



2019 English Language Proficiency Standards

Vertical Articulation of Standards

Office of English Language Acquisition Services

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		Pre-Emergent/Emergent	Basic	Intermediate
Standard 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.				
K	<i>P</i> <i>l</i>	PE/E-1: Answer questions about one or more details from a read-aloud, picture book, and oral presentation.	B-1: Ask questions about key details from a read-aloud, picture book, and oral presentation.	I-1: Ask and answer questions about key details from a read-aloud, picture book, and oral presentation.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>l</i>	PE/E-1: Respond to simple literal questions.	B-1: Ask and answer questions such as who, what, where, why, when, and how about key details in a text.	I-1: Ask and answer questions such as who, what, where, why, when, and how about key details in a text that support the main idea.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>		<i>The Intermediate skill asks the EL to respond about the “key details in a text that support the main idea.”</i>	<i>There is a jump from Basic to Intermediate because Intermediate asks ELs to connect details to main idea.</i>
	<i>H</i> <i>o</i> <i>w</i>			
2nd -3rd	<i>P</i> <i>l</i>	PE/E-1: Respond to simple literal questions.	B-1: Ask and answer questions by using evidence from a text.	I-1: Ask and answer questions about key details that support the main idea by using evidence from a text.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			

4 th - 5 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>ELs should continue asking and answering questions (having conversations) about the text, the author, or events to demonstrate an understanding of the context of the text. ELs should continue to cite (use) text evidence.</i>		
	H o w			
6 th - 8 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>ELs should have conversation, dialogue, and/or debates about elements of text. ELs should continue to cite (use) text evidence. This skill connects to and supports a Performance Indicator where ELs will need to support a claim with evidence.</i>		
	H o w			
9 th -12 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>ELs should have conversation, dialogue, and/or debates about elements of text. ELs should continue to cite (use) text evidence. This skill connects to and supports a Performance Indicator where ELs will need to support a claim with evidence.</i>		
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
Standard 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.				
K	<i>P I</i>	PE/E-2: Identify key words and phrases in read-alouds and oral presentations.	B-2: Identify key details from read-alouds, picture books, and/or oral presentations.	I-2: Identify the main topic and details from read-alouds, picture books, and/or oral presentation.
	<i>W h a t</i>	<i>ELs should identify key words and phrases from Informational text as well.</i>	<i>ELs should identify key details from Informational text as well.</i>	<i>ELs should be identifying the main idea, main topic, details, etc., from Informational text as well.</i>
	<i>H o w</i>			
1st	<i>P I</i>	PE/E-4: Identify the topic of literary texts and presentations.	B-4: Identify the central idea of literary texts and presentations.	I-4: Identify the central idea of literary texts and presentations.
	<i>W h a t</i>		<i>The Performance Indicators for the Basic and Intermediate level are the same. Please refer to the following:</i> <ul style="list-style-type: none"> <i>Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band.</i> <i>Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner.</i> 	
	<i>H o w</i>			
2nd -3rd	<i>P I</i>	PE/E-2: Identify the main topic.	B-2: Determine the central topic or message.	I-2: Explain the central idea, lesson, and moral using key details.
	<i>W h a t</i>		<i>The progression of rigor jumps from Basic to Intermediate. ELs should start explaining and using details.</i>	
	<i>H o w</i>			

4 th - 5 th	P I	PE/E-1: Identify the central topic and key details.	B-1: Determine the central idea (in informational text) and theme (in literary text) and explain how they are supported by key details.	I-1: Determine central ideas (in informational texts) and themes (in literary texts) and explain how they are supported by key details.
	W h a t		<i>The Performance Indicators for the Basic and Intermediate level are the same. Please refer to the following:</i> <ul style="list-style-type: none"> • Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band. • Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner. 	
	H o w			
6 th - 8 th	P I	PE/E-1: Identify the main topic and a few key details.	B-1: Determine the central idea or theme and explain how they are supported by using some text evidence.	I-1: Analyze the central ideas and themes and justify how they are supported by using text evidence.
	W h a t		<i>The progression of rigor jumps from Basic to Intermediate, from determine to analyze.</i>	
	H o w			
9 th -12 th	P I	PE/E-1: Identify the main topic and a few key details.	B-1: Determine the central idea or theme and explain how they are supported by using text evidence.	I-1: Analyze central ideas or themes and justify how they are supported by using text evidence.
	W h a t		<i>The progression of rigor jumps from Basic to Intermediate, from determine to analyze.</i>	
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P</i> <i>l</i>	PE/E-3: Repeat familiar texts.	B-3: Retell familiar texts.	I-3: Retell familiar texts with details.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>l</i>	PE/E-2: Identify key words and phrases in a variety of literary texts and presentations.	B-2: Identify key details in a variety of literary texts and presentations.	I-2: Retell stories to include key details in a variety of literary texts and presentations.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>	<i>The task should include informational text in addition to literary text and presentations.</i>		
	<i>H</i> <i>o</i> <i>w</i>			
2nd -3rd	<i>P</i> <i>l</i>	PE/E-4: Retell a familiar text using key words and phrases.	B-4: Retell a variety of texts using key details.	I-4: Recount a variety of texts using key details.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			

4 th - 5 th	P I	PE/E-2: Retell a familiar text including specific details and information.	B-2: Recount a text including specific details and information.	I-2: Summarize a text including specific details and information.
	W h a t			
	H o w			
6 th - 8 th	P I	PE/E-2: Retell a familiar text including specific details and information.	B-2: Recount specific details and information in a variety of texts.	I-2: Summarize a text including specific details and information.
	W h a t			
	H o w			
9 th -12 th	P I	PE/E-2: Retell a familiar text including specific details and information.	B-2: Recount a text including specific details and information.	I-2: Summarize a text including specific details and information.
	W h a t			
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P</i> <i>I</i>	PE/E-4: Identify similarities within a familiar text.	B-4: Identify differences within a familiar text.	I-4: Identify basic similarities and differences within a text.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>I</i>	PE/E-5: Identify basic similarities and differences within a familiar text.	B-5: Identify and describe similarities and differences within a text.	I-5: Identify and describe similarities and differences within a text.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>		<i>The Performance Indicators for the Basic and Intermediate level are the same. Please refer to the following:</i>	
	<i>H</i> <i>o</i> <i>w</i>		<ul style="list-style-type: none"> • Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band. • Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner. 	
2nd -3rd	<i>P</i> <i>I</i>	PE/E-5: Identify similarities and differences within a text.	B-5: Identify and describe similarities and differences between two texts.	I-5: Identify and describe similarities and differences between two texts.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>		<i>The Performance Indicators for the Basic and Intermediate level are the same. Please refer to the following:</i>	
	<i>H</i> <i>o</i> <i>w</i>		<ul style="list-style-type: none"> • Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band. • Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner. 	

4 th - 5 th	P I	PE/E-3: Identify similarities and differences within a text.	B-3: Identify and describe similarities and differences within a text.	I-3: Compare and contrast details from multiple texts.
	W h a t		<i>The complexity of language (syntax and vocabulary) and the nature of text should become more sophisticated from the Basic to Intermediate level.</i>	
	H o w			
6 th - 8 th	P I	PE/E-3: Identify similarities and differences within a text.	B-3: Identify and describe similarities and differences between multiple texts.	I-3: Compare and contrast details from multiple texts.
	W h a t			<p><i>The skill may be similar from Basic to Intermediate, the complexity of language (syntax and vocabulary) and the nature of text should become more sophisticated.</i></p> <p><i>The Performance Indicators for the 4th-5th and the 6th-8th grade levels (Intermediate) are the same. Please refer to the following:</i></p> <ul style="list-style-type: none"> <i>Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band.</i> <i>Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner.</i>
	H o w			
9 th -12 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t			
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>The skill of sequencing is embedded in the task of repeating and retelling familiar text (EL.S1.PI-3).</i>		
	H o w			
1 st	P I	PE/E-3: Restate a sequence of events using key words.	B-3: Sequence a series of events using key words and phrases.	I-3: Sequence a series of events using transitions.
	W h a t			
	H o w			
2 nd -3 rd	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>The skill of sequencing is embedded in the task of retelling, recounting, and summarizing a text/presentation (EL.S1.PI-4).</i>		
	H o w			

4th - 5th	<i>P I</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>
	<i>W h a t</i>	<i>The skill of sequencing is embedded in the task of retelling, recounting, and summarizing a text/presentation (EL.S1.PI-2).</i>		
	<i>H o w</i>			
6th - 8th	<i>P I</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>
	<i>W h a t</i>			
	<i>H o w</i>			
9th-12th	<i>P I</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>
	<i>W h a t</i>			
	<i>H o w</i>			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P</i> <i>l</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>l</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			
2nd - 3rd	<i>P</i> <i>l</i>	PE/E-3: Identify details.	B-3: Identify key details that support the main idea or message.	I-3: Explain how key details support the main idea or message.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			

4 th - 5 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t			
	H o w			
6 th - 8 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t			
	H o w			
9 th -12 th	P I	PE/E-3: Identify key details and evidence.	B-3: Cite specific details and evidence from the texts to support the analysis.	I-3: Cite specific details and evidence from the texts to support the analysis.
	W h a t			
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P I</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>
	<i>W h a t</i>			
	<i>H o w</i>			
1st	<i>P I</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>
	<i>W h a t</i>			
	<i>H o w</i>			
2nd -3rd	<i>P I</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>
	<i>W h a t</i>	<i>As ELs are learning to read for understanding, ELs should be exposed to text structures, different text types.</i>		
	<i>H o w</i>			

4 th - 5 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t			
	H o w			
6 th - 8 th	P I	PE/E-4: Identify text structures and text types.	B-4: Determine which text structures and text types impact the central idea or theme.	I-4: Explain how structure, text type, and other elements impacts the central idea or theme.
	W h a t			<i>The Performance Indicators are the same from 6th-8th to 9th-12th grade. Please refer to the following:</i> <ul style="list-style-type: none"> • Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band. • Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner.
	H o w			
9 th -12 th	P I	PE/E-4: Identify text structures and text types.	B-4: Determine which text structures and text types impact the central idea or theme.	I-4: Explain how structure, text type, and other elements impacts the central idea or theme.
	W h a t			<i>The Performance Indicators are the same from 6th-8th to 9th-12th grade. Please refer to the following:</i> <ul style="list-style-type: none"> • Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band. • Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner.
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>ELs at this level are using visual information to make/develop understanding of what is read.</i>		
	<i>H o w</i>			
1st	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>ELs at this level are using visual information to comprehend what is read.</i>		
	<i>H o w</i>			
2nd-3rd	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>ELs at this level are using visual information to comprehend what is read.</i>		
	<i>H o w</i>			

4 th - 5 th	P I	PE/E-4: Establish connections between visual supports and text.	B-4: Utilize visual information to understand the text.	I-4: Explain how the visual information supports the text.
	W h a t			
	H o w			
6 th - 8 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>The progression of the above and below skill are continued at the Middle School level while not explicitly assessed. ELs at this level are using visual information to comprehend what is read and how those visuals support the specific text.</i>		
	H o w			
9 th -12 th	P I	PE/E-5: Establish connections between visual supports and text.	B-5: Utilize visual information to understand the text.	I-5: Explain how the visual information supports the text.
	W h a t			<i>The Performance Indicators are the same at 4th-5th AND 9th-12th grade. Please refer to the following:</i> <ul style="list-style-type: none"> • <i>Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band.</i> • <i>Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner.</i>
	H o w			

Standard 2: Determine the meaning of words and phrases in oral presentations and literary and informational text.				
		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P</i> <i>l</i>	PE/E-1: Answer questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	B-1: Answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	I-1: Answer and ask questions about the meaning of words and phrases in grade-appropriate oral presentations and read-alouds about a variety of topics, experiences, or events.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>l</i>	PE/E-1: Answer questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	B-1: Determine the meaning of general academic, and content-specific words and phrases, and some common expressions.	I-1: Determine the meaning of less-frequently occurring words and phrases and general academic and content-specific vocabulary, and some common idiomatic expressions.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			
2nd -3rd	<i>P</i> <i>l</i>	PE/E-1: Recognize the meaning of frequently occurring words, phrases, and expressions.	B-1: Determine the meaning of frequently occurring academic and content-specific words and phrases.	I-1: Determine the meaning of less-frequently occurring words and phrases and content specific words.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			

4 th - 5 th	P I	PE/E-1: Recognize the meaning of frequently occurring words, phrases, and expressions.	B-1: Determine the meaning of frequently occurring academic and content-specific words and phrases.	I-1: Determine the meaning of less-frequently occurring words and phrases and content specific words.
	W h a t	<i>The Performance Indicators for the 4th-5th, 6th-8th, and 9th-12th grade levels (Intermediate) are the same. Please refer to the following:</i> <ul style="list-style-type: none"> • Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band. • Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner. 		
	H o w			
6 th - 8 th	P I	PE/E-1: Recognize the meaning of frequently occurring words, phrases, and expressions.	B-1: Determine the meaning of frequently occurring academic and content specific words and phrases.	I-1: Determine the meaning of less-frequently occurring words and phrases and content specific words.
	W h a t	<i>The Performance Indicators for the 4th-5th, 6th-8th, and 9th-12th grade levels (Intermediate) are the same. Please refer to the following:</i> <ul style="list-style-type: none"> • Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band. • Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner. 		
	H o w			
9 th -12 th	P I	PE/E-1: Recognize the meaning of frequently occurring words, phrases, and expressions.	B-1: Determine the meaning of frequently occurring academic and content-specific words and phrases.	I-1: Determine the meaning of less-frequently occurring words and phrases and content specific words.
	W h a t	<i>The Performance Indicators for the 4th-5th, 6th-8th, and 9th-12th grade levels (Intermediate) are the same. Please refer to the following:</i> <ul style="list-style-type: none"> • Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band. • Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner. 		
	H o w			

		Standard 2: Determine the meaning of words and phrases in oral presentations and literary and informational text.		
		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P</i> <i>l</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>l</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			
2nd-3rd	<i>P</i> <i>l</i>	PE/E-2: Recognize the meanings of common idiomatic expressions.	B-2: Determine the meanings of some idiomatic expressions and figurative language (e.g., similes and proverbs) in familiar texts about a variety of topics, experiences, or events.	I-2: Determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>	<i>The Performance Indicators for the 2nd-3rd, 4th-5th, 6th-8th, and 9th-12th grade levels (Intermediate) are the same. Please refer to the following:</i>		
	<i>H</i> <i>o</i> <i>w</i>			

4 th - 5 th	P I	PE/E-2: Recognize the meanings of common idiomatic expressions.	B-2: Determine the meanings of some idiomatic expressions and figurative language (e.g., similes and proverbs) in familiar texts about a variety of topics, experiences, or events.	I-2: Determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.
	W h a t	<i>The Performance Indicators for the 2nd-3rd, 4th-5th, 6th-8th, and 9th-12th grade levels (Intermediate) are the same. Please refer to the following:</i>		
	H o w	<ul style="list-style-type: none"> • Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band. • Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner. 		
6 th - 8 th	P I	PE/E-2: Recognize the meanings of common idiomatic expressions.	B-2: Determine the meanings of some idiomatic expressions and figurative language (e.g., similes and proverbs) in familiar texts about a variety of topics, experiences, or events.	I-2: Determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.
	W h a t	<i>The Performance Indicators for the 2nd-3rd, 4th-5th, 6th-8th, and 9th-12th grade levels (Intermediate) are the same. Please refer to the following:</i>		
	H o w	<ul style="list-style-type: none"> • Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band. • Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner. 		
9 th -12 th	P I	PE/E-2: Recognize the meanings of common idiomatic expressions.	B-2: Determine the meanings of some idiomatic expressions and figurative language (e.g., similes and proverbs) in familiar texts about a variety of topics, experiences, or events.	I-2: Determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.
	W h a t	<i>The Performance Indicators for the 2nd-3rd, 4th-5th, 6th-8th, and 9th-12th grade levels (Intermediate) are the same. Please refer to the following:</i>		
	H o w	<ul style="list-style-type: none"> • Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band. • Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner. 		

		Standard 2: Determine the meaning of words and phrases in oral presentations and literary and informational text.		
		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P</i> <i>l</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>l</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			
2nd -3rd	<i>P</i> <i>l</i>	PE/E-3: Apply information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.	B-3: Apply context clues, information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.	I-3: Apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>	<i>The Performance Indicators for the 2nd-3rd, 4th-5th, 6th-8th, and 9th-12th grade levels (Intermediate) are the same. Please refer to the following:</i>		
	<i>H</i> <i>o</i> <i>w</i>			

4 th - 5 th	P I	PE/E-3: Apply information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.	B-3: Apply context clues, information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.	I-3: Apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.
	W h a t	<i>The Performance Indicators for the 2nd-3rd, 4th-5th, 6th-8th, and 9th-12th grade levels (Intermediate) are the same. Please refer to the following:</i>		
	H o w			
6 th - 8 th	P I	PE/E-3: Apply information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.	B-3: Apply context clues, information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.	I-3: Apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.
	W h a t	<i>The Performance Indicators for the 2nd-3rd, 4th-5th, 6th-8th, and 9th-12th grade levels (Intermediate) are the same. Please refer to the following:</i>		
	H o w			
9 th -12 th	P I	PE/E-3: Apply information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.	B-3: Apply context clues, information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.	I-3: Apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.
	W h a t	<i>The Performance Indicators for the 2nd-3rd, 4th-5th, 6th-8th, and 9th-12th grade levels (Intermediate) are the same. Please refer to the following:</i>		
	H o w			

Standard 3: Speak and write about grade-appropriate complex literary and informational texts and topics.				
		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P</i> <i>l</i>	PE/E-1: Communicate simple information or feelings about familiar topics, experiences, or events.	B-1: Tell or dictate simple messages about a variety of topics, experiences, or events.	I-1: Make simple oral presentations about a variety of topics, experiences, or events.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>		<i>The Basic skill asks ELs to tell or dictate messages.</i>	<i>The Intermediate skill asks ELs to make oral presentations.</i>
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>l</i>	PE/E-1: Communicate simple information or feelings about familiar topics, experiences, or events.	B-1: Communicate simple messages about a variety of topics, experiences, or events.	I-1: Communicate oral presentations about a variety of topics, experiences, or events.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>		<i>The Basic skill asks ELs to communicate messages.</i>	<i>The Intermediate skill asks ELs to communicate oral presentations.</i>
	<i>H</i> <i>o</i> <i>w</i>			
2nd -3rd	<i>P</i> <i>l</i>	PE/E-1: Deliver short oral presentations that include a few details.	B-1: Deliver short oral presentations that include some details to develop a topic.	I-1: Deliver oral presentations that include details and examples to develop a topic.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>		<i>The Basic skill asks ELs to include details that develop a topic.</i>	<i>The Intermediate skill asks ELs to include examples that develop a topic.</i>
	<i>H</i> <i>o</i> <i>w</i>			

4 th - 5 th	P I	PE/E-1: Deliver short oral presentations that include a few details.	B-1: Deliver short oral presentations that include some details to develop a topic.	I-1: Deliver oral presentations that include details and examples to develop a topic.
	W h a t		<i>The Basic skill asks ELs to include details that develop a topic.</i>	<i>The Intermediate skill asks ELs to include examples that develop a topic.</i>
	H o w			
6 th - 8 th	P I	PE/E-1: Deliver short oral presentations that include a few details.	B-1: Deliver short oral presentations that include some details to develop a topic.	I-1: Deliver oral presentations that include details and examples to develop a topic.
	W h a t		<i>The Basic skill asks ELs to include details that develop a topic.</i>	<i>The Intermediate skill asks ELs to include examples that develop a topic.</i>
	H o w			
9 th -12 th	P I	PE/E-1: Deliver short oral presentations that include a few details.	B-1: Deliver short oral presentations that include some details to develop a topic.	I-1: Deliver oral presentations that include details and examples to develop a topic.
	W h a t		<i>The Basic skill asks ELs to include details that develop a topic.</i>	<i>The Intermediate skill asks ELs to include examples that develop a topic.</i>
	H o w			

Standard 3: Speak and write about grade-appropriate complex literary and informational texts and topics.				
		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P</i> <i>l</i>	PE/E-2: Add appropriate drawings or other visual displays to provide additional detail to familiar topics, experiences, or events.	B-2: Add appropriate drawings or other visual displays to provide additional detail to a variety of topics, experiences, or events.	I-2: Add appropriate drawings or other visual displays to provide additional detail about a variety of topics, experiences, or events.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>	<i>Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner.</i>		
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>l</i>	PE/E-2: Add appropriate drawings or other visual displays to provide additional detail to familiar topics, experiences, or events.	B-2: Add appropriate drawings or other visual displays to clarify thoughts and feelings about a variety of topics, experiences, or events.	I-2: Add appropriate drawings or other visual displays to clarify thoughts, feelings, and ideas about a variety of topics, experiences, or events.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>		<i>The Basic skill asks ELs to provide clarification.</i>	
	<i>H</i> <i>o</i> <i>w</i>			
2nd -3rd	<i>P</i> <i>l</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>	<i>ELs will continue to use drawings or visual displays as a representation.</i>		
	<i>H</i> <i>o</i> <i>w</i>			

4 th - 5 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>ELs will begin to integrate graphics or visual displays as a representation.</i>		
	H o w			
6 th - 8 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>ELs will begin to integrate multimedia as a representation.</i>		
	H o w			
9 th -12 th	P I	PE/E-4: Identify ways in which graphics or multimedia supports the topic.	B-4: Integrate graphics or multimedia when useful.	I-4: Integrate graphics or multimedia when useful.
	W h a t		<i>The Basic skill asks ELs to integrate graphics or multimedia.</i>	
	H o w			

Standard 3: Speak and write about grade-appropriate complex literary and informational texts and topics.				
		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P</i> <i>l</i>	PE/E-3: Add illustrations and labels to familiar topics, experiences, or events.	B-3: Compose short words and phrases using appropriate conventions about a variety of topics, experiences, or events.	I-3: Compose short written texts using appropriate conventions about a variety of topics, experiences, or events.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>		<i>The Basic skill asks ELs to compose short words and phrases using conventions.</i>	<i>The Intermediate skill asks ELs to compose short written texts.</i>
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>l</i>	PE/E-3: Compose written statements about familiar text and topics using appropriate conventions.	B-3: Compose short written texts using appropriate conventions (narrative and informational).	I-3: Compose written narratives and informational texts using appropriate conventions.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>		<i>The Basic skill asks ELs to compose short written texts.</i>	<i>The Intermediate skill asks ELs to compose written narratives and informational texts.</i>
	<i>H</i> <i>o</i> <i>w</i>			
2nd - 3rd	<i>P</i> <i>l</i>	PE/E-2: Compose written narratives using appropriate conventions about familiar topics and experiences that include details.	B-2: Compose written narratives using appropriate conventions that include details to develop a topic.	I-2: Compose written narratives using appropriate conventions that include details and examples to develop a topic.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>		<i>The Basic skill asks ELs to develop a topic.</i>	<i>The Intermediate skill asks ELs to include examples.</i>
	<i>H</i> <i>o</i> <i>w</i>			

4 th - 5 th	P I	PE/E-2: Compose written narratives using appropriate conventions about familiar topics and experiences that include details.	B-2: Compose written narratives using appropriate conventions that include details and examples to develop a topic.	I-2: Compose written narratives using appropriate conventions that include details and examples to develop a topic.
	W h a t		<i>The Basic skill asks ELs to include examples to develop a topic.</i>	
	H o w			
6 th - 8 th	P I	PE/E-2: Compose written narratives, using appropriate conventions, about familiar topics and experiences that include details.	B-2: Compose written narratives, using appropriate conventions, that include details and examples to develop a topic.	I-2: Compose written narratives, using appropriate conventions, that include details, examples, narrative techniques, and precise language to develop a topic.
	W h a t		<i>The Basic skill asks ELs to include examples to develop a topic.</i>	<i>The Intermediate skill asks ELs to include narrative techniques and precise language.</i>
	H o w			
9 th -12 th	P I	PE/E-2: Compose written narratives using appropriate conventions about familiar topics and experiences that include details.	B-2: Compose written narratives using appropriate conventions that include details and examples to develop a topic.	I-2: Compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.
	W h a t		<i>The Basic skill asks ELs to include examples to develop a topic.</i>	<i>The Intermediate skill asks ELs to include narrative techniques and precise language.</i>
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P</i> <i>l</i>	PE/E-4: Produce writing about familiar topics using graphic organizers and sentence frames about a variety of topics, experiences, or events.	B-4: Produce writing with appropriate organization using graphic organizers and sentence frames about a variety of topics, experiences, or events.	I-4: Produce writing with appropriate organization about a variety of topics, experiences, or events.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			<i>The intermediate skill does not limit ELs to using provided graphic organizers and sentence frames.</i>
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>l</i>	PE/E-4: Produce writing about a variety of topics, experiences, or events using graphic organizers and sentence frames.	B-4: Produce writing with appropriate organization on a variety of topics, experiences, or events using sentence frames.	I-4: Produce writing with appropriate organization on a variety of topics, experiences, or events.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			<i>The intermediate skill does not limit ELs to using provided graphic organizers and sentence frames.</i>
	<i>H</i> <i>o</i> <i>w</i>			
2nd -3rd	<i>P</i> <i>l</i>	PE/E-4: Produce writing about a variety of topics, experiences, or events using graphic organizers and sentence frames.	B-4: Produce writing with appropriate organization on a variety of topics, experiences, or events using sentence frames.	I-4: Produce writing with appropriate organization on a variety of topics, experiences, or events.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			<i>The intermediate skill does not limit ELs to using provided graphic organizers and sentence frames.</i>
	<i>H</i> <i>o</i> <i>w</i>			

4 th - 5 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>ELs will continue to produce writing with appropriate organization.</i>		
	H o w			
6 th - 8 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>ELs will continue to produce writing with appropriate organization.</i>		
	H o w			
9 th -12 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>ELs will continue to produce writing with appropriate organization.</i>		
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P</i> <i>I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>	<i>ELs could begin to draw or write about informational topics.</i>		
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>	<i>ELs could begin to draw and write about informational topics.</i>		
	<i>H</i> <i>o</i> <i>w</i>			
2nd -3rd	<i>P</i> <i>I</i>	PE/E-3: Compose informational texts using familiar texts, and topics that include details while using appropriate conventions.	B-3: Compose informational texts that include details to develop a topic while using appropriate conventions.	I-3: Compose informational texts that include details and examples to develop a topic while using appropriate conventions.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>		<i>The Basic skill asks ELs to develop a topic.</i>	<i>The Intermediate skill asks ELs to include examples.</i>
	<i>H</i> <i>o</i> <i>w</i>			

4 th - 5 th	P I	PE/E-3: Compose informational texts that include details while using appropriate conventions.	B-3: Compose informational texts that include details to develop a topic while using appropriate conventions.	I-3: Compose informational texts that include details and examples to develop a topic while using appropriate conventions.
	W h a t		<i>The Basic skill asks ELs to develop a topic.</i>	<i>The Intermediate skill asks ELs to include examples.</i>
	H o w			
6 th - 8 th	P I	PE/E-3: Compose informational texts that include details while using appropriate conventions.	B-3: Compose informational texts that include details to develop a topic while using appropriate conventions.	I-3: Compose informational texts that include details and examples to develop a topic while using appropriate conventions.
	W h a t		<i>The Basic skill asks ELs to develop a topic.</i>	<i>The Intermediate skill asks ELs to include examples.</i>
	H o w			
9 th -12 th	P I	PE/E-3: Compose informational texts that include details to develop a topic while using appropriate conventions.	B-3: Compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.	I-3: Compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.
	W h a t		<i>The Basic skill asks ELs to include concepts and examples.</i>	
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>ELs could begin to use simple transition words to link ideas.</i>		
	<i>H o w</i>			
1st	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>ELs should continue to use simple transition words to link ideas.</i>		
	<i>H o w</i>			
2nd -3rd	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>ELs should continue to use transition words to link ideas.</i>		
	<i>H o w</i>			

4 th - 5 th	P I	PE/E-4: Produce phrases that link ideas and information using transition words (e.g., also, because).	B-4: Produce sentences that link ideas and information using transition words and phrases (e.g., another, for example, also, because).	I-4: Produce sentences that link ideas using transition words and phrases (e.g., another, for example, in contrast).
	W h a t		<i>The Basic skill asks ELs to produce sentences using transition phrases.</i>	
	H o w			
6 th - 8 th	P I	PE/E-4: Produce phrases that identify relationships among ideas and concepts using transition words (e.g. another, for example, also, because).	B-4: Produce sentences to clarify relationships among ideas and concepts using appropriate transitions.	I-4: Produce sentences to clarify relationships among ideas and concepts using appropriate transitions.
	W h a t		<i>The Basic skill asks ELs to produce sentences to clarify relationships.</i>	
	H o w			
9 th -12 th	P I	PE/E-6: N/A	B-6: Use transition and sequencing words to create cohesion.	I-6: Use transition and sequencing words to create cohesion.
	W h a t		<i>Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner.</i>	
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>ELs should begin to acquire domain-specific vocabulary.</i>		
	<i>H o w</i>			
1st	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>ELs should begin to develop domain-specific vocabulary.</i>		
	<i>H o w</i>			
2nd -3rd	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>ELs should continue to develop domain-specific vocabulary.</i>		
	<i>H o w</i>			

4 th - 5 th	P I	PE/E-5: N/A	B-5: Use examples of precise language and domain-specific vocabulary within informative texts.	I-5: Use precise language and domain-specific vocabulary to inform about or explain the topic.
	W h a t			<i>The Intermediate skill asks ELs to develop a topic.</i>
	H o w			
6 th - 8 th	P I	PE/E-5: N/A	B-5: Use examples of precise language and domain-specific vocabulary within informative texts.	I-5: Use precise language and domain-specific vocabulary to inform about or explain the topic.
	W h a t			<i>The Intermediate skill asks ELs to develop a topic.</i>
	H o w			
9 th -12 th	P I	PE/E-5: N/A	B-5: Use examples of precise language and domain-specific vocabulary within informative texts.	I-5: Use precise language and domain-specific vocabulary to inform about or explain the topic.
	W h a t			<i>The Intermediate skill asks ELs to develop a topic.</i>
	H o w			

Standard 3: Speak and write about grade-appropriate complex literary and informational texts and topics.				
		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P</i> <i>l</i>	PE/E-1: Express an opinion or preference using words and/or illustrations about a familiar topic.	B-1: Express an opinion or preference and limited justification about a familiar topic or story.	I-1: Express an opinion or preference using appropriate structure and justification about a variety of topics or stories.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>		<i>The Basic skill asks ELs to provide justification.</i>	<i>The Intermediate skill asks ELs to provide justification using appropriate structure while accessing multiple texts.</i>
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>l</i>	PE/E-1: Express an opinion using words and/or illustrations about a familiar topic.	B-1: Express an opinion or preference using phrases about a familiar topic or story	I-1: Express an opinion about a given topic or story and use justification.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>		<i>The Basic skill asks ELs to use phrases.</i>	<i>The Intermediate skill asks ELs to provide justification.</i>
	<i>H</i> <i>o</i> <i>w</i>			
2nd - 3rd	<i>P</i> <i>l</i>	PE/E-1: Express an opinion on a provided topic or text.	B-1: Express an opinion on a topic or text.	I-1: Express an opinion about a given topic or text.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>	<i>Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner.</i>		
	<i>H</i> <i>o</i> <i>w</i>			

4 th - 5 th	P I	PE/E-1: Express an opinion on a topic or text.	B-1: Express an opinion on a topic or text.	I-1: Express an opinion on a topic or text.
	W h a t	<i>Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner.</i>		
	H o w			
6 th - 8 th	P I	PE/E-1: Express an opinion on a topic.	B-1: Construct a claim about a topic or text.	I-1: Construct a claim about a topic or text.
	W h a t		<i>The Basic skill asks ELs to construct a claim.</i>	
	H o w			
9 th -12 th	P I	PE/E-1: Express an opinion on a topic.	B-1: Construct a claim about a topic or text.	I-1: Construct a claim about a topic or text.
	W h a t		<i>The Basic skill asks ELs to construct a claim.</i>	
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>ELs could begin to provide closure when writing or speaking.</i>		
	<i>H o w</i>			
1st	<i>P I</i>	PE/E-2: Identify and use words that signal closure.	B-2: Identify and use phrases that signal closure.	I-2: Provide a sense of closure to an opinion.
	<i>W h a t</i>		<i>The Basic skill asks ELs to use phrases to signal closure.</i>	<i>The Intermediate skill asks ELs to provide closure aligned to an opinion.</i>
	<i>H o w</i>			
2nd-3rd	<i>P I</i>	PE/E-4: Provide a sense of closure to an opinion.	B-4: Provide a concluding statement to an opinion.	I-4: Provide a conclusion that summarizes the opinion presented.
	<i>W h a t</i>		<i>The Basic skill asks ELs to generate a concluding statement.</i>	<i>The Intermediate skill asks ELs to generate a conclusion that includes a summary.</i>
	<i>H o w</i>			

4 th - 5 th	P I	PE/E-4: Provide a sense of closure to an opinion.	B-4: Provide a concluding statement to an opinion.	I-4: Provide a conclusion that summarizes the opinion presented.
	W h a t		<i>The Basic skill asks ELs to generate a concluding statement.</i>	<i>The Intermediate skill asks ELs to generate a conclusion that includes a summary.</i>
	H o w			
6 th - 8 th	P I	PE/E-4: Provide a sense of closure to an argument.	B-4: Provide a concluding statement to an argument.	I-4: Provide a conclusion that summarizes the argument presented.
	W h a t		<i>The Basic skill asks ELs to generate a concluding statement.</i>	<i>The Intermediate skill asks ELs to generate a conclusion that includes a summary.</i>
	H o w			
9 th -12 th	P I	PE/E-4: Provide a sense of closure to an argument.	B-4: Provide a concluding statement to an argument.	I-4: Provide a conclusion that summarizes the argument presented.
	W h a t		<i>The Basic skill asks ELs to generate a concluding statement.</i>	<i>The Intermediate skill asks ELs to generate a conclusion that includes a summary.</i>
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>ELs could begin to ask and answer “why” questions.</i>		
	<i>H o w</i>			
1st	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>ELs could begin to voice a reason for their opinion.</i>		
	<i>H o w</i>			
2nd-3rd	<i>P I</i>	PE/E-2: Supply a reason that supports the opinion.	B-2: Supply a reason that supports the opinion and is based on some textual evidence.	I-2: Supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.
	<i>W h a t</i>		<i>The Basic skill asks ELs to use textual evidence.</i>	<i>The Intermediate skill asks ELs to use detailed textual evidence and relevant background information.</i>
	<i>H o w</i>			

4 th - 5 th	P I	PE/E-2 Supply a reason that supports the opinion.	B-2: Supply a reason that supports the opinion and is based on some textual evidence.	I-2: Supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.
	W h a t		<i>The Basic skill asks ELs to use textual evidence.</i>	<i>The Intermediate skill asks ELs to use detailed textual evidence and relevant background information.</i>
	H o w			
6 th - 8 th	P I	PE/E-2 Supply a reason that supports the opinion.	B-2: Supply a reason that supports the opinion and is based on some textual evidence.	I-2: Supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.
	W h a t		<i>The Basic skill asks ELs to use textual evidence.</i>	<i>The Intermediate skill asks ELs to use detailed textual evidence and relevant background information.</i>
	H o w			
9 th -12 th	P I	PE/E-3: Identify language indicating a contrasting opinion or viewpoint.	B-3: Distinguish the claim from a counterclaim.	I-3: Distinguish the claim from a counterclaim and explain the relationship between them.
	W h a t		<i>The Basic skill asks ELs to differentiate between a claim and counterclaim.</i>	<i>The Intermediate skill asks ELs to explain the relationship between a claim and counterclaim.</i>
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P</i> <i>I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>	<i>ELs should begin to build their knowledge of action and emotion vocabulary.</i>		
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>	<i>ELs should continue to build their knowledge of action and emotion vocabulary.</i>		
	<i>H</i> <i>o</i> <i>w</i>			
2nd -3rd	<i>P</i> <i>I</i>	PE/E-3: Use simple words that signal actions and emotions.	B-3: Use grade-appropriate words and phrases, including frequently occurring adjectives and adverbs.	I-3: Use grade-appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>		<i>The Basic skill asks ELs to use grade-appropriate words and phrases.</i>	<i>The Intermediate skill asks ELs to also include domain-specific words and phrases.</i>
	<i>H</i> <i>o</i> <i>w</i>			

4 th - 5 th	P I	PE/E-3: Use simple words that signal actions and emotions.	B-3: Use grade-appropriate words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	I-3: Use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
	W h a t		<i>The Basic skill asks ELs to use grade-appropriate words and phrases.</i>	<i>The Intermediate skill asks ELs to include general academic and domain-specific words and phrases.</i>
	H o w			
6 th - 8 th	P I	PE/E-3: Use grade-appropriate words.	B-3: Use grade-appropriate words and phrases.	I-3: Use grade-appropriate general academic and domain-specific words and phrases.
	W h a t		<i>The Basic skill asks ELs to use grade-appropriate phrases.</i>	<i>The Intermediate skill asks ELs to include general academic and domain-specific words and phrases.</i>
	H o w			
9 th -12 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>ELs should continue to use grade-appropriate academic and domain-specific words and phrases.</i>		
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P I</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>
	<i>W h a t</i>			
	<i>H o w</i>			
1st	<i>P I</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>
	<i>W h a t</i>			
	<i>H o w</i>			
2nd-3rd	<i>P I</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>
	<i>W h a t</i>			
	<i>H o w</i>			

4 th - 5 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t			
	H o w			
6 th - 8 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>ELs could begin to use verbiage to address claims, counterclaims, and rebuttals.</i>		
	H o w			
9 th -12 th	P I	PE/E-2: Introduce the topic and provide a few reasons or facts to support the claim.	B-2: Introduce the claim and provide logically ordered reasons or facts that effectively support the claim.	I-2: Introduce the claim and provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim.
	W h a t		<i>The Basic skill asks ELs to introduce the claim and provide logically ordered reasons.</i>	<i>The Intermediate skill asks ELs to use relevant reasons and evidence to address the claim and refute the counterclaim.</i>
	H o w			

		Standard 5: Adapt language choices to purpose, task, and audience when speaking and writing					
		Pre-Emergent/Emergent		Basic		Intermediate	
K	<i>P</i> <i>I</i>	PE/E-1: Respond to questions and suggestions from peers and add details to writing.		B-1: Respond to questions and suggestions from peers and add details to strengthen writing as needed.		I-1: Respond to questions and suggestions from peers and add details to strengthen writing as needed.	
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>						
	<i>H</i> <i>o</i> <i>w</i>						
1st	<i>P</i> <i>I</i>	PE/E-1: Respond to questions and suggestions from peers and add details to writing.		B-1: Respond to questions and suggestions from peers and add details to strengthen writing as needed.		I-1: Respond to questions and suggestions from peers and add details to strengthen writing as needed.	
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>						
	<i>H</i> <i>o</i> <i>w</i>						
2nd-3rd	<i>P</i> <i>I</i>	<i>(no assessed PI)</i>		<i>(no assessed PI)</i>		<i>(no assessed PI)</i>	
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>	<i>ELs should continue to use suggestions from peers to add details that strengthen writing.</i>					
	<i>H</i> <i>o</i> <i>w</i>						

4th-5th	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>ELs should continue to use suggestions from peers to add details that strengthen writing.</i>		
	<i>H o w</i>			
6th-8th	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>ELs should continue to use suggestions from peers to add details that strengthen writing.</i>		
	<i>H o w</i>			
9th-12th	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>ELs should continue to use suggestions from peers to add details that strengthen writing.</i>		
	<i>H o w</i>			

Standard 5: Adapt language choices to purpose, task, and audience when speaking and writing				
		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P</i> <i>l</i>	PE/E-2: Demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom.	B-2: Demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom.	I-2: Demonstrate increasing awareness of differences between informal “playground speech” and language appropriate for the classroom.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>l</i>	PE/E-2: Demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom.	B-2: Demonstrate awareness of differences between informal playground speech and language appropriate for the classroom.	I-2: Shift appropriately between informal “playground speech” and language appropriate for the classroom.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			
2nd -3rd	<i>P</i> <i>l</i>	PE/E-1: Demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom.	B-1: Demonstrate awareness of differences between informal “playground speech” and language appropriate for the classroom.	I-1: Shift appropriately between informal “playground speech” and language appropriate for the classroom.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			

4 th - 5 th	<i>P</i> <i>l</i>	PE/E 1: Demonstrate a developing awareness of the need to adapt language choices to different social and academic contexts.	B-1: Demonstrate awareness of the need to adapt language choices according to purpose, task, and audience.	I-1: Adapt language choices and style (includes register) according to purpose, task, and audience.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			
6 th - 8 th	<i>P</i> <i>l</i>	PE/E 1: Demonstrate a developing awareness of the need to adapt language choices to different social and academic contexts.	B-1: Demonstrate awareness of the need to adapt language choices according to purpose, task, and audience.	I-1: Adapt language choices and style (includes register) according to purpose, task, and audience.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			
9 th -12 th	<i>P</i> <i>l</i>	PE/E-1: Demonstrate a developing awareness of the need to adapt language choices to different social and academic contexts.	B-1: Demonstrate awareness of the need to adapt language choices according to purpose, task, and audience.	I-1: Adapt language choices and style (includes register) according to purpose, task, and audience.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			

Standard 5: Adapt language choices to purpose, task, and audience when speaking and writing				
		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P</i> <i>I</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>	<i>Social (playground) and academic/content (classroom) vocabulary development in Kindergarten is necessary to accomplish S5:PI2.</i>		
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>I</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>	<i>Social (playground) and academic/content (classroom) vocabulary development in 1st Grade is necessary to accomplish S5:PI2.</i>		
	<i>H</i> <i>o</i> <i>w</i>			
2nd -3rd	<i>P</i> <i>I</i>	PE/E-2: Use words and phrases that signal actions and emotions.	B-2: Use grade-appropriate words and phrases, including frequently occurring adjectives and adverbs.	I-2: Use grade-appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>		<i>This is a jump from PE/E to B requiring the use of specific parts of speech.</i>	<i>This is a jump from B to I in requiring knowledge of academic and content words.</i>
	<i>H</i> <i>o</i> <i>w</i>			

4 th - 5 th	P I	PE/E 2: Use general academic words and phrases learned through conversations, reading, and being read to.	B-2: Use grade-appropriate general academic and content specific words, phrases, and expressions with developing control.	I-2: Use a variety of general academic and content-specific words and phrases.
	W h a t	<i>PE/E level is focusing on academic words, which is part of the B expectation, but no content words are being developed.</i>		<i>Expectation is to use grade-appropriate, but Intermediate only requires general word use.</i>
	H o w			
6 th - 8 th	P I	PE/E 2: Use frequently occurring general academic and content-specific words and phrases to express ideas.	B-2: Use general academic and content-specific words and phrases to express ideas.	I-2: Use a wide variety of general academic and content-specific words to precisely express ideas.
	W h a t			
	H o w			
9 th -12 th	P I	PE/E-2: Use frequently occurring general academic and content-specific words and phrases to express ideas.	B-2: Use general academic and domain-specific words and phrases to express ideas.	I-2: Use a wide variety of general academic and domain-specific words to precisely express ideas.
	W h a t			
	H o w			

Standard 5: Adapt language choices to purpose, task, and audience when speaking and writing				
		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>			
	<i>H o w</i>			
1st	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>ELs should develop an awareness of style and tone and how they are used in speech and writing.</i>		
	<i>H o w</i>			
2nd-3rd	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>ELs should develop an awareness of style and tone and how they are used in speech and writing.</i>		
	<i>H o w</i>			

4 th - 5 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>ELs should be taught style and tone and how they are used in speech and writing.</i>		
	H o w			
6 th - 8 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>ELs should be taught style and tone and how they are used in speech and writing.</i>		
	H o w			
9 th -12 th	P I	PE/E-3: Demonstrate developing control of style and tone in oral or written text.	B-3: Utilize formal style and tone in speech and writing, as appropriate.	I-3: Utilize and maintain formal style and tone effectively in speech and writing, as appropriate.
	W h a t			
	H o w			

Standard 6: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reading comments and questions.		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P</i> <i>I</i>	PE/E-1: Participate in short conversations about familiar topics.	B-1: Participate in conversations and discussions about familiar topics.	I-1: Participate in conversations and discussions about a variety of topics with diverse partners.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>I</i>	PE/E-1: Listen to short conversations about familiar topics and respond using gestures, words, and simple phrases.	B-1: Participate in short discussions and/or written exchanges.	I-1: Participate in discussions and/or written exchanges about a variety of topics.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>		<i>Written exchanges included in this PI. All other grade levels limited this to only conversation/discussion because their PI-2 addresses this skill and 1st Grade does not have a separate PI for written exchanges.</i>	<i>Written exchanges included in this PI. All other grade levels limited this to only conversation/discussion because their PI-2 addresses this skill and 1st Grade does not have a separate PI for written exchanges.</i>
	<i>H</i> <i>o</i> <i>w</i>			
2nd-3rd	<i>P</i> <i>I</i>	PE/E-1: Participate in short conversations and discussions about familiar topics.	B-1: Participate in discussions about familiar topics and texts.	I-1: Participate in extended conversations and discussions about a variety of topics and texts.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>		<i>Conversations are only identified at PE/E and I level PI, so teachers should continue to encourage students to participate in both conversations and discussions at this proficiency level.</i>	
	<i>H</i> <i>o</i> <i>w</i>			

4 th -5 th	P I	PE/E-1: Participate in conversations and discussions about familiar topics.	B-1: Participate in discussions about familiar topics and texts.	I-1: Participate in extended conversations and discussions about a variety of topics and texts.
	W h a t		<i>Conversations are only identified at PE/E and I level PI, so teachers should continue to encourage students to participate in both conversations and discussions at this proficiency level.</i>	
	H o w			
6 th -8 th	P I	PE/E-1: Participate in conversations and discussions about familiar topics.	B-1: Participate in discussions about familiar topics and texts.	I-1: Participate in extended conversations and discussions about a variety of topics and texts.
	W h a t		<i>Conversations are only identified at PE/E and I level PI, so teachers should continue to encourage students to participate in both conversations and discussions at this proficiency level.</i>	
	H o w			
9 th -12 th	P I	PE/E-1: Participate in conversations and discussions about familiar topics.	B-1: Participate in discussions about familiar topics, texts, and issues.	I-1: Participate in extended conversations and discussions about a variety of topics, texts, and issues.
	W h a t		<i>Conversations are only identified at PE/E and I level PI, so teachers should continue to encourage students to participate in both conversations and discussions at this proficiency level.</i>	
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P I</i>	PE/E-2: Follow some rules for discussion about familiar topics.	B-2: Follow increasing number of rules for discussion about familiar topics.	I-2: Follow rules for discussion about a variety of topics.
	<i>W h a t</i>			
	<i>H o w</i>			
1st	<i>P I</i>	PE/E-3: Follow basic rules of discussion about familiar topics.	B-3: Follow the rules for discussion.	I-3: Follow the rules for discussion.
	<i>W h a t</i>			
	<i>H o w</i>			
2nd-3rd	<i>P I</i>	PE/E-3: Follow basic rules for discussion.	B-3: Follow the rules for discussion.	I-3: Express own ideas using the rules for discussion.
	<i>W h a t</i>			
	<i>H o w</i>			

4 th -5 th	<i>P</i> <i>I</i>	PE/E-3: Follow basic rules for discussion.	B-3: Follow rules for discussion.	I-3: Express own ideas using the rules for discussion.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			
6 th -8 th	<i>P</i> <i>I</i>	PE/E-3: Follow the basic rules for discussion.	B-3: Follow the rules for discussion.	I-3: Express own ideas using the rules for discussion.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			
9 th -12 th	<i>P</i> <i>I</i>	PE/E-3: Follow the basic rules for discussion.	B-3: Follow the rules for discussion and express his or her own ideas clearly.	I-3: Follow the rules for discussion and express his or her own ideas clearly and persuasively.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P</i> <i>I</i>	PE/E-3 Respond to simple yes-no and wh-questions about familiar topics.	B-3: Respond to simple yes-no and wh-questions about familiar topics.	I-3: Ask and answer questions about a variety of grade-appropriate topics.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>		<i>Teachers can prepare students to formulate questions at the Intermediate level by visiting S10 PI-2-B, which asks students to “use and respond to question words.”</i>	
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>I</i>	PE/E-2: Respond to simple yes-no and some wh- questions about familiar topics.	B-2: Ask simple yes-no and wh- questions about familiar topics.	I-2: Ask and answer questions about a variety of grade-appropriate topics.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>		<i>Students should continue to respond to questions and begin to ask questions about familiar topics.</i>	
	<i>H</i> <i>o</i> <i>w</i>			
2nd-3rd	<i>P</i> <i>I</i>	PE/E-4: Respond to simple yes-no and wh-questions.	B-4: Ask questions to gain information or clarify understanding.	I-4: Pose and respond to relevant questions about a variety of topics and texts.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>		<i>Students should continue to respond to questions and begin to ask questions to gain information and clarify understanding.</i>	
	<i>H</i> <i>o</i> <i>w</i>			

4 th -5 th	P I	PE/E-4: Respond to simple yes-no and wh-questions.	B-4: Ask questions to gain information or clarify understanding.	I-4: Pose and respond to questions about a variety of topics and texts.
	W h a t		<i>Students should continue to respond to questions and begin to ask questions to gain information and clarify understanding.</i>	
	H o w			
6 th -8 th	P I	PE/E-4: Respond to simple yes-no and wh-questions.	B-4: Ask questions to gain information or clarify understanding.	I-4: Pose and respond to questions about a variety of topics and texts.
	W h a t		<i>Students should continue to respond to questions and begin to ask questions to gain information and clarify understanding.</i>	
	H o w			
9 th -12 th	P I	PE/E-4: Respond to simple yes-no and wh-questions.	B-4: Ask questions to gain information or clarify understanding.	I-4: Pose and respond to questions that probe reasoning and claims.
	W h a t		<i>Students should continue to respond to questions and begin to ask questions to gain information and clarify understanding.</i>	
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P</i> <i>I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>	<i>Written exchanges included in S6 PI-1.</i>		
	<i>H</i> <i>o</i> <i>w</i>			
2nd-3rd	<i>P</i> <i>I</i>	PE/E-2: Participate in short written exchanges about familiar topics.	B-2: Participate in written exchanges about familiar topics and texts.	I-2: Participate in extended written exchanges about a variety of topics and texts.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			

4 th -5 th	<i>P</i> <i>I</i>	PE/E-2: Participate in written exchanges about familiar topics.	B-2: Participate in written exchanges about familiar topics and texts.	I-2: Participate in extended written exchanges about a variety of topics and texts.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			
6 th -8 th	<i>P</i> <i>I</i>	PE/E-2: Participate in written exchanges about familiar topics.	B-2: Participate in written exchanges about familiar topics and texts.	I-2: Participate in extended written exchanges about a variety of topics and texts.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			
9 th -12 th	<i>P</i> <i>I</i>	PE/E-2: Participate in written exchanges about familiar topics.	B-2: Participate in written exchanges about grade-appropriate topics and texts.	I-2: Participate in extended written exchanges about a variety of topics and texts.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			

Interactive Communication – Listening, Speaking, Reading, & Writing **Vertical Skill:** Connecting to the Ideas of Others

		Pre-Emergent/Emergent	Basic	Intermediate
K	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>Students are expected to share their ideas in conversations and discussions in S6 PI-1.</i>		
	H o w			
1 st	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>Students are expected to share their ideas in discussions and/or written exchanges in S6 PI-1.</i>		
	H o w			
2 nd -3 rd	P I	PE/E-5: Contribute own comments.	B-5: Respond to comments of others.	I-5: Build on the ideas of others.
	W h a t			
	H o w			

4 th -5 th	P I	PE/E-5: Contribute own comments to collaborative oral and written discussions about familiar topics.	B-5: Contribute information and evidence to collaborative oral and written discussions.	I-5: Paraphrase the key ideas expressed in collaborative oral and written discussions.
	W h a t			<i>Students at Intermediate level paraphrase key ideas and continue to respond with relevant information.</i>
	H o w			
6 th -8 th	P I	PE/E-5: Contribute own comments to collaborative oral and written discussions about familiar topics.	B-5: Contribute relevant information and evidence to collaborative oral and written discussions.	I-5: Paraphrase key ideas expressed in collaborative oral and written discussions.
	W h a t			<i>Students at Intermediate level paraphrase key ideas and continue to respond with relevant information.</i>
	H o w			
9 th -12 th	P I	PE/E-5: Contribute own comments to collaborative oral and written discussions about familiar topics.	B-5: Review information expressed by others and add relevant information and evidence to collaborative oral and written discussions.	I-5: Acknowledge information expressed by others by paraphrasing key ideas and expressing and responding with relevant information in collaborative oral and written discussions.
	W h a t			
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>Students are expected to share their ideas in conversations and discussions in S6 PI-1. These ideas may come from shared reading experiences.</i>		
	<i>H o w</i>			
1st	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>Students are expected to share their ideas in discussions and/or written exchanges in S6 PI-1. These ideas may come from shared reading experiences.</i>		
	<i>H o w</i>			
2nd-3rd	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>Students at this grade level should begin to use evidence from text in their oral and written exchanges.</i>		
	<i>H o w</i>			

4 th -5 th	PI	(no assessed PI)	(no assessed PI)	(no assessed PI)
	What	<i>S6 PI-5 asks students to contribute information and evidence to collaborative oral and written discussions.</i>		
	How			
6 th -8 th	PI	PE/E-6: Refer to previously read information on familiar topic during collaborative oral and written discussions.	B-6: Refer to previously read or researched information during collaborative oral and written discussions.	I-6: Refer to previously read or researched information during collaborative oral and written discussions.
	What			
	How			
9 th -12 th	PI	PE/E-6: Refer to previously read information on familiar topic during collaborative oral and written discussions.	B-6: Refer to previously read or researched information during collaborative oral and written discussions.	I-6: Refer to previously read or researched information during collaborative oral and written discussions.
	What			
	How			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>Students are expected to retell/recount a text including specific details and information in S1 PI-2.</i>		
	<i>H o w</i>			
1st	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>Students are expected to retell/recount a text including specific details and information in S1 PI-2.</i>		
	<i>H o w</i>			
2nd-3rd	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>Students are expected to retell/recount a text including specific details and information in S1 PI-2.</i>		
	<i>H o w</i>			

4 th -5 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>Students are expected to summarize a text including specific details and information in S1 PI-2.</i>		
	H o w			
6 th -8 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>Students are expected to summarize a text including specific details and information in S1 PI-2.</i>		
	H o w			
9 th -12 th	P I	PE/E-7: Restate some of the key ideas expressed.	B-7: Summarize the key points expressed.	I-7: Summarize the key points and evidence discussed.
	W h a t			
	H o w			

Standard 7: Conduct research and evaluate and communicate findings to answer questions or solve problems				
		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P</i> <i>l</i>	PE/E-1: Recall or use information from a provided source to answer a question about familiar topics.	B-1: Recall and record information from experience or use information from provided sources to answer a question with developing control.	I-1: Recall and record information from experience or use information from provided sources to answer a question with increasing control.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>	<i>Students should be developing increasing independence in determining what information is required to answer a question.</i>		
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>l</i>	PE/E-1: Label information and observations in simple notes.	B-1: Record information and observations in guided notes.	I-1: Record information and observations in organized notes.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>	<i>The sources provided are going to vary based on task and topic. These sources must include both print and digital sources at the intermediate level.</i>		
	<i>H</i> <i>o</i> <i>w</i>			
2nd -3rd	<i>P</i> <i>l</i>	PE/E-1: Gather information from provided resources to answer questions.	B-1: Gather information from multiple provided resources to answer questions.	I-1: Gather information from print and digital provided resources to answer questions.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			<i>The sources provided will vary based on task and topic. These sources must include both print and digital sources at the intermediate level.</i>
	<i>H</i> <i>o</i> <i>w</i>			

4 th - 5 th	P I	PE/E-1: Gather information from provided resources to answer questions.	B-1: Gather information from multiple provided resources to answer questions.	I-1: Gather information from print and digital provided resources to answer questions.
	W h a t	<i>The Performance Indicators are similar from 2nd-3rd to 9th-12th grade bands. Please refer to the following:</i> <ul style="list-style-type: none"> • Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band. • Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner. 		
	H o w			
6 th - 8 th	P I	PE/E-1: Gather information from provided resources to answer a question.	B-1: Gather information from multiple provided resources to answer a question.	I-1: Gather information from print and digital provided resources to answer a question.
	W h a t	<i>The Performance Indicators are similar from 2nd-3rd to 9th-12th grade bands. Please refer to the following:</i> <ul style="list-style-type: none"> • At all proficiency levels, the number of questions will vary depending on ability, task, and topic. • Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band. • Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner. 		
	H o w			
9 th -12 th	P I	PE/E-1: Gather information from provided resources to answer questions.	B-1: Gather information from multiple provided resources to answer questions.	I-1: Gather information from print and digital provided resources to answer questions.
	W h a t	<i>The Performance Indicators are similar from 2nd-3rd to 9th-12th grade bands. Please refer to the following:</i> <ul style="list-style-type: none"> • Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band. • Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner. 		
	H o w			

Standard 7: Conduct research and evaluate and communicate findings to answer questions or solve problems				
		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P</i> <i>I</i>	PE/E-2: Participate in shared research and writing projects about familiar topics.	B-2: Participate in shared research and writing projects by communicating findings.	I-2: Participate in shared research and writing projects by evaluating and communicating findings.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>	<i>Research will be completed with increasing independence throughout the grade bands. Complexity will be determined by proficiency, task, and topic.</i>		
	<i>H</i> <i>o</i> <i>w</i>			
2nd -3rd	<i>P</i> <i>I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>	<i>Research will be completed with increasing independence throughout the grade bands. Complexity will be determined by proficiency, task, and topic.</i>		
	<i>H</i> <i>o</i> <i>w</i>			

4 th - 5 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>Research will be completed with increasing independence throughout the grade bands. Complexity will be determined by proficiency, task, and topic.</i>		
	H o w			
6 th - 8 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>Research will be completed with increasing independence throughout the grade bands. Complexity will be determined by proficiency, task, and topic.</i>		
	H o w			
9 th -12 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>Research will be completed with increasing independence throughout the grade bands. Complexity will be determined by proficiency, task, and topic.</i>		
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P I</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>	<i>(no assessed PI)</i>
	<i>W h a t</i>	<i>Responding to questions or problems on provided information is a key part of the shared research process addressed in EL.K.S7.1-2.</i>		
	<i>H o w</i>			
1st	<i>P I</i>	PE/E-2: Respond to a question or problem based on provided information from resources.	B-2: Respond to a question or problem based on gathered information from provided source.	I-2: Respond to a question or problem based on relevant personal experience or gathered information.
	<i>W h a t</i>	<i>Students will answer the question with the information provided by the teacher.</i>	<i>Students will be responsible for determining the information that is necessary to answer the question.</i>	<i>Students will determine what type of information is necessary/best to answer a question (personal, source).</i>
	<i>H o w</i>			
2nd -3rd	<i>P I</i>	PE/E-2: Respond to a question or problem based on information from provided resources.	B-2: Respond to a question or problem based on gathered information from multiple sources, including personal experience.	I-2: Respond to a question or problem based on gathered information from multiple (personal experience, digital, and print) sources.
	<i>W h a t</i>	<i>Students will answer the question with the information provided by the teacher.</i>	<i>The sources selected will vary based on task and topic. There must be at least 2 sources, one being personal experience.</i>	<i>The sources selected will vary based on task and topic. There must be at least 3 sources. These will include personal experience, digital, and print sources.</i>
	<i>H o w</i>			

4 th - 5 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<p><i>Students will develop increasing independence in gathering the information necessary to respond to a question or problem. Sources used to gather information will increase in complexity and variety.</i></p>		
	H o w			
6 th - 8 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<p><i>Students will develop increasing independence in gathering the information necessary to respond to a question or problem. Sources used to gather information will increase in complexity and variety.</i></p>		
	H o w			
9 th -12 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<p><i>Students will develop increasing independence in gathering the information necessary to respond to a question or problem. Sources used to gather information will increase in complexity and variety.</i></p>		
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>Taking notes, sorting, and identifying key ideas based on provided information is a key part of the shared research process addressed in EL.K.S7.1-2.</i>		
	<i>H o w</i>			
1st	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>Students will need instruction on taking notes, sorting, and identifying key ideas from both provided and gathered information.</i>		
	<i>H o w</i>			
2nd -3rd	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>Students will utilize notes, charts, etc., to record and sort information to determine and paraphrase key ideas.</i>		
	<i>H o w</i>			

4 th - 5 th	P I	PE/E-2: Record some information/observations in simple notes.	B-2: Sort evidence into categories.	I-2: Summarize key ideas and information in detailed and orderly notes, with charts, tables, or other graphics, as appropriate.
	W h a t		<i>Evidence will come from recorded information/observations.</i>	<i>Students will utilize notes, charts, etc., to record and sort information to determine and summarize key ideas.</i>
	H o w			
6 th - 8 th	P I	PE/E-2: Record some information/observations in simple notes.	B-2: Paraphrase observations/information notes with labeled illustrations, diagrams, or other graphics, as appropriate.	I-2: Summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.
	W h a t			
	H o w			
9 th -12 th	P I	PE/E-3: Record some information/ observations in simple notes.	B-3: Paraphrase observations/information notes with labeled illustrations, diagrams, or other graphics, as appropriate.	I-3: Summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.
	W h a t	<i>The Performance Indicators are similar from 6th -8th to 9th-12th grade bands. Please refer to the following:</i> <ul style="list-style-type: none"> ● <i>Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band.</i> ● <i>Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner.</i> 		
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>Identifying key details and the main idea is addressed in EL.K.S1.I-2. This skill can be applied within the context of completing shared research.</i>		
	<i>H o w</i>			
1st	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>Asking and answering questions to support the main idea is addressed in EL.1.S1.I-1. This requires students to first be able to identify the main idea. Students should also be encouraged to restate the main idea as they are gathering information for research.</i>		
	<i>H o w</i>			
2nd -3rd	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>Asking and answering questions using evidence to support the main idea is addressed in EL.2-3.S1.I-1. This requires students to first be able to identify the main idea. Students should also be encouraged to restate the main idea as they are gathering information for research. Students should also begin to apply evidence to solve problems or draw conclusions.</i>		
	<i>H o w</i>			

4 th - 5 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>Determining the “central” idea (main idea) is addressed in EL.4-5.S1.B/I-1. Students should be able to restate and paraphrase the main idea with the goal of moving towards summarization. This should be applied within the sources that students are using to gather information/evidence. Students should be able to apply evidence to solve problems or draw conclusions.</i>		
	H o w			
6 th - 8 th	P I	PE/E-4: N/A	B-4: Restate the main idea using evidence from text or presentations.	I-4: Make inferences and draw conclusions using evidence from text or presentations.
	W h a t	<ul style="list-style-type: none"> Students at a PE/E level should be able to identify and restate the main idea with support. Students at the PE/E and basic levels should also draw conclusions and make inferences based on evidence with varying levels of support. 	<ul style="list-style-type: none"> Students at a basic level should be able to paraphrase the main idea while working towards summarization. Students at the PE/E and basic levels should also draw conclusions and make inferences based on evidence with varying levels of support. 	<i>The skill changes at the intermediate level. Students at the intermediate level should be working to summarize the main idea using evidence.</i>
	H o w			
9 th -12 th	P I	PE/E-2: N/A	B-2: Summarize the main idea using evidence from text or presentations.	I-2: Make inferences and draw conclusions using evidence from text or presentations.
	W h a t	<i>The Performance Indicators are similar from 6th -8th to 9th-12th grade bands. Please refer to the following:</i> <ul style="list-style-type: none"> Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band. Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner. 		
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>Students will develop increasing independence in supporting their answers, ideas/opinions, and conclusions about text with evidence from the text.</i>		
	<i>H o w</i>			
1st	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>Students will develop increasing independence in supporting their answers, ideas/opinions, and conclusions about text with evidence from the text.</i>		
	<i>H o w</i>			
2nd -3rd	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>Students will develop increasing independence in supporting their answers, ideas/opinions, and conclusions about text with evidence from the text.</i>		
	<i>H o w</i>			

4 th - 5 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>Students will develop increasing independence in supporting their answers, ideas/opinions, and conclusions about text with evidence from the text.</i>		
	H o w			
6 th - 8 th	P I	PE/E-3: Identify sources used in research.	B-3: Cite sources used in research.	I-3: Identify credible sources used in research and use a standard format for citations.
	W h a t	<i>Discussions of what makes a source credible and how to determine credibility should occur at both the PE/E and basic levels.</i>		<i>Students should be able to independently determine if a source is credible by applying criteria established in previous instruction.</i>
	H o w			
9 th -12 th	P I	PE/E-4: Cite sources used in research appropriately.	B-4: Cite sources used in research appropriately.	I-4: Cite sources used in research appropriately.
	W h a t	<i>The Performance Indicators are similar from 6th -8th to 9th-12th grade bands. Please refer to the following:</i>		
	H o w	<ul style="list-style-type: none"> ● <i>Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band.</i> ● <i>Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner.</i> 		

Standard 8: Analyze and critique the arguments of others orally and in writing.				
		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P</i> <i>I</i>	PE/E-1: Orally identify one reason an author or a speaker gives in a familiar text.	B-1: Orally identify one reason an author or a speaker gives to support a point.	I-1: Orally and/or in writing identify one or two reasons an author or speaker gives to support points in a text.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>		<i>Students will practice this skill in both familiar and unfamiliar text.</i>	
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>I</i>	PE/E-1: Orally identify one reason an author or a speaker gives to support a point.	B-1: Orally and/or in writing identify one or two reasons an author or speaker gives to support the points.	I-1: Orally and/or in writing identify relevant reasons an author or speaker gives to support the points.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>			<i>Students will determine which key details are the most essential to supporting the points of an author/speaker.</i>
	<i>H</i> <i>o</i> <i>w</i>			
2nd -3rd	<i>P</i> <i>I</i>	PE/E-1: Identify a reason an author or speaker gives to support a main point.	B-1: Tell how one or two reasons support the specific points an author or a speaker makes.	I-1: Explain how an author or speaker uses reasons and evidence to support or fails to support specific points.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>		<i>Students will identify the author/speaker’s main point, supporting reasons, and tell how the reasons support the main point.</i>	<i>Students will determine and explain if the reasons/evidence an author/speaker gives to support a specific point does support the point or fails to support the point.</i>
	<i>H</i> <i>o</i> <i>w</i>			

4 th - 5 th	P I	PE/E-1: Identify a reason an author or speaker gives to support a main point.	B-1: Tell how one or two reasons support the specific points an author or a speaker makes.	I-1: Explain how an author or speaker uses reasons and evidence to support or fails to support specific points.
	W h a t	<i>The Performance Indicators are similar from 2nd-3rd to 6th-8th grade bands. Please refer to the following:</i> <ul style="list-style-type: none"> • Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band. • Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner. 		
	H o w			
6 th - 8 th	P I	PE/E-1: Identify a reason an author or speaker gives to support a main point.	B-1: Tell how one or two reasons support the claim an author or a speaker makes.	I-1: Explain how an author or speaker uses reasons and evidence to support or fails to support a claim.
	W h a t	<i>The Performance Indicators are similar from 2nd-3rd to 6th-8th grade bands. Please refer to the following:</i> <ul style="list-style-type: none"> • Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band. • Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner. 		
	H o w			
9 th -12 th	P I	PE/E-1: Identify the main argument an author or a speaker makes.	B-1: Explain the reasons an author or a speaker gives to support a claim.	I-1: Analyze the reasoning and use of rhetoric in texts.
	W h a t	<i>Students need to identify the reasons an author gives and the main argument the author/speaker makes. Students will also begin to connect the main argument to a claim.</i>	<i>Students will use the main argument and reasons to determine a claim the author/speaker makes. Students will also tell how the claim is supported.</i>	<i>Students will need instruction to identify rhetoric in texts prior to analyzing its use.</i>
	H o w			

Standard 8: Analyze and critique the arguments of others orally and in writing.				
		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P</i> <i>l</i>	PE/E-2: Respond to yes-no, either-or, and wh-questions about what an author or speaker says.	B-2: Ask and answer yes-no, either-or, and wh- questions to gather more information about what an author or speaker says.	I-2: Ask and answer yes-no, either-or, and wh-questions to clarify what an author or speaker says.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>	<i>Students will respond to questions prepared based on a text/presentation being used in the lesson. The questions should support student understanding of a text/presentation.</i>	<i>Students will respond to posed questions and create their own questions based on the text/presentation. The questions should be used to gather information to better understand a text/presentation.</i>	<i>Students will respond to posed questions and create their own questions based on the text/presentation. The questions should be used to clarify information from or about a text/presentation.</i>
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>l</i>	PE/E-2: Respond to yes-no, either-or, and wh-questions about what an author or speaker says.	B-2: Ask and answer yes-no, either-or, and wh- questions to gather more information about what an author or speaker says.	I-2: Ask and answer yes-no, either-or, and wh-questions to clarify what an author or speaker says.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>	<i>The Performance Indicators are similar from kindergarten to 2nd-3rd grade bands. Please refer to the following:</i> <ul style="list-style-type: none"> <i>Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band.</i> <i>Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner.</i> 		
	<i>H</i> <i>o</i> <i>w</i>			
2nd -3rd	<i>P</i> <i>l</i>	PE/E-2: Respond to yes-no, either-or, and wh-questions about what an author or speaker says.	B-2: Ask and answer yes-no, either-or, and wh- questions to gather more information about what an author or speaker says.	I-2: Ask and answer yes-no, either-or, and wh-questions to clarify what an author or speaker says.

	W h a t	<p><i>The Performance Indicators are similar from kindergarten to 2nd-3rd grade bands. Please refer to the following:</i></p> <ul style="list-style-type: none"> • <i>Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band.</i> • <i>Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner.</i> 		
	H o w			
4 th - 5 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<p><i>Students will develop increasing independence in asking and answering questions to gather and clarify information from texts/presentations. Texts and presentations should be determined by proficiency, task, and topic, and will increase in complexity and variety.</i></p>		
	H o w			
6 th - 8 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<p><i>Students will develop increasing independence in asking and answering questions to gather and clarify information from texts/presentations. Texts and presentations should be determined by proficiency, task, and topic, and will increase in complexity and variety.</i></p>		
	H o w			
9 th -12 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<p><i>Students will develop increasing independence in asking and answering questions to gather and clarify information from texts/presentations. Texts and presentations should be determined by proficiency, task, and topic, and will increase in complexity and variety.</i></p>		
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>			
	<i>H o w</i>			
1st	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>The related skill at this grade band can be addressed as part of the instruction required for EL.1.S9.I-1.</i>		
	<i>H o w</i>			
2nd -3rd	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>The related skill at this grade band can be addressed as part of the instruction required for EL.2-3.S9.I-1.</i>		
	<i>H o w</i>			

4 th - 5 th	P I	PE/E-2: Determine and explain the author's purpose.	B-2: Identify the author's purpose for their piece of writing (e.g., to entertain, to inform, to persuade).	I-2: Determine and explain the author's purpose for their piece of writing (e.g., to entertain, to inform, to persuade).
	W h a t			
	H o w			
6 th - 8 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>The related skill at this grade band can be addressed as part of the instruction required for EL.6-8.S1.I-4.</i>		
	H o w			
9 th -12 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>The related skill at this grade band can be addressed as part of the instruction required for EL.9-12.S1.I-4.</i>		
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>The prerequisite skill at this grade band is addressed in EL.K.S8.I-1.</i>		
	<i>H o w</i>			
1st	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>The prerequisite skill at this grade band is addressed in EL.1.S8.I-1.</i>		
	<i>H o w</i>			
2nd -3rd	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>The prerequisite skill at this grade band is addressed in EL.2-3.S8.I-1.</i>		
	<i>H o w</i>			

4 th - 5 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>The prerequisite skill at this grade band is addressed in EL.4-5.S8.I-1.</i>		
	H o w			
6 th - 8 th	P I	PE/E-2: Identify claims supported by reasons and evidence and those that are not.	B-2: Distinguish between claims that are supported by reasons and evidence from those that are not.	I-2: Determine and evaluate whether the evidence is sufficient to support the claims.
	W h a t	<i>The Performance Indicators are similar across proficiency levels. Please refer to the following:</i> <ul style="list-style-type: none"> • <i>Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner.</i> 		
	H o w			
9 th -12 th	P I	PE/E-2: Identify reasons an author or a speaker gives to support the argument.	B-2: Identify textual evidence that supports the claim.	I-2: Determine whether the evidence is sufficient to support the claim.
	W h a t			
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P</i> <i>I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>	<i>The prerequisite skill at this grade band will be addressed as part of the instruction required for EL.K.S4.I-1.</i>		
	<i>H</i> <i>o</i> <i>w</i>			
1st	<i>P</i> <i>I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>	<i>The prerequisite skill at this grade band will be addressed as part of the instruction required for EL.1.S4.I-1.</i>		
	<i>H</i> <i>o</i> <i>w</i>			
2nd -3rd	<i>P</i> <i>I</i>	PE/E-3: Use describing words.	B-3: Use general academic and domain-specific words and phrases.	I-3: Use general academic and domain-specific words and phrases that signal spatial and temporal relationships.
	<i>W</i> <i>h</i> <i>a</i> <i>t</i>	<i>Because the goal of Standard 8 is to analyze and critique the arguments of others and to ensure alignment between grade bands, students at the PE/E level should use describing words to express ideas and opinions.</i>	<i>Because the goal of Standard 8 is to analyze and critique the arguments of others and to ensure alignment between grade bands, students at the basic level should use general academic and domain-specific words and phrases to express ideas and opinions.</i>	<i>Because the goal of Standard 8 is to analyze and critique the arguments of others and to ensure alignment between grade bands, students at the intermediate level should use general academic and domain-specific words and phrases that signal spatial and temporal relationships to express ideas and opinions.</i>
	<i>H</i> <i>o</i> <i>w</i>			

4 th - 5 th	P I	PE/E-5: Use words and phrases to express ideas and opinions.	B-5: Use academic words and phrases to express ideas and opinions.	I-5: Use academic and domain-specific words and phrases to express ideas and opinions.
	W h a t			
	H o w			
6 th - 8 th	P I	PE/E-3: Use words and phrases to express ideas and opinions.	B-3: Use academic words and phrases to make a claim.	I-3: Use academic and domain-specific words and phrases to make a claim.
	W h a t			
	H o w			
9 th -12 th	P I	PE/E-4: Use words and phrases to express ideas and opinions.	B-4: Use academic words and phrases to make a claim.	I-4: Use academic and domain-specific words and phrases to make a claim.
	W h a t	<i>The Performance Indicators are similar from 6th-8th to 9th-12th grade bands. Please refer to the following:</i> <ul style="list-style-type: none"> ● Use grade-level content to differentiate the Performance Indicator for each separate grade in the grade band. ● Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner. 		
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>			
	<i>H o w</i>			
1st	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>The related skill at this grade band can be addressed as part of the instruction required for EL.1.S9.I-1.</i>		
	<i>H o w</i>			
2nd -3rd	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>The related skill at this grade band can be addressed as part of the instruction required for EL.2-3.S9.I-1.</i>		
	<i>H o w</i>			

4 th - 5 th	P I	PE/E-3: Identify vocabulary used to influence a reader's perspective (e.g., emotional words, etc.).	B-3: Distinguish between facts and opinions in a text.	I-3: Distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications, etc.).
	W h a t	<i>Identifying words that show feelings/emotions about an idea/topic helps prepare students to distinguish between facts and opinions.</i>	<i>The Performance Indicators are similar across proficiency levels. Please refer to the following:</i> <ul style="list-style-type: none"> <i>Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner.</i> 	
	H o w			
6 th - 8 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>The related skill at this grade band can be addressed as part of the instruction required for EL.6-8.S1.1-4.</i>		
	H o w			
9 th -12 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>The related skill at this grade band can be addressed as part of the instruction required for EL.9-12.S1.1-4.</i>		
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>Students will develop increasing independence in supporting their answers, ideas/opinions, and conclusions with evidence from the text. Texts should be determined by proficiency, task, and topic, and will increase in complexity and variety.</i>		
	H o w			
1 st	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>Students will develop increasing independence in supporting their answers, ideas/opinions, and conclusions with evidence from the text. Texts should be determined by proficiency, task, and topic, and will increase in complexity and variety.</i>		
	H o w			
2 nd -3 rd	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>Students will develop increasing independence in supporting their answers, ideas/opinions, and conclusions with evidence from the text. Texts should be determined by proficiency, task, and topic, and will increase in complexity and variety.</i>		
	H o w			

4 th - 5 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>Students will develop increasing independence in supporting their answers, ideas/opinions, and conclusions with evidence from the text. Texts should be determined by proficiency, task, and topic, and will increase in complexity and variety.</i>		
	H o w			
6 th - 8 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>Students in grades 6-8 should begin using text citations with increasing independence to document textual evidence to support their answers, ideas/opinions, and conclusions. Texts should be determined by proficiency, task, and topic, and will increase in complexity and variety.</i>		
	H o w			
9 th -12 th	P I	PE/E-3: Cite textual evidence to support the analysis.	B-3: Cite textual evidence to support the analysis.	I-3: Cite textual evidence to support the analysis.
	W h a t	<i>The Performance Indicators are similar across proficiency levels. Please refer to the following:</i> <ul style="list-style-type: none"> <i>Complexity of the identical skill, in both task and text, will change depending on the language proficiency of the English learner.</i> 		
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>The related skill at this grade band can be addressed as part of the instruction required for EL.K.S4.I-1.</i>		
	<i>H o w</i>			
1st	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>The related skill at this grade band can be addressed as part of the instruction required for EL.1.S4.I-1.</i>		
	<i>H o w</i>			
2nd -3rd	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>The related skill at this grade band can be addressed as part of the instruction required for EL.2-3.S4.I-1-2.</i>		
	<i>H o w</i>			

4 th - 5 th	P I	PE/E-4: Express an opinion.	B-4: Write about an opinion and use provided resources to include one or more supporting reasons.	I-4: Write about an opinion and use provided resources to include supporting reasons.
	W h a t			
	H o w			
6 th - 8 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>The related skill at this grade band can be addressed as part of the instruction required for EL.6-8.S4.I-1-2.</i>		
	H o w			
9 th -12 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>The related skill at this grade band can be addressed as part of the instruction required for EL.9-12.S4.I-1-2.</i>		
	H o w			

		Pre-Emergent/Emergent	Basic	Intermediate
K	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>The related skill at this grade band can be addressed as part of the instruction required for EL.K.S2.I-1.</i>		
	<i>H o w</i>			
1st	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>The related skill at this grade band can be addressed as part of the instruction required for EL.1-2.S2.I-1.</i>		
	<i>H o w</i>			
2nd -3rd	<i>P I</i>	(no assessed PI)	(no assessed PI)	(no assessed PI)
	<i>W h a t</i>	<i>The related skill at this grade band can be addressed as part of the instruction required for EL.2-3.S2.I-3.</i>		
	<i>H o w</i>			

4 th - 5 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>The related skill at this grade band can be addressed as part of the instruction required for EL.4-5.S2.I-3.</i>		
	H o w			
6 th - 8 th	P I	(no assessed PI)	(no assessed PI)	(no assessed PI)
	W h a t	<i>The related skill at this grade band can be addressed as part of the instruction required for EL.6-8.S2.I-3.</i>		
	H o w			
9 th -12 th	P I	PE/E-5: N/A	B-5: Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	I-5: Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	W h a t			
	H o w			