expressive/Productive Language: Students will write ...</p> <ul style="list-style-type: none"> • Some original text and text adapted from model or source text is generally comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes: (see bullets) • repetitive phrases or short sentences, emerging expression of ideas • Formulaic grammatical structures • General content words and expressions <p>... to cite evidence supporting inferences about characters. ... to compare similar works from multiple genres.</p>

<p>Level 3</p>	<p>Receptive Language: Students will read informational text...</p> <ul style="list-style-type: none"> • Discourse with a series of extended sentences and related ideas • Compound and some complex grammatical constructions and patterns • Specific content-area expressions with common collocations and idioms <p>... to find evidence supporting inferences about characters. ... to analyze and compare similar works from multiple genres.</p> <hr/> <p>Expressive/Productive Language: Students will write ...</p> <ul style="list-style-type: none"> • Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes: (see bullets) • Short and some expanded sentences of multiple related ideas with emerging complexity • Simple sentence patterns and compound grammatical structures with occasional variation • Specific content language, including cognates and multiple meaning expressions <p>... to cite evidence supporting inferences about characters. ... to compare similar works from multiple genres.</p>
<p>Level 4</p>	<p>Receptive Language: Students will read informational text...</p> <ul style="list-style-type: none"> • Connected, expanded discourse with a variety of sentences • A broad range of sentence patterns including complex grammatical structures • Specific and some technical language, expressions with multiple meanings <p>... to find evidence supporting inferences about characters. ... to analyze and compare similar works from multiple genres.</p> <hr/> <p>Expressive/Productive Language: Students will write ...</p> <ul style="list-style-type: none"> • Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes: (see bullets) • Short, expanded, compound and some complex sentences patterns • Organized expression of ideas with emerging cohesion • Specific and some technical language with expressive meaning through use of collocations and idioms <p>... to cite evidence supporting inferences about characters. ... to compare similar works from multiple genres.</p>
<p>Level 5</p>	<p>Receptive Language: Students will read informational text...</p> <ul style="list-style-type: none"> • Rich descriptive discourse with complex sentences and grammatical structures • Cohesive and organized, related ideas • Technical and abstract language with shades of meaning <p>... to find evidence supporting inferences about characters. ... to analyze and compare similar works from multiple genres.</p>

	<p>Expressive/Productive Language: Students will write ...</p> <ul style="list-style-type: none"> • Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes: • coherent expression of multiple, organized, cohesive, complex sentences • A variety of complex grammatical structures matched to purpose • Technical and abstract language with precise meaning, including content-specific collocations <p>... to cite evidence supporting inferences about characters.</p> <p>... to compare similar works from multiple genres.</p>
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<p>ELA Benchmark ELA6.2</p> <p>Students will write multi-paragraph personal narratives that address a prompt, develop events and characters through dialogue, pacing, and descriptive details. They will sequence events, use a variety of transitions, and use precise words and sensory details. Students will also demonstrate command of pronoun use, sentence variety, and dialogue punctuation while working through all stages of the writing process.</p>	
Level 1	<p>Expressive/Productive Language: Students will write ...</p> <ul style="list-style-type: none"> • Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes: (see bullets) • Words, phrases, or chunks of language used to represent ideas • Phrase-level grammatical structures, familiar language patterns • General content-related words <p>... to produce a personal narrative in a graphic organizer (that scaffolds events, characters, dialogue, transitions, word choice, and details.)</p>
Level 2	<p>Expressive/Productive Language: Students will write ...</p> <ul style="list-style-type: none"> • Some original text and text adapted from model or source text is generally comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes: (see bullets) • repetitive phrases or short sentences, emerging expression of ideas • Formulaic grammatical structures • General content words and expressions <p>... to produce a personal narrative in a graphic organizer (that scaffolds events, characters, dialogue, transitions, word choice, and details.)</p>
Level 3	<p>Expressive/Productive Language: Students will write ...</p> <ul style="list-style-type: none"> • Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes: (see bullets) • Short and some expanded sentences of multiple related ideas with emerging complexity • Simple sentence patterns and compound grammatical structures with occasional variation • Specific content language, including cognates and multiple meaning expressions

	... to produce a personal narrative in a graphic organizer (that scaffolds events, characters, dialogue, transitions, word choice, and details.)
Level 4	Expressive/Productive Language: Students will write ... <ul style="list-style-type: none"> • Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes: (see bullets) • Short, expanded, compound and some complex sentences patterns • Organized expression of ideas with emerging cohesion • Specific and some technical language with expressive meaning through use of collocations and idioms ... to produce a personal narrative.
Level 5	Expressive/Productive Language: Students will write ... <ul style="list-style-type: none"> • Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes: • coherent expression of multiple, organized, cohesive, complex sentences • A variety of complex grammatical structures matched to purpose • Technical and abstract language with precise meaning, including content-specific collocations ... to produce a personal narrative.

ELA Benchmark ELA6.3	
Students will explain how the structure of a text, character, plot, setting, and conflict contributes to the development of ideas, how key vocabulary adds to meaning, and use details to determine main ideas.	
Level 1	Expressive/Productive Language: Students will speak and/or write ... <ul style="list-style-type: none"> • Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes: (see bullets) • Words, phrases, or chunks of language used to represent ideas • Phrase-level grammatical structures, familiar language patterns • General content-related words ... to explain how structure of of text contributes to development of ideas. ... to explain how character, plot setting, and conflict contributes to development of ideas. ... to explain how key vocabulary adds to meaning. ... to explain how key vocabulary adds to meaning. ... to explain how details help to determine main idea.
Level 2	Expressive/Productive Language: Students will speak and/or write ... <ul style="list-style-type: none"> • Some original text and text adapted from model or source text is generally comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes: (see bullets) • repetitive phrases or short sentences, emerging expression of ideas • Formulaic grammatical structures • General content words and expressions

	<p>... to explain how structure of of text contributes to development of ideas.</p> <p>... to explain how character, plot setting, and conflict contributes to development of ideas.</p> <p>... to explain how key vocabulary adds to meaning.</p> <p>... to explain how key vocabulary adds to meaning.</p> <p>... to explain how details help to determine main idea.</p>
Level 3	<p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes: (see bullets) • Short and some expanded sentences of multiple related ideas with emerging complexity • Simple sentence patterns and compound grammatical structures with occasional variation • Specific content language, including cognates and multiple meaning expressions <p>... to explain how structure of of text contributes to development of ideas.</p> <p>... to explain how character, plot setting, and conflict contributes to development of ideas.</p> <p>... to explain how key vocabulary adds to meaning.</p> <p>... to explain how key vocabulary adds to meaning.</p> <p>... to explain how details help to determine main idea.</p>
Level 4	<p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes: (see bullets) • Short, expanded, compound and some complex sentences patterns • Organized expression of ideas with emerging cohesion • Specific and some technical language with expressive meaning through use of collocations and idioms and idioms across content areas <p>... to explain how structure of of text contributes to development of ideas.</p> <p>... to explain how character, plot setting, and conflict contributes to development of ideas.</p> <p>... to explain how key vocabulary adds to meaning.</p> <p>... to explain how key vocabulary adds to meaning.</p> <p>... to explain how details help to determine main idea.</p>
Level 5	<p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes: • coherent expression of multiple, organized, cohesive, complex sentences • A variety of complex grammatical structures matched to purpose • Technical and abstract language with precise meaning, including content-specific collocations <p>... to explain how structure of of text contributes to development of ideas.</p> <p>... to explain how character, plot setting, and conflict contributes to development of ideas.</p>

	<p>... to explain how key vocabulary adds to meaning.</p> <p>... to explain how key vocabulary adds to meaning.</p> <p>... to explain how details help to determine main idea.</p>
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<p>ELA Benchmark ELA6.4</p> <p>Students will analyze various types of figurative language and compare with word choices in a written work and justify why an author selects particular words and phrases as well as how it affects the meaning and tone of the text. Students will be able to determine the theme of a text.</p>	
Level 1	<p>Receptive Language: Students will read ...</p> <ul style="list-style-type: none"> • Single statements or questions • content-related idea within words, phrases, or chunks of language, general words • Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns <p>... to analyze and compare figurative language</p> <hr/> <p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes: (see bullets) • Words, phrases, or chunks of language, single words used to represent ideas • Phrase-level grammatical structures, familiar language patterns • General content-related words <p>... to justify author’s choice of figurative language</p> <p>... to tell how author’s use of said figurative language affects meaning</p>
Level 2	<p>Receptive Language: Students will read ...</p> <ul style="list-style-type: none"> • Multiple related simple sentences with details, repetitive phrasal and sentence patterns • Compound grammatical structures (i.e., FANBOYS) • General content words and expressions, including cognates <p>... to analyze and compare figurative language</p> <hr/> <p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Some original text and text adapted from model or source text is generally comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes: (see bullets) • repetitive phrases or short sentences, emerging expression of ideas • Formulaic grammatical structures • General content words and expressions <p>... to justify author’s choice of figurative language</p> <p>... to tell how author’s use of said figurative language affects meaning</p>

<p>Level 3</p>	<p>Receptive Language: Students will read ...</p> <ul style="list-style-type: none"> • Discourse with a series of extended sentences and related ideas • Compound and some complex grammatical constructions and patterns • Specific content-area expressions with common collocations and idioms <p>... to analyze and compare figurative language</p> <hr/> <p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes: (see bullets) • Short and some expanded sentences of multiple related ideas with emerging complexity • Simple sentence patterns and compound grammatical structures with occasional variation • Specific content language, including cognates and multiple meaning expressions <p>... to justify author's choice of figurative language</p> <p>... to tell how author's use of said figurative language affects meaning</p>
<p>Level 4</p>	<p>Receptive Language: Students will read ...</p> <ul style="list-style-type: none"> • Connected, expanded discourse with a variety of sentences • A broad range of sentence patterns including complex grammatical structures • Specific and some technical language, expressions with multiple meanings <p>... to analyze and compare figurative language</p> <hr/> <p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes: (see bullets) • Short, expanded, compound and some complex sentences patterns • Organized expression of ideas with emerging cohesion • Specific and some technical language with expressive meaning through use of collocations and idioms <p>... to justify author's choice of figurative language</p> <p>... to tell how author's use of said figurative language affects meaning</p>
<p>Level 5</p>	<p>Receptive Language: Students will read ...</p> <ul style="list-style-type: none"> • Rich descriptive discourse with complex sentences and grammatical structures • Cohesive and organized, related ideas • Technical and abstract language with shades of meaning <p>... to analyze and compare figurative language</p> <hr/> <p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes: • coherent expression of multiple, organized, cohesive, complex sentences

	<ul style="list-style-type: none"> • A variety of complex grammatical structures matched to purpose • Technical and abstract language with precise meaning, including content-specific collocations <p>... to justify author’s choice of figurative language</p> <p>... to tell how author’s use of said figurative language affects meaning</p>
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<p>ELA Benchmark ELA6.5</p> <p>Students will write an informative/explanatory essay that examines a specific topic. Students will convey ideas, concepts, and information through organization and analysis of relevant content. Students will look through multiple exemplars of explanatory writing in order to learn all elements of explanatory writing.</p>	
Level 1	<p>Expressive/Productive Language: Students will write ...</p> <ul style="list-style-type: none"> • Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes: (see bullets) • Words, phrases, or chunks of language, single words used to represent ideas • Phrase-level grammatical structures, familiar language patterns • General content-related words <p>... to inform and explain</p>
Level 2	<p>Expressive/Productive Language: Students will write ...</p> <ul style="list-style-type: none"> • Some original text and text adapted from model or source text is generally comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes: (see bullets) • repetitive phrases or short sentences, emerging expression of ideas • Formulaic grammatical structures • General content words and expressions <p>... to inform and explain</p>
Level 3	<p>Expressive/Productive Language: Students will write ...</p> <ul style="list-style-type: none"> • Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes: (see bullets) • Short and some expanded sentences of multiple related ideas with emerging complexity • Simple sentence patterns and compound grammatical structures with occasional variation • Specific content language, including cognates and multiple meaning expressions <p>... to inform and explain</p>
Level 4	<p>Expressive/Productive Language: Students will write ...</p> <ul style="list-style-type: none"> • Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes: (see bullets) • Short, expanded, compound and some complex sentences patterns

	<ul style="list-style-type: none"> Organized expression of ideas with emerging cohesion Specific and some technical language with expressive meaning through use of collocations and idioms <p>... to inform and explain</p>
Level 5	<p>Expressive/Productive Language: Students will write ...</p> <ul style="list-style-type: none"> Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes: coherent expression of multiple, organized, cohesive, complex sentences A variety of complex grammatical structures matched to purpose Technical and abstract language with precise meaning, including content-specific collocations <p>... to inform and explain</p>

ELA Benchmark ELA6.6	
Students will comprehend a given topic, collaborate effectively with their peers, and present information in multiple formats that show a deep understanding of topic.	
Level 1	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none"> Single statements or questions content-related idea within words, phrases, or chunks of language, general words Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns <p>... to comprehend</p>
	<p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes: (see bullets) Words, phrases, or chunks of language, single words used to represent ideas Phrase-level grammatical structures, familiar language patterns General content-related words <p>... to collaborate with peers</p> <p>... to present information in multiple formats</p>
Level 2	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none"> Multiple related simple sentences with details, repetitive phrasal and sentence patterns Compound grammatical structures (i.e., FANBOYS) General content words and expressions, including cognates <p>... to comprehend</p>
	<p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> Some original text and text adapted from model or source text is generally

	<p>comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes: (see bullets)</p> <ul style="list-style-type: none"> • repetitive phrases or short sentences, emerging expression of ideas • Formulaic grammatical structures • General content words and expressions <p>... to collaborate with peers</p> <p>... to present information in multiple formats</p>
Level 3	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none"> • Discourse with a series of extended sentences and related ideas • Compound and some complex grammatical constructions and patterns • Specific content-area expressions with common collocations and idioms <p>... to comprehend</p> <hr/> <p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes: (see bullets) • Short and some expanded sentences of multiple related ideas with emerging complexity • Simple sentence patterns and compound grammatical structures with occasional variation • Specific content language, including cognates and multiple meaning expressions <p>... to collaborate with peers</p> <p>... to present information in multiple formats</p>
Level 4	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none"> • Connected, expanded discourse with a variety of sentences • A broad range of sentence patterns including complex grammatical structures • Specific and some technical language, expressions with multiple meanings <p>... to comprehend</p> <hr/> <p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes: (see bullets) • Short, expanded, compound and some complex sentences patterns • Organized expression of ideas with emerging cohesion • Specific and some technical language with expressive meaning through use of collocations and idioms <p>... to collaborate with peers</p> <p>... to present information in multiple formats</p>
Level 5	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none"> • Rich descriptive discourse with complex sentences and grammatical structures • Cohesive and organized, related ideas

	<ul style="list-style-type: none"> • Technical and abstract language with shades of meaning ... to comprehend <hr/> <p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes: • coherent expression of multiple, organized, cohesive, complex sentences • A variety of complex grammatical structures matched to purpose • Technical and abstract language with precise meaning, including content-specific collocations ... to collaborate with peers ... to present information in multiple formats
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ELA Benchmark ELA6.7	
Students will analyze the point of view of an informational text presented in multiple forms of media, determine the author's purpose and <u>how</u> it affects the point of view of the text.	
Level 1	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none"> • Single statements or questions • content-related idea within words, phrases, or chunks of language, general words • Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns ... to analyze information presented in multiple forms ... to determine author's purpose and how it affects point of view
Level 2	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none"> • Multiple related simple sentences with details, repetitive phrasal and sentence patterns • Compound grammatical structures (i.e., FANBOYS) • General content words and expressions, including cognates ... to analyze information presented in multiple forms ... to determine author's purpose and how it affects point of view
Level 3	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none"> • Discourse with a series of extended sentences and related ideas • Compound and some complex grammatical constructions and patterns • Specific content-area expressions with common collocations and idioms ... to analyze information presented in multiple forms ... to determine author's purpose and how it affects point of view
Level 4	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none"> • Connected, expanded discourse with a variety of sentences • A broad range of sentence patterns including complex grammatical structures • Specific and some technical language, expressions with multiple meanings

	<p>... to analyze information presented in multiple forms</p> <p>... to determine author’s purpose and how it affects point of view</p>
Level 5	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none"> • Rich descriptive discourse with complex sentences and grammatical structures • Cohesive and organized, related ideas • Technical and abstract language with shades of meaning <p>... to analyze information presented in multiple forms</p> <p>... to determine author’s purpose and how it affects point of view</p>

<p>ELA Benchmark ELA6.8</p> <p>Students will introduce and make a claim by constructing an argument that uses credible sources and is supported by relevant evidence.</p>	
Level 1	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none"> • Single statements or questions • content-related idea within words, phrases, or chunks of language, general words • Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns <p>... from credible sources to construct an argument</p> <hr/> <p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes: (see bullets) • Words, phrases, or chunks of language, single words used to represent ideas • Phrase-level grammatical structures, familiar language patterns • General content-related words <p>... to construct an argument supported by evidence from credible sources</p>
Level 2	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none"> • Multiple related simple sentences with details, repetitive phrasal and sentence patterns • Compound grammatical structures (e.i., FANBOYS) • General content words and expressions, including cognates <p>... from credible sources to construct an argument</p> <hr/> <p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Some original text and text adapted from model or source text is generally comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes: (see bullets) • repetitive phrases or short sentences, emerging expression of ideas • Formulaic grammatical structures

	<ul style="list-style-type: none"> • General content words and expressions <p>... to construct an argument supported by evidence from credible sources</p>
Level 3	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none"> • Discourse with a series of extended sentences and related ideas • Compound and some complex grammatical constructions and patterns • Specific content-area expressions with common collocations and idioms <p>... from credible sources to construct an argument</p> <hr/> <p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes: (see bullets) • Short and some expanded sentences of multiple related ideas with emerging complexity • Simple sentence patterns and compound grammatical structures with occasional variation • Specific content language, including cognates and multiple meaning expressions <p>... to construct an argument supported by evidence from credible sources</p>
Level 4	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none"> • Connected, expanded discourse with a variety of sentences • A broad range of sentence patterns including complex grammatical structures • Specific and some technical language, expressions with multiple meanings <p>... from credible sources to construct an argument</p> <hr/> <p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes: (see bullets) • Short, expanded, compound and some complex sentences patterns • Organized expression of ideas with emerging cohesion • Specific and some technical language with expressive meaning through use of collocations and idioms <p>... to construct an argument supported by evidence from credible sources</p>
Level 5	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none"> • Rich descriptive discourse with complex sentences and grammatical structures • Cohesive and organized, related ideas • Technical and abstract language with shades of meaning <p>... from credible sources to construct an argument</p> <hr/> <p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes: • coherent expression of multiple, organized, cohesive, complex sentences

	<ul style="list-style-type: none"> • A variety of complex grammatical structures matched to purpose • Technical and abstract language with precise meaning, including content-specific collocations <p>... to construct an argument supported by evidence from credible sources</p>
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ELA Benchmark ELA6.9

Students will examine the various aspects of a given topic by constructing an argument that is supported by textual evidence. Students will support their arguments through a discussion with their peers and a short written response.

Level 1	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none"> • Single statements or questions • content-related idea within words, phrases, or chunks of language, general words • Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns <p>... to examine various aspects of a topic</p> <hr/> <p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes: (see bullets) • Words, phrases, or chunks of language, single words used to represent ideas • Phrase-level grammatical structures, familiar language patterns • General content-related words <p>... to construct an argument supported by textual evidence</p>
Level 2	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none"> • Multiple related simple sentences with details, repetitive phrasal and sentence patterns • Compound grammatical structures (i.e., FANBOYS) • General content words and expressions, including cognates <p>... to examine various aspects of a topic</p> <hr/> <p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Some original text and text adapted from model or source text is generally comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes: (see bullets) • repetitive phrases or short sentences, emerging expression of ideas • Formulaic grammatical structures • General content words and expressions <p>... to construct an argument supported by textual evidence</p>
Level 3	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none"> • Discourse with a series of extended sentences and related ideas

	<ul style="list-style-type: none"> • Compound and some complex grammatical constructions and patterns • Specific content-area expressions with common collocations and idioms ... to examine various aspects of a topic <hr/> <p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes: (see bullets) • Short and some expanded sentences of multiple related ideas with emerging complexity • Simple sentence patterns and compound grammatical structures with occasional variation • Specific content language, including cognates and multiple meaning expressions <p>... to construct an argument supported by textual evidence</p>
Level 4	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none"> • Connected, expanded discourse with a variety of sentences • A broad range of sentence patterns including complex grammatical structures • Specific and some technical language, expressions with multiple meanings ... to examine various aspects of a topic <hr/> <p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes: (see bullets) • Short, expanded, compound and some complex sentences patterns • Organized expression of ideas with emerging cohesion • Specific and some technical language with expressive meaning through use of collocations and idioms <p>... to construct an argument supported by textual evidence</p>
Level 5	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none"> • Rich descriptive discourse with complex sentences and grammatical structures • Cohesive and organized, related ideas • Technical and abstract language with shades of meaning ... to examine various aspects of a topic <hr/> <p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes: • coherent expression of multiple, organized, cohesive, complex sentences • A variety of complex grammatical structures matched to purpose • Technical and abstract language with precise meaning, including content-specific collocations <p>... to construct an argument supported by textual evidence</p>

ELA Benchmark ELA6.10

Students will author a short research project by investigating, examining, critiquing, and supporting their findings in a well-organized essay. They will present their findings in multiple formats.

Level 1	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none">• Single statements or questions• content-related idea within words, phrases, or chunks of language, general words• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)• Common social and instructional forms and patterns ... to research (investigate, examine, critique, find information) <hr/> <p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none">• Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes: (see bullets)• Words, phrases, or chunks of language, single words used to represent ideas• Phrase-level grammatical structures, familiar language patterns• General content-related words ... to author a short research project ... to present research
Level 2	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none">• Multiple related simple sentences with details, repetitive phrasal and sentence patterns• Compound grammatical structures (i.e., FANBOYS)• General content words and expressions, including cognates ... to research (investigate, examine, critique, find information) <hr/> <p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none">• Some original text and text adapted from model or source text is generally comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes: (see bullets)• repetitive phrases or short sentences, emerging expression of ideas• Formulaic grammatical structures• General content words and expressions ... to author a short research project ... to present research
Level 3	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none">• Discourse with a series of extended sentences and related ideas• Compound and some complex grammatical constructions and patterns• Specific content-area expressions with common collocations and idioms ... to research (investigate, examine, critique, find information)

	<hr/> <p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes: (see bullets) • Short and some expanded sentences of multiple related ideas with emerging complexity • Simple sentence patterns and compound grammatical structures with occasional variation • Specific content language, including cognates and multiple meaning expressions <p>... to author a short research project</p> <p>... to present research</p>
Level 4	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none"> • Connected, expanded discourse with a variety of sentences • A broad range of sentence patterns including complex grammatical structures • Specific and some technical language, expressions with multiple meanings <p>... to research (investigate, examine, critique, find information)</p> <hr/> <p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes: (see bullets) • Short, expanded, compound and some complex sentences patterns • Organized expression of ideas with emerging cohesion • Specific and some technical language with expressive meaning through use of collocations and idioms <p>... to author a short research project</p> <p>... to present research</p>
Level 5	<p>Receptive Language: Students will listen and/or read ...</p> <ul style="list-style-type: none"> • Rich descriptive discourse with complex sentences and grammatical structures • Cohesive and organized, related ideas • Technical and abstract language with shades of meaning <p>... to research (investigate, examine, critique, find information)</p> <hr/> <p>Expressive/Productive Language: Students will speak and/or write ...</p> <ul style="list-style-type: none"> • Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes: • coherent expression of multiple, organized, cohesive, complex sentences • A variety of complex grammatical structures matched to purpose • Technical and abstract language with precise meaning, including content-specific collocations <p>... to author a short research project</p> <p>... to present research</p>

7th Grade English Learners

ELA Benchmark ELA7.1	
<p>Students will author a real (personal) narrative by demonstrating their knowledge of all stages of the writing process: prewriting, drafting, revising, editing and publishing.</p>	
Level 1	<ul style="list-style-type: none"> • Write single statements or questions using words, phrases, or chunks of language to create an idea. • Write simple, phrase-level grammatical constructions (e.g., commands, Wh-questions, declaratives) associated with familiar social and instructional situations. • Write using every day social, instructional and some content-related words and phrases. <p>... to write a real (personal) narrative to demonstrate the writing process</p>
Level 2	<ul style="list-style-type: none"> • Write multiple related phrases or simple, short sentences with emerging expression of ideas. • Write using repetitive phrasal and sentence patterns across content area with formulaic, compound grammatical structures. • Write social and instructional general content words and expressions including cognates across content areas. <p>... to write a real (personal) narrative to demonstrate the writing process</p>
Level 3	<ul style="list-style-type: none"> • Write an expanded expression of one idea or emerging expression of multiple related ideas using short and some expanded sentences with emerging complexity. • Write using simple, compound and some complex grammatical structures with occasional variation. • Write using specific content language, including cognates and expressions with multiple meanings, collocations and idioms. <p>...to write a real (personal) narrative to demonstrate the writing process</p>
Level 4	<ul style="list-style-type: none"> • Write an organized and expanded expression of ideas using connected short, expanded and some complex sentences. • Write using a broad range of sentence patterns with compound and complex grammatical structures. • Write using specific and some technical content area language using words and expressions with multiple and expressive meaning through use of collocations and idioms. <p>...to write a real (personal) narrative to demonstrate the writing process</p>

ELA Benchmark ELA7.2

Students will analyze a theme or central idea of a literary and informational text and its development, citing textual evidence for support.

Level 1	<ul style="list-style-type: none">• Read, listen, speak and write single statements or questions using words, phrases, or chunks of language to create an idea.• Read, listen, speak and write using simple, phrase-level grammatical constructions (e.g., commands, Wh-questions, declaratives) associated with familiar social and instructional situations.• Read, listen, speak and write using everyday social, instructional and some content-related words and phrases. ... to identify a theme or central idea ... to cite textual evidence
Level 2	<ul style="list-style-type: none">• Read, listen, speak and write multiple related phrases or simple, short sentences with emerging expression of ideas.• Read, listen, speak and write using repetitive phrasal and sentence patterns across content area with formulaic, compound grammatical structures.• Read, listen, speak and write using social and instructional general content words and expressions including cognates across content areas. ... to identify a theme or central idea ... to cite textual evidence
Level 3	<ul style="list-style-type: none">• Read, listen, speak and write expanded expression of one idea or emerging expression of multiple related ideas using short and some expanded sentences with emerging complexity.• Read, listen, speak and write using simple, compound and some complex grammatical structures with occasional variation.• Read, listen, speak and write using specific content language, including cognates and expressions with multiple meanings, collocations and idioms. ... to analyze a theme or central idea and its development ... to cite textual evidence
Level 4	<ul style="list-style-type: none">• Read, listen, speak and write organized and expanded expression of ideas using connected short, expanded and some complex sentences.• Read, listen, speak and write using a broad range of sentence patterns with compound and complex grammatical structures.• Read, listen, speak and write using specific and some technical content area language using words and expressions with multiple and expressive meaning through use of collocations and idioms. ... to analyze a theme or central idea and its development ... to cite textual evidence

ELA Benchmark ELA7.3

Students will analyze how particular elements of a literary text interact

Level 1	<ul style="list-style-type: none">• Read, listen, speak and write single statements or questions using words, phrases, or chunks of language to create an idea.• Read, listen, speak and write using simple, phrase-level grammatical constructions (e.g., commands, Wh-questions, declaratives) associated with familiar social and instructional situations.• Read, listen, speak and write using everyday social, instructional and some content-related words and phrases. ... to identify elements of a literary text ... to analyze how particular elements of a literary text interact
Level 2	<ul style="list-style-type: none">• Read, listen, speak and write multiple related phrases or simple, short sentences with emerging expression of ideas.• Read, listen, speak and write using repetitive phrasal and sentence patterns across content area with formulaic, compound grammatical structures.• Read, listen, speak and write using social and instructional general content words and expressions including cognates across content areas. ...to identify elements of a literary text ... to analyze how particular elements of a literary text interact
Level 3	<ul style="list-style-type: none">• Read, listen, speak and write expanded expression of one idea or emerging expression of multiple related ideas using short and some expanded sentences with emerging complexity.• Read, listen, speak and write using simple, compound and some complex grammatical structures with occasional variation.• Read, listen, speak and write using specific content language, including cognates and expressions with multiple meanings, collocations and idioms. ... to identify elements of a literary text ... to analyze how particular elements of a literary text interact
Level 4	<ul style="list-style-type: none">• Read, listen, speak and write organized and expanded expression of ideas using connected short, expanded and some complex sentences.• Read, listen, speak and write using a broad range of sentence patterns with compound and complex grammatical structures.• Read, listen, speak and write using specific and some technical content area language using words and expressions with multiple and expressive meaning through use of collocations and idioms. ... to identify elements of a literary text ...to analyze how particular elements of a literary text interact

ELA Benchmark ELA7.4

Students will identify informational text features and utilize them to find information, while analyzing the structure the author uses to organize a text, including how the major sections contribute to the whole and the development of ideas.

Level 1	<ul style="list-style-type: none">• Read, listen, speak and write single statements or questions using words, phrases, or chunks of language to create an idea.• Read, listen, speak and write using simple, phrase-level grammatical constructions (e.g., commands, Wh-questions, declaratives) associated with familiar social and instructional situations.• Read, listen, speak and write using everyday social, instructional and some content-related words and phrases. <p>... to identify and utilize informational text feature</p>
Level 2	<ul style="list-style-type: none">• Read, listen, speak and write multiple related phrases or simple, short sentences with emerging expression of ideas.• Read, listen, speak and write using repetitive phrasal and sentence patterns across content area with formulaic, compound grammatical structures.• Read, listen, speak and write using social and instructional general content words and expressions including cognates across content areas. <p>... to identify and utilize informational text feature</p>
Level 3	<ul style="list-style-type: none">• Read, listen, speak and write expanded expression of one idea or emerging expression of multiple related ideas using short and some expanded sentences with emerging complexity.• Read, listen, speak and write using simple, compound and some complex grammatical structures with occasional variation.• Read, listen, speak and write using specific content language, including cognates and expressions with multiple meanings, collocations and idioms. <p>... to identify and utilize informational text feature</p> <p>... to analyze the structure</p>
Level 4	<ul style="list-style-type: none">• Read, listen, speak and write organized and expanded expression of ideas using connected short, expanded and some complex sentences.• Read, listen, speak and write using a broad range of sentence patterns with compound and complex grammatical structures.• Read, listen, speak and write using specific and some technical content area language using words and expressions with multiple and expressive meaning through use of collocations and idioms. <p>... to identify and utilize informational text feature</p> <p>... to analyze the structure</p>

ELA Benchmark ELA7.5

Students will think critically, assess the validity of their thinking, and anticipate opposing point of view in the planning and writing of an argumentative essay.

Level 1	<ul style="list-style-type: none">• Write single statements or questions using words, phrases, or chunks of language to create an idea.• Write using simple, phrase-level grammatical constructions (e.g., commands, Wh-questions, declaratives) associated with familiar social and instructional situations.• Write using everyday social, instructional and some content-related words and phrases. ... to think critically ... to assess the validity of their thinking ... to anticipate an opposing point of view
Level 2	<ul style="list-style-type: none">• Write multiple related phrases or simple, short sentences with emerging expression of ideas.• Write using repetitive phrasal and sentence patterns across content area with formulaic, compound grammatical structures.• Write using social and instructional general content words and expressions including cognates across content areas. ... to think critically ... to assess the validity of their thinking ... to anticipate an opposing point of view
Level 3	<ul style="list-style-type: none">• Write an expanded expression of one idea or emerging expression of multiple related ideas using short and some expanded sentences with emerging complexity.• Write using simple, compound and some complex grammatical structures with occasional variation.• Write using specific content language, including cognates and expressions with multiple meanings, collocations and idioms. ... to think critically ... to assess the validity of their thinking ... to anticipate an opposing point of view ... to plan and write an argumentative essay
Level 4	<ul style="list-style-type: none">• Write an organized and expanded expression of ideas using connected short, expanded and some complex sentences.• Write using a broad range of sentence patterns with compound and complex grammatical structures.• Write using specific and some technical content area language using words and expressions with multiple and expressive meaning through use of collocations and idioms. ... to think critically ... to assess the validity of their thinking ... to anticipate an opposing point of view ... to plan and write an argumentative essay

ELA Benchmark ELA7.6

Students will analyze how an author uses characterization to develop and contrast the point of view of different characters or narrators in literary texts.

Level 1	<ul style="list-style-type: none">• Read, listen, speak and write single statements or questions using words, phrases, or chunks of language to create an idea.• Read, listen, speak and write using simple, phrase-level grammatical constructions (e.g., commands, Wh-questions, declaratives) associated with familiar social and instructional situations.• Read, listen, speak and write using everyday social, instructional and some content-related words and phrases. <p>... to analyze how an author uses characterization</p>
Level 2	<ul style="list-style-type: none">• Read, listen, speak and write multiple related phrases or simple, short sentences with emerging expression of ideas.• Read, listen, speak and write using repetitive phrasal and sentence patterns across content area with formulaic, compound grammatical structures.• Read, listen, speak and write using social and instructional general content words and expressions including cognates across content areas. <p>... to analyze how an author uses characterization</p>
Level 3	<ul style="list-style-type: none">• Read, listen, speak and write expanded expression of one idea or emerging expression of multiple related ideas using short and some expanded sentences with emerging complexity.• Read, listen, speak and write using simple, compound and some complex grammatical structures with occasional variation.• Read, listen, speak and write using specific content language, including cognates and expressions with multiple meanings, collocations and idioms. <p>... to analyze how an author uses characterization to develop and contrast the point of view of different characters or narrators</p>
Level 4	<ul style="list-style-type: none">• Read, listen, speak and write organized and expanded expression of ideas using connected short, expanded and some complex sentences.• Read, listen, speak and write using a broad range of sentence patterns with compound and complex grammatical structures.• Read, listen, speak and write using specific and some technical content area language using words and expressions with multiple and expressive meaning through use of collocations and idioms. <p>... to analyze how an author uses characterization to develop and contrast the point of view of different characters or narrators</p>

ELA Benchmark ELA7.7

Students will infer the author's message by using text clues and background knowledge, supporting it with evidence from the text.

Level 1	<ul style="list-style-type: none">• Read, listen, speak and write single statements or questions using words, phrases, or chunks of language to create an idea.• Read, listen, speak and write using simple, phrase-level grammatical constructions (e.g., commands, Wh-questions, declaratives) associated with familiar social and instructional situations.• Read, listen, speak and write using everyday social, instructional and some content-related words and phrases. <p>... to infer the author's message using text clues and background knowledge</p>
Level 2	<ul style="list-style-type: none">• Read, listen, speak and write multiple related phrases or simple, short sentences with emerging expression of ideas.• Read, listen, speak and write using repetitive phrasal and sentence patterns across content area with formulaic, compound grammatical structures.• Read, listen, speak and write using social and instructional general content words and expressions including cognates across content areas. <p>... to infer the author's message using text clues and background knowledge</p>
Level 3	<ul style="list-style-type: none">• Read, listen, speak and write an expanded expression of one idea or emerging expression of multiple related ideas using short and some expanded sentences with emerging complexity.• Read, listen, speak and write using simple, compound and some complex grammatical structures with occasional variation.• Read, listen, speak and write using specific content language, including cognates and expressions with multiple meanings, collocations and idioms. <p>... to infer the author's message using text clues and background knowledge, supporting it with evidence</p>
Level 4	<ul style="list-style-type: none">• Read, listen, speak and write an organized and expanded expression of ideas using connected short, expanded and some complex sentences.• Read, listen, speak and write using a broad range of sentence patterns with compound and complex grammatical structures.• Read, listen, speak and write using specific and some technical content area language using words and expressions with multiple and expressive meaning through use of collocations and idioms. <p>... to infer the author's message using text clues and background knowledge, supporting it with evidence</p>

ELA Benchmark ELA7.8

Students will analyze how poetic devices and structure contributes to the meaning. Students will interpret and recite poems.

Level 1	<ul style="list-style-type: none">• Read and speak single statements or questions using words, phrases, or chunks of language to create an idea.• Read and speak using simple, phrase-level grammatical constructions (e.g., commands, Wh-questions, declaratives) associated with familiar social and instructional situations.• Read and speak using everyday social, instructional and some content-related words and phrases. ... to identify poetic devices and structures ... to interpret and recite poems
Level 2	<ul style="list-style-type: none">• Read and speak multiple related phrases or simple, short sentences with emerging expression of ideas.• Read and speak using repetitive phrasal and sentence patterns across content area with formulaic, compound grammatical structures.• Read and speak using social and instructional general content words and expressions including cognates across content areas. ... to identify poetic devices and structures ... to interpret and recite poems
Level 3	<ul style="list-style-type: none">• Read and speak an expanded expression of one idea or emerging expression of multiple related ideas using short and some expanded sentences with emerging complexity.• Read and speak using simple, compound and some complex grammatical structures with occasional variation.• Read and speak using specific content language, including cognates and expressions with multiple meanings, collocations and idioms. ... to analyze poetic devices and structures ... to interpret and recite poems
Level 4	<ul style="list-style-type: none">• Read and speak an organized and expanded expression of ideas using connected short, expanded and some complex sentences.• Read and speak using a broad range of sentence patterns with compound and complex grammatical structures.• Read and speak using specific and some technical content area language using words and expressions with multiple and expressive meaning through use of collocations and idioms. ... to analyze poetic devices and structures ... to interpret and recite poems

8th Grade English Learners

ELA Benchmark ELA8.1	
<p>Students will write a narrative piece that develops real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence.</p>	
Level 1	<ul style="list-style-type: none"> • Write single statements or questions using words, phrases, or chunks of language to create an idea. • Write using simple, phrase-level grammatical constructions (e.g., commands, Wh-questions, declaratives) associated with familiar social and instructional situations. • Write using everyday social, instructional and some content-related words and phrases. <p>... to write a narrative piece</p>
Level 2	<ul style="list-style-type: none"> • Write multiple related phrases or simple, short sentences with emerging expression of ideas. • Write using repetitive phrasal and sentence patterns across content area with formulaic, compound grammatical structures. • Write using social and instructional general content words and expressions including cognates across content areas. <p>... to write a narrative piece</p>
Level 3	<ul style="list-style-type: none"> • Write an expanded expression of one idea or emerging expression of multiple related ideas using short and some expanded sentences with emerging complexity. • Write using simple, compound and some complex grammatical structures with occasional variation. • Write using specific content language, including cognates and expressions with multiple meanings, collocations and idioms. <p>... to write a narrative piece</p>
Level 4	<ul style="list-style-type: none"> • Write an organized and expanded expression of ideas using connected short, expanded and some complex sentences. • Write using a broad range of sentence patterns with compound and complex grammatical structures. • Write using specific and some technical content area language using words and expressions with multiple and expressive meaning through use of collocations and idioms. <p>... to write a narrative piece</p>

ELA Benchmark ELA8.2

Students will write short constructed responses using informational text to determine central idea by analyzing author's text structure and by citing explicit and implicit text evidence.

Level 1	<ul style="list-style-type: none">• Read, listen, speak, and write single statements or questions using words, phrases, or chunks of language to create an idea.• Read, listen, speak and write using simple, phrase-level grammatical constructions (e.g., commands, Wh-questions, declaratives) associated with familiar social and instructional situations.• Read, listen, speak, and write using everyday social, instructional and some content-related words and phrases. ... to write short constructed responses ... to determine central idea
Level 2	<ul style="list-style-type: none">• Read, listen, speak, and write multiple related phrases or simple, short sentences with emerging expression of ideas.• Read, listen, speak and write using repetitive phrasal and sentence patterns across content area with formulaic, compound grammatical structures.• Read, listen, speak and write using social and instructional general content words and expressions including cognates across content areas. ... to write short constructed responses ... to determine central idea
Level 3	<ul style="list-style-type: none">• Read, listen, speak, and write an expanded expression of one idea or emerging expression of multiple related ideas using short and some expanded sentences with emerging complexity.• Read, listen, speak and write using simple, compound and some complex grammatical structures with occasional variation.• Read, listen, speak and write using specific content language, including cognates and expressions with multiple meanings, collocations and idioms. ... to write short constructed responses ... to determine central idea ... to analyze author's text structure by citing explicit and implicit text evidence
Level 4	<ul style="list-style-type: none">• Read, listen, speak and write an organized and expanded expression of ideas using connected short, expanded and some complex sentences.• Read, listen, speak and write using a broad range of sentence patterns with compound and complex grammatical structures.• Read, listen, speak and write using specific and some technical content area language using words and expressions with multiple and expressive meaning through use of collocations and idioms. ... to write short constructed responses ... to determine central idea ... to analyze author's text structure by citing explicit and implicit text evidence

ELA Benchmark ELA8.3

Students will interpret how the elements of setting, plot, figurative language and characterization affect the conflict of literary texts by providing an unbiased summary.

Level 1	<ul style="list-style-type: none">• Read, listen, speak, and write single statements or questions using words, phrases, or chunks of language to create an idea.• Read, listen, speak and write using simple, phrase-level grammatical constructions (e.g., commands, Wh-questions, declaratives) associated with familiar social and instructional situations.• Read, listen, speak, and write using everyday social, instructional and some content-related words and phrases. ... to identify the literary elements of literary texts ... to provide a summary
Level 2	<ul style="list-style-type: none">• Read, listen, speak, and write multiple related phrases or simple, short sentences with emerging expression of ideas.• Read, listen, speak and write using repetitive phrasal and sentence patterns across content area with formulaic, compound grammatical structures.• Read, listen, speak and write using social and instructional general content words and expressions including cognates across content areas. ... to identify the literary elements of literary texts ... to provide a summary
Level 3	<ul style="list-style-type: none">• Read, listen, speak, and write an expanded expression of one idea or emerging expression of multiple related ideas using short and some expanded sentences with emerging complexity.• Read, listen, speak and write using simple, compound and some complex grammatical structures with occasional variation.• Read, listen, speak and write using specific content language, including cognates and expressions with multiple meanings, collocations and idioms. ... to interpret how literary elements affect the conflict of literary texts ... to provide an unbiased summary
Level 4	<ul style="list-style-type: none">• Read, listen, speak and write an organized and expanded expression of ideas using connected short, expanded and some complex sentences.• Read, listen, speak and write using a broad range of sentence patterns with compound and complex grammatical structures.• Read, listen, speak and write using specific and some technical content area language using words and expressions with multiple and expressive meaning through use of collocations and idioms. ... to interpret how literary elements affect the conflict of literary texts ... to provide an unbiased summary

ELA Benchmark ELA8.4

Students will draw on multiple sources of information to write and present an argumentative essay defending a self-generated stance in which they argue for one proposition and refute alternative propositions.

Level 1	<ul style="list-style-type: none">• Read, listen, speak, and write single statements or questions using words, phrases, or chunks of language to create an idea.• Read, listen, speak and write using simple, phrase-level grammatical constructions (e.g., commands, Wh-questions, declaratives) associated with familiar social and instructional situations.• Read, listen, speak, and write using everyday social, instructional and some content-related words and phrases. <p>... to write an argumentative essay</p>
Level 2	<ul style="list-style-type: none">• Read, listen, speak, and write multiple related phrases or simple, short sentences with emerging expression of ideas.• Read, listen, speak and write using repetitive phrasal and sentence patterns across content area with formulaic, compound grammatical structures.• Read, listen, speak and write using social and instructional general content words and expressions including cognates across content areas. <p>... to write an argumentative essay</p>
Level 3	<ul style="list-style-type: none">• Read, listen, speak, and write an expanded expression of one idea or emerging expression of multiple related ideas using short and some expanded sentences with emerging complexity.• Read, listen, speak and write using simple, compound and some complex grammatical structures with occasional variation.• Read, listen, speak and write using specific content language, including cognates and expressions with multiple meanings, collocations and idioms. <p>... to write an argumentative essay arguing and refuting positions</p>
Level 4	<ul style="list-style-type: none">• Read, listen, speak and write an organized and expanded expression of ideas using connected short, expanded and some complex sentences.• Read, listen, speak and write using a broad range of sentence patterns with compound and complex grammatical structures.• Read, listen, speak and write using specific and some technical content area language using words and expressions with multiple and expressive meaning through use of collocations and idioms. <p>... to write an argumentative essay arguing and refuting positions</p>

ELA Benchmark ELA8.5

Students will analyze universal themes, central ideas, and allusions of traditional and contemporary works culminating with a compare and contrast analysis.

Level 1	<ul style="list-style-type: none">• Read, listen, speak, and write single statements or questions using words, phrases, or chunks of language to create an idea.• Read, listen, speak and write using simple, phrase-level grammatical constructions (e.g., commands, Wh-questions, declaratives) associated with familiar social and instructional situations.• Read, listen, speak, and write using everyday social, instructional and some content-related words and phrases. ... to identify universal themes, central ideas, and allusions ... to compare and contrast literature
Level 2	<ul style="list-style-type: none">• Read, listen, speak, and write multiple related phrases or simple, short sentences with emerging expression of ideas.• Read, listen, speak and write using repetitive phrasal and sentence patterns across content area with formulaic, compound grammatical structures.• Read, listen, speak and write using social and instructional general content words and expressions including cognates across content areas. ... to identify universal themes, central ideas, and allusions ... to compare and contrast literature
Level 3	<ul style="list-style-type: none">• Read, listen, speak, and write an expanded expression of one idea or emerging expression of multiple related ideas using short and some expanded sentences with emerging complexity.• Read, listen, speak and write using simple, compound and some complex grammatical structures with occasional variation.• Read, listen, speak and write using specific content language, including cognates and expressions with multiple meanings, collocations and idioms. ... to analyze universal themes, central ideas, and allusions ... to compare and contrast literature
Level 4	<ul style="list-style-type: none">• Read, listen, speak and write an organized and expanded expression of ideas using connected short, expanded and some complex sentences.• Read, listen, speak and write using a broad range of sentence patterns with compound and complex grammatical structures.• Read, listen, speak and write using specific and some technical content area language using words and expressions with multiple and expressive meaning through use of collocations and idioms. ... to analyze universal themes, central ideas, and allusions ... to compare and contrast literature

ELA Benchmark ELA8.6

Students will make deliberate choices regarding language, content, and media to capture and maintain their audience in order to convey their message during a presentation.

Level 1	<ul style="list-style-type: none">• Read, listen, speak, and write single statements or questions using words, phrases, or chunks of language to create an idea.• Read, listen, speak and write using simple, phrase-level grammatical constructions (e.g., commands, Wh-questions, declaratives) associated with familiar social and instructional situations.• Read, listen, speak, and write using everyday social, instructional and some content-related words and phrases. ... to convey their message
Level 2	<ul style="list-style-type: none">• Read, listen, speak, and write multiple related phrases or simple, short sentences with emerging expression of ideas.• Read, listen, speak and write using repetitive phrasal and sentence patterns across content area with formulaic, compound grammatical structures.• Read, listen, speak and write using social and instructional general content words and expressions including cognates across content areas. ... to convey their message
Level 3	<ul style="list-style-type: none">• Read, listen, speak, and write an expanded expression of one idea or emerging expression of multiple related ideas using short and some expanded sentences with emerging complexity.• Read, listen, speak and write using simple, compound and some complex grammatical structures with occasional variation.• Read, listen, speak and write using specific content language, including cognates and expressions with multiple meanings, collocations and idioms. ... to make deliberate choices regarding language, content, and media ... to convey their message
Level 4	<ul style="list-style-type: none">• Read, listen, speak and write an organized and expanded expression of ideas using connected short, expanded and some complex sentences.• Read, listen, speak and write using a broad range of sentence patterns with compound and complex grammatical structures.• Read, listen, speak and write using specific and some technical content area language using words and expressions with multiple and expressive meaning through use of collocations and idioms. ... to make deliberate choices regarding language, content, and media ... to convey their message

9th Grade English Learners

ELA Benchmark ELA9.1	
Students will analyze various non-fiction narratives and utilize a variety of narrative techniques to compose a written personal narrative detailing a real experience.	
Level 1	<p>Write a personal narrative using:</p> <ul style="list-style-type: none"> • General content-related words, phrases, or chunks of language paired with illustrations, diagrams, or drawings (e.g. timelines) to represent ideas from real experiences • Phrase-level grammatical structures and phrasal patterns
Level 2	<p>Write a personal narrative using:</p> <ul style="list-style-type: none"> • Phrases or short sentences including formulaic grammatical structures, repetitive phrasal and sentence patterns paired with visuals (e.g. timelines) in an emerging expression of real experiences. • General content words and expressions
Level 3	<p>Write a personal narrative using:</p> <ul style="list-style-type: none"> • Short and some expanded sentences with emerging complexity using simple and compound grammatical structures with occasional variation • Specific content language including cognates and expressions with multiple meanings • Expanded expression of one real experience or idea or emerging expression of multiple related real experiences or ideas
Level 4	<p>Write a personal narrative using:</p> <ul style="list-style-type: none"> • Short, expanded, and some complex sentence with compound and complex grammatical structures and sentence patterns • Organized expression of real experiences or ideas with emerging cohesion. • Specific and some technical content-area language including words and expressions with expressive meaning, collocations, and idioms.
Level 5	<p>Write a personal narrative using:</p> <ul style="list-style-type: none"> • A broad range of multiple, complex sentence patterns including a variety of complex grammatical structures matched to purpose • Organized, cohesive, and coherent expression of real experiences or ideas • Precise technical and abstract content-area words and expressions, including content-specific collocations

ELA Benchmark ELA9.2	
Students will conduct research following an inquiry based approach to organize information into a focused, coherent outline using proper MLA format for in-text citations and works cited page.	
Level 1	<p>Read or listen to research :</p> <ul style="list-style-type: none"> • Including general content-related words, phrases, or chunks of language

	<ul style="list-style-type: none"> Composed of single statements or questions with simple grammatical constructions and common social and instructional forms and patterns
Level 2	<p>Read or listen to research :</p> <ul style="list-style-type: none"> Incorporating general content words, expressions, and cognates Comprised of multiple related simple, detailed sentences with compound grammatical structures and repetitive phrasal and sentence patterns
Level 3	<p>Read or listen to research :</p> <ul style="list-style-type: none"> Including ideas within discourse comprised of a series of extended sentences including compound and some complex grammatical constructions and patterns Containing specific content-area words and expressions with common collocations and idioms
Level 4	<p>Read or listen to research :</p> <ul style="list-style-type: none"> Including ideas comprised of expanded, connected ideas and discourse in a variety of sentences including complex grammatical structures and patterns Containing specific and some technical content-area words or expressions with multiple meanings
Level 5	<p>Read or listen to research :</p> <ul style="list-style-type: none"> Comprised of rich cohesive, organized, descriptive ideas and discourse with complex sentences including a variety of complex grammatical structures and patterns Containing technical and abstract content-area words and expressions with shades of meaning.

<p>ELA Benchmark ELA9.3</p> <p>Students will utilize diverse digital media and/or formats to formally present information (findings, supportive evidence, personal opinion) in a clear and concise manner that is appropriate to task and audience.</p>	
Level 1	<p>Speak or write to present information using:</p> <ul style="list-style-type: none"> General content-related words, phrases, or chunks of language to represent ideas Phrase-level grammatical structures and phrasal patterns <p>Speak to present information using:</p> <ul style="list-style-type: none"> Diverse formats to present findings using everyday social and instructional words and expressions
Level 2	<p>Speak or write to present information using:</p> <ul style="list-style-type: none"> Phrases or short sentences including general content words and expressions Formulaic grammatical structures, repetitive phrasal and sentence patterns An emerging expression of ideas

	<p>Speak to present using:</p> <ul style="list-style-type: none"> • Diverse formats to present findings everyday social and instructional words and expressions
Level 3	<p>Speak or write to present information using:</p> <ul style="list-style-type: none"> • Short and some expanded sentences with emerging complexity using simple and compound grammatical structures with occasional variation • Specific content language including cognates and expressions with multiple meanings • Expanded expression of one idea or emerging expression of multiple related ideas
Level 4	<p>Speak or write to present information using:</p> <ul style="list-style-type: none"> • Short, expanded, and some complex sentence with compound and complex grammatical structures and sentence patterns • Organized expression of ideas with emerging cohesion characteristic of particular content areas • Specific and some technical content-area language including words and expressions with expressive meaning, collocations, and idioms
Level 5	<p>Speak or write to present information using:</p> <ul style="list-style-type: none"> • A broad range of multiple, complex sentence patterns including a variety of complex grammatical structures matched to purpose • Organized, cohesive, and coherent expression of ideas • Precise technical and abstract content-area words and expressions, including content-specific collocations

<p>ELA Benchmark ELA9.4 Receptive (Reading/Listening)</p> <p>Students will use textual evidence to analyze literature and informational texts to relate their findings in written and spoken methods.</p>	
Level 1	<p>Read literature and informational texts:</p> <ul style="list-style-type: none"> • Containing an idea within general content-related words, phrases, or chunks of language • Comprised of single statements or questions with simple grammatical constructions and common social and instructional forms and patterns <p>Listen to findings:</p> <ul style="list-style-type: none"> • In everyday social, instructional and some content-related words and phrases
Level 2	<p>Read literature and informational texts:</p> <ul style="list-style-type: none"> • Including an idea comprised of general content words and expressions, including cognates • Comprised of multiple related simple, detailed sentences with compound grammatical structures and repetitive phrasal and sentence patterns <p>Listen to findings:</p> <ul style="list-style-type: none"> • In everyday social, instructional and some content-related words and phrases

Level 3	<p>Read literature and informational texts:</p> <ul style="list-style-type: none"> • Including ideas in discourse comprised of a series of extended sentences including compound and some complex grammatical constructions and patterns • Containing specific content-area words and expressions with common collocations and idioms
Level 4	<p>Read literature and informational texts:</p> <ul style="list-style-type: none"> • Including expanded, connected ideas and discourse with a variety of sentences including complex grammatical structures and patterns • Containing specific and some technical content-area words or expressions with multiple meanings
Level 5	<p>Read literature and informational texts:</p> <ul style="list-style-type: none"> • Including rich cohesive, organized, descriptive ideas and discourse with complex sentences including a variety of complex grammatical structures and patterns • Containing technical and abstract content-area words and expressions with shades of meaning

<p>ELA Benchmark ELA9.4 Productive/Expressive (Writing/Speaking) Students will use textual evidence to analyze literature and informational texts to relate their findings in written and spoken methods.</p>	
Level 1	<p>Speak or write to relate textual evidence using:</p> <ul style="list-style-type: none"> • General content-related words, phrases, or chunks of language to represent ideas • Phrase-level grammatical structures and phrasal patterns <p>Speak to relate findings using:</p> <ul style="list-style-type: none"> • Everyday social and instructional words and expressions
Level 2	<p>Speak or write to relate textual evidence using:</p> <ul style="list-style-type: none"> • Phrases or short sentences including general content words and expressions • Formulaic grammatical structures, repetitive phrasal and sentence patterns • An emerging expression of ideas <p>Speak to relate findings using:</p> <ul style="list-style-type: none"> • Everyday social and instructional words and expressions
Level 3	<p>Speak or write to relate textual evidence using:</p> <ul style="list-style-type: none"> • Short and some expanded sentences with emerging complexity using simple and compound grammatical structures with occasional variation • Specific content language including cognates and expressions with multiple meanings • Expanded expression of one idea or emerging expression of multiple related ideas
Level 4	<p>Speak or write to relate textual evidence using:</p> <ul style="list-style-type: none"> • Short, expanded, and some complex sentence with compound and

	<p>complex grammatical structures and sentence patterns</p> <ul style="list-style-type: none"> Organized expression of ideas with emerging cohesion characteristic of particular content areas Specific and some technical content-area language including words and expressions with expressive meaning, collocations, and idioms
Level 5	<p>Speak or write to relate textual evidence using:</p> <ul style="list-style-type: none"> A broad range of multiple, complex sentence patterns including a variety of complex grammatical structures matched to purpose Organized, cohesive, and coherent expression of ideas Precise technical and abstract content-area words and expressions, including content-specific collocations

<p>ELA Benchmark ELA9.6</p> <p>Students will develop an argument based on research using diverse media or formats and justify it to others orally and/or in writing.</p>	
Level 1	<p>Speak or write an argument based on research using:</p> <ul style="list-style-type: none"> General content-related words, phrases, or chunks of language to represent ideas Phrase-level grammatical structures and phrasal patterns <p>Speak an argument based on research using:</p> <ul style="list-style-type: none"> Everyday social and instructional words and expressions
Level 2	<p>Speak or write an argument based on research using:</p> <ul style="list-style-type: none"> Phrases or short sentences including general content words and expressions Formulaic grammatical structures, repetitive phrasal and sentence patterns An emerging expression of ideas <p>Speak an argument based on research using:</p> <ul style="list-style-type: none"> Everyday social and instructional words and expressions
Level 3	<p>Speak or write an argument based on research using:</p> <ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity using simple and compound grammatical structures with occasional variation Specific content language including cognates and expressions with multiple meanings Expanded expression of one idea or emerging expression of multiple related ideas
Level 4	<p>Speak or write an argument based on research using:</p> <ul style="list-style-type: none"> Short, expanded, and some complex sentence with compound and complex grammatical structures and sentence patterns Organized expression of ideas with emerging cohesion characteristic of particular content areas Specific and some technical content-area language including words and expressions with expressive meaning, collocations, and idioms

Level 5	<p>Speak or write an argument based on research using:</p> <ul style="list-style-type: none"> • A broad range of multiple, complex sentence patterns including a variety of complex grammatical structures matched to purpose • Organized, cohesive, and coherent expression of ideas • Precise technical and abstract content-area words and expressions, including content-specific collocations
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<p>ELA Benchmark ELA9.8</p> <p>Students will apply knowledge of literal and figurative language to determine how language functions in different contexts. Students will make effective choices when speaking and writing to explain more fully the meaning of what they read and hear.</p>	
Level 1	<p>Speak or write to explain literal and figurative language as functions of language using:</p> <ul style="list-style-type: none"> • General content-related words, phrases, or chunks of language to represent ideas • Phrase-level grammatical structures and phrasal patterns <p>Speak to explain literal and figurative language as functions of language using:</p> <ul style="list-style-type: none"> • Everyday social and instructional words and expressions
Level 2	<p>Speak or write to explain literal and figurative language as functions of language using:</p> <ul style="list-style-type: none"> • Phrases or short sentences including general content words and expressions • Formulaic grammatical structures, repetitive phrasal and sentence patterns • An emerging expression of ideas <p>Speak to explain literal and figurative language as functions of language using:</p> <ul style="list-style-type: none"> • Everyday social and instructional words and expressions
Level 3	<p>Speak or write to explain literal and figurative language as functions of language using:</p> <ul style="list-style-type: none"> • Short and some expanded sentences with emerging complexity using simple and compound grammatical structures with occasional variation • Specific content language including cognates and expressions with multiple meanings • Expanded expression of one idea or emerging expression of multiple related ideas
Level 4	<p>Speak or write to explain literal and figurative language as functions of language using:</p> <ul style="list-style-type: none"> • Short, expanded, and some complex sentence with compound and complex grammatical structures and sentence patterns • Organized expression of ideas with emerging cohesion characteristic of particular content areas • Specific and some technical content-area language including words and expressions with expressive meaning, collocations, and idioms
Level 5	<p>Speak or write to explain literal and figurative language as functions of language</p>

	<p>using:</p> <ul style="list-style-type: none">• A broad range of multiple, complex sentence patterns including a variety of complex grammatical structures matched to purpose• Organized, cohesive, and coherent expression of ideas• Precise technical and abstract content-area words and expressions, including content-specific collocations
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11th Grade English Learners

ELA Benchmark ELA11.1	
<p>Students will write to explain and support their particular stances on a given issue or topic based on analyses of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature.</p>	
Level 1	<ul style="list-style-type: none"> • Words, phrases, or chunks of language • Single words used to represent ideas • Phrase-level grammatical structures • Phrasal patterns associated with familiar social and instructional situations • General content-related words • Everyday social and instructional words and expressions
Level 2	<ul style="list-style-type: none"> • Phrases or short sentences • Emerging expression of ideas • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas • General content words and expressions • Social and instructional words and expressions across content areas
Level 3	<ul style="list-style-type: none"> • Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas across content areas • Simple and compound grammatical structures with occasional variation • Sentence patterns across content areas • Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
Level 4	<ul style="list-style-type: none"> • Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion characteristic of particular content areas • Compound and complex grammatical structures • Sentence patterns characteristic of particular content areas • Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 5	<ul style="list-style-type: none"> • Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas characteristic of particular content areas • A variety of complex grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas • Technical and abstract content-area language, including content-specific collocations • Words and expressions with precise meaning across content areas

ELA Benchmark ELA11.2

Students will write to explain and support their particular stances on a given issue or topic based on analyses of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature.

Level 1	<ul style="list-style-type: none">• Words, phrases, or chunks of language• Single words used to represent ideas• Phrase-level grammatical structures• Phrasal patterns associated with familiar social and instructional situations• General content-related words• Everyday social and instructional words and expressions
Level 2	<ul style="list-style-type: none">• Phrases or short sentences• Emerging expression of ideas• Formulaic grammatical structures• Repetitive phrasal and sentence patterns across content areas• General content words and expressions• Social and instructional words and expressions across content areas
Level 3	<ul style="list-style-type: none">• Short and some expanded sentences with emerging complexity• Expanded expression of one idea or emerging expression of multiple related ideas across content areas• Simple and compound grammatical structures with occasional variation• Sentence patterns across content areas• Specific content language, including cognates and expressions• Words or expressions with multiple meanings used across content areas
Level 4	<ul style="list-style-type: none">• Short, expanded, and some complex sentences• Organized expression of ideas with emerging cohesion characteristic of particular content areas• Compound and complex grammatical structures• Sentence patterns characteristic of particular content areas• Specific and some technical content-area language• Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 5	<ul style="list-style-type: none">• Multiple, complex sentences• Organized, cohesive, and coherent expression of ideas characteristic of particular content areas• A variety of complex grammatical structures matched to purpose• A broad range of sentence patterns characteristic of particular content areas• Technical and abstract content-area language, including content-specific collocations• Words and expressions with precise meaning across content areas

ELA Benchmark ELA11.3

Students will write to analyze literature. Students will compose separate pieces on theme, plot, and characters.

Level 1	<ul style="list-style-type: none">• Words, phrases, or chunks of language• Single words used to represent ideas• Phrase-level grammatical structures• Phrasal patterns associated with familiar social and instructional situations• General content-related words• Everyday social and instructional words and expressions
Level 2	<ul style="list-style-type: none">• Phrases or short sentences• Emerging expression of ideas• Formulaic grammatical structures• Repetitive phrasal and sentence patterns across content areas• General content words and expressions• Social and instructional words and expressions across content areas
Level 3	<ul style="list-style-type: none">• Short and some expanded sentences with emerging complexity• Expanded expression of one idea or emerging expression of multiple related ideas across content areas• Simple and compound grammatical structures with occasional variation• Sentence patterns across content areas• Specific content language, including cognates and expressions• Words or expressions with multiple meanings used across content areas
Level 4	<ul style="list-style-type: none">• Short, expanded, and some complex sentences• Organized expression of ideas with emerging cohesion characteristic of particular content areas• Compound and complex grammatical structures• Sentence patterns characteristic of particular content areas• Specific and some technical content-area language• Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 5	<ul style="list-style-type: none">• Multiple, complex sentences• Organized, cohesive, and coherent expression of ideas characteristic of particular content areas• A variety of complex grammatical structures matched to purpose• A broad range of sentence patterns characteristic of particular content areas• Technical and abstract content-area language, including content-specific collocations• Words and expressions with precise meaning across content areas

ELA Benchmark ELA11.4 (Writing/Speaking)

Students will analyze poetry and examine a poet's writing style. Students will deliver a formal presentation about the author, including an in-depth analysis of his or her poetry and/or style.

Level 1	<ul style="list-style-type: none">• Words, phrases, or chunks of language• Single words used to represent ideas• Phrase-level grammatical structures• Phrasal patterns associated with familiar social and instructional situations• General content-related words• Everyday social and instructional words and expressions
Level 2	<ul style="list-style-type: none">• Phrases or short sentences• Emerging expression of ideas• Formulaic grammatical structures• Repetitive phrasal and sentence patterns across content areas• General content words and expressions• Social and instructional words and expressions across content areas
Level 3	<ul style="list-style-type: none">• Short and some expanded sentences with emerging complexity• Expanded expression of one idea or emerging expression of multiple related ideas across content areas• Simple and compound grammatical structures with occasional variation• Sentence patterns across content areas• Specific content language, including cognates and expressions• Words or expressions with multiple meanings used across content areas
Level 4	<ul style="list-style-type: none">• Short, expanded, and some complex sentences• Organized expression of ideas with emerging cohesion characteristic of particular content areas• Compound and complex grammatical structures• Sentence patterns characteristic of particular content areas• Specific and some technical content-area language• Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 5	<ul style="list-style-type: none">• Multiple, complex sentences• Organized, cohesive, and coherent expression of ideas characteristic of particular content areas• A variety of complex grammatical structures matched to purpose• A broad range of sentence patterns characteristic of particular content areas• Technical and abstract content-area language, including content-specific collocations• Words and expressions with precise meaning across content areas

ELA Benchmark ELA11.4 (Listening/Reading)

Students will analyze poetry and examine a poet's writing style. Students will deliver a formal presentation about the author, including an in-depth analysis of his or her poetry and/or style.

Level 1	<ul style="list-style-type: none">• Single statements or questions• An idea within words, phrases, or chunks of language• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)• Common social and instructional forms and patterns• General content-related words• Everyday social, instructional and some content-related words and phrases
Level 2	<ul style="list-style-type: none">• Multiple related simple sentences• An idea with details• Compound grammatical structures• Repetitive phrasal and sentence patterns across content areas• General content words and expressions, including cognates• Social and instructional words and expressions across content areas
Level 3	<ul style="list-style-type: none">• Discourse with a series of extended sentences• Related ideas specific to particular content areas• Compound and some complex grammatical constructions• Sentence patterns across content areas• Specific content-area language and expressions• Words and expressions with common collocations and idioms across content areas
Level 4	<ul style="list-style-type: none">• Connected discourse with a variety of sentences• Expanded related ideas characteristic of particular content areas• Complex grammatical structures• A broad range of sentence patterns characteristic of particular content areas• Specific and some technical content-area language• Words or expressions with multiple meanings across content areas
Level 5	<ul style="list-style-type: none">• Rich descriptive discourse with complex sentences• Cohesive and organized, related ideas across content areas• A variety of complex grammatical structures• Sentence patterns characteristic of particular content areas• Technical and abstract content-area language• Words and expressions with shades of meaning across content areas

ELA Benchmark ELA11.5 (Writing/Speaking)

Students will examine various narrative works to compose original narratives, demonstrating command of narrative writing skills.

Level 1	<ul style="list-style-type: none">• Words, phrases, or chunks of language• Single words used to represent ideas• Phrase-level grammatical structures• Phrasal patterns associated with familiar social and instructional situations• General content-related words• Everyday social and instructional words and expressions
Level 2	<ul style="list-style-type: none">• Phrases or short sentences• Emerging expression of ideas• Formulaic grammatical structures• Repetitive phrasal and sentence patterns across content areas• General content words and expressions• Social and instructional words and expressions across content areas
Level 3	<ul style="list-style-type: none">• Short and some expanded sentences with emerging complexity• Expanded expression of one idea or emerging expression of multiple related ideas across content areas• Simple and compound grammatical structures with occasional variation• Sentence patterns across content areas• Specific content language, including cognates and expressions• Words or expressions with multiple meanings used across content areas
Level 4	<ul style="list-style-type: none">• Short, expanded, and some complex sentences• Organized expression of ideas with emerging cohesion characteristic of particular content areas• Compound and complex grammatical structures• Sentence patterns characteristic of particular content areas• Specific and some technical content-area language• Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 5	<ul style="list-style-type: none">• Multiple, complex sentences• Organized, cohesive, and coherent expression of ideas characteristic of particular content areas• A variety of complex grammatical structures matched to purpose• A broad range of sentence patterns characteristic of particular content areas• Technical and abstract content-area language, including content-specific collocations• Words and expressions with precise meaning across content areas

ELA Benchmark ELA11.5 (Reading/Listening)

Students will examine various narrative works to compose original narratives, demonstrating command of narrative writing skills.

Level 1	<ul style="list-style-type: none">• Single statements or questions• An idea within words, phrases, or chunks of language• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)• Common social and instructional forms and patterns• General content-related words• Everyday social, instructional and some content-related words and phrases
Level 2	<ul style="list-style-type: none">• Multiple related simple sentences• An idea with details• Compound grammatical structures• Repetitive phrasal and sentence patterns across content areas• General content words and expressions, including cognates• Social and instructional words and expressions across content areas
Level 3	<ul style="list-style-type: none">• Discourse with a series of extended sentences• Related ideas specific to particular content areas• Compound and some complex grammatical constructions• Sentence patterns across content areas• Specific content-area language and expressions• Words and expressions with common collocations and idioms across content areas
Level 4	<ul style="list-style-type: none">• Connected discourse with a variety of sentences• Expanded related ideas characteristic of particular content areas• Complex grammatical structures• A broad range of sentence patterns characteristic of particular content areas• Specific and some technical content-area language• Words or expressions with multiple meanings across content areas
Level 5	<ul style="list-style-type: none">• Rich descriptive discourse with complex sentences• Cohesive and organized, related ideas across content areas• A variety of complex grammatical structures• Sentence patterns characteristic of particular content areas• Technical and abstract content-area language• Words and expressions with shades of meaning across content areas

12th Grade English Learners

ELA Benchmark ELA12.1	
Students will write to analyze traditional and nontraditional literature. Analyses will include evidence of critical thinking and deductive reasoning.	
Level 1	<ul style="list-style-type: none"> • Words, phrases, or chunks of language • Single words used to represent ideas • Phrase-level grammatical structures • Phrasal patterns associated with familiar social and instructional situations • General content-related words • Everyday social and instructional words and expressions
Level 2	<ul style="list-style-type: none"> • Phrases or short sentences • Emerging expression of ideas • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas • General content words and expressions • Social and instructional words and expressions across content areas
Level 3	<ul style="list-style-type: none"> • Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas across content areas • Simple and compound grammatical structures with occasional variation • Sentence patterns across content areas • Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
Level 4	<ul style="list-style-type: none"> • Short, expanded, and some complex sentence • Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion characteristic of particular content areas • Compound and complex grammatical structures • Sentence patterns characteristic of particular content areas • Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 5	<ul style="list-style-type: none"> • Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas characteristic of particular content areas • A variety of complex grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas • Technical and abstract content-area language, including content-specific collocations • Words and expressions with precise meaning across content areas

ELA Benchmark ELA12.2

Students will research a selected topic, write a correctly formatted MLA inquiry-based research paper, and present findings to the class.

Level 1	<ul style="list-style-type: none">• Words, phrases, or chunks of language• Single words used to represent ideas• Phrase-level grammatical structures• Phrasal patterns associated with familiar social and instructional situations• General content-related words• Everyday social and instructional words and expressions
Level 2	<ul style="list-style-type: none">• Phrases or short sentences• Emerging expression of ideas• Formulaic grammatical structures• Repetitive phrasal and sentence patterns across content areas• General content words and expressions• Social and instructional words and expressions across content areas
Level 3	<ul style="list-style-type: none">• Short and some expanded sentences with emerging complexity• Expanded expression of one idea or emerging expression of multiple related ideas across content areas• Simple and compound grammatical structures with occasional variation• Sentence patterns across content areas• Specific content language, including cognates and expressions• Words or expressions with multiple meanings used across content areas
Level 4	<ul style="list-style-type: none">• Short, expanded, and some complex sentence• Short, expanded, and some complex sentences• Organized expression of ideas with emerging cohesion characteristic of particular content areas• Compound and complex grammatical structures• Sentence patterns characteristic of particular content areas• Specific and some technical content-area language• Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 5	<ul style="list-style-type: none">• Multiple, complex sentences• Organized, cohesive, and coherent expression of ideas characteristic of particular content areas• A variety of complex grammatical structures matched to purpose• A broad range of sentence patterns characteristic of particular content areas• Technical and abstract content-area language, including content-specific collocations• Words and expressions with precise meaning across content areas

ELA Benchmark ELA12.3 (Speaking and Writing)

Students will read a variety of short stories, analyze them, and incorporate concepts learned into their own original narratives, real and/or imagined.

Level 1	<ul style="list-style-type: none">• Words, phrases, or chunks of language• Single words used to represent ideas• Phrase-level grammatical structures• Phrasal patterns associated with familiar social and instructional situations• General content-related words• Everyday social and instructional words and expressions
Level 2	<ul style="list-style-type: none">• Phrases or short sentences• Emerging expression of ideas• Formulaic grammatical structures• Repetitive phrasal and sentence patterns across content areas• General content words and expressions• Social and instructional words and expressions across content areas
Level 3	<ul style="list-style-type: none">• Short and some expanded sentences with emerging complexity• Expanded expression of one idea or emerging expression of multiple related ideas across content areas• Simple and compound grammatical structures with occasional variation• Sentence patterns across content areas• Specific content language, including cognates and expressions• Words or expressions with multiple meanings used across content areas
Level 4	<ul style="list-style-type: none">• Short, expanded, and some complex sentence• Short, expanded, and some complex sentences• Organized expression of ideas with emerging cohesion characteristic of particular content areas• Compound and complex grammatical structures• Sentence patterns characteristic of particular content areas• Specific and some technical content-area language• Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 5	<ul style="list-style-type: none">• Multiple, complex sentences• Organized, cohesive, and coherent expression of ideas characteristic of particular content areas• A variety of complex grammatical structures matched to purpose• A broad range of sentence patterns characteristic of particular content areas• Technical and abstract content-area language, including content-specific collocations• Words and expressions with precise meaning across content areas

ELA Benchmark ELA12.3 (Listening and Reading)

Students will read a variety of short stories, analyze them, and incorporate concepts learned into their own original narratives, real and/or imagined.

Level 1	<ul style="list-style-type: none">• Single statements or questions• An idea within words, phrases, or chunks of language• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)• Common social and instructional forms and patterns• General content-related words• Everyday social, instructional and some content-related words and phrases
Level 2	<ul style="list-style-type: none">• Multiple related simple sentences• An idea with detail• Compound grammatical structures• Repetitive phrasal and sentence patterns across content areas• General content words and expressions, including cognates• Social and instructional words and expressions across content areas
Level 3	<ul style="list-style-type: none">• Discourse with a series of extended sentences• Related ideas specific to particular content areas• Compound and some complex grammatical constructions• Sentence patterns across content areas• Specific content-area language and expressions• Words and expressions with common collocations and idioms across content areas
Level 4	<ul style="list-style-type: none">• Connected discourse with a variety of sentences• Expanded related ideas characteristic of particular content areas• Complex grammatical structures• A broad range of sentence patterns characteristic of particular content areas• Specific and some technical content-area language• Words or expressions with multiple meanings across content areas
Level 5	<ul style="list-style-type: none">• Rich descriptive discourse with complex sentences• Cohesive and organized, related ideas across content areas• A variety of complex grammatical structures• Sentence patterns characteristic of particular content areas• Technical and abstract content-area language• Words and expressions with shades of meaning across content areas