

KINDERGARTEN PROFICIENCY DESCRIPTORS FOR SORTING ACTIVITY

KINDERGARTEN	<p>with prompting and supports, use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words/attributes <p>from read-alouds and oral presentations of information or stories</p>	<p>with prompting and supports, use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • identify main topics • answer questions about key details or parts of stories or events • retell events <p>from read-alouds, picture books, and oral presentations</p>	<p>with prompting and supports, use a wide range of strategies to:</p> <ul style="list-style-type: none"> • identify main topics • answer questions about key details • retell stories and events <p>from read-alouds, picture books, and oral presentations</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • listen with occasional participation in short conversations using a limited number of words and phrases acquired in conversations and being read to • respond verbally and nonverbally to simple yes/no and some wh- questions about familiar topics 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • participate in short conversations using words and phrases acquired in conversations, reading, and being read to • respond to simple yes/no and wh- questions <p>about familiar topics</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • participate in conversations and discussions using words and phrases acquired in conversations, reading, and being read to • ask and answer simple questions • follow increasing number of rules for discussion • make comments of his or her own <p>about a variety of topics</p>
KINDERGARTEN	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • communicate basic information or feelings using words and phrases acquired in conversations, reading, and being read to <p>about familiar topics, experiences, or events</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • communicate information or feelings using words and phrases acquired in conversations, reading, and being read to <p>about familiar topics, experiences, or events</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to <p>about a familiar topic, text, or experience</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • introduce the topic • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to <p>about a variety of topics, texts, or experiences</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • participate in shared research projects to answer a question <p>recall information from experience or from a provided source</p>	<p>with prompting and supports,</p> <p>participate in shared research projects to answer a question</p> <ul style="list-style-type: none"> • recall information from experience or use information from a provided source <p>label information</p>

KINDERGARTEN	<p>with prompting and supports,</p> <ul style="list-style-type: none"> participate in shared research projects to answer a question recall information from experience or use information from provided sources label information <p>present findings to a peer or small group using drawings or illustrations, when useful</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> orally identify the opinion or preference of others 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> identify the main point of an author or speaker 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> identify the main point of an author or speaker identify the reasons an author or speaker gives to support main point 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> repeat and use frequently occurring words and phrases recognize the meaning of high frequency words learned through conversations, reading, and being read to 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> use words learned through conversations, reading, and being read to demonstrate an awareness of differences between social language and language appropriate to the classroom
KINDERGARTEN	<p>with prompting and supports,</p> <ul style="list-style-type: none"> use words learned through conversations, reading, and being read to demonstrate a developing awareness of the difference social language and language for the classroom 	<p>using prompting, context, visual aids, and knowledge of morphology in the native language,</p> <ul style="list-style-type: none"> recognize the meaning of some frequently occurring words and phrases <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events</p>	<p>using prompting, context, visual aids, and some knowledge of English morphology (e.g. frequently occurring root words and their inflectional forms),</p> <ul style="list-style-type: none"> answer and sometimes ask questions about the meaning of words and phrases <p>in simple oral presentations and read-alouds about a variety of topics, experiences, or events</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> put events in order from an experience or familiar story point to or match attributes of objects in the environment 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> orally retell several events from an experience or a familiar story describe objects in the environment using visual supports use some frequently occurring linking words (e.g., <i>and</i>, <i>so</i>) 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> orally retell a simple sequence of events from an experience or a familiar story describe objects in the environment use frequently occurring linking words (e.g. <i>and</i>, <i>so</i> <i>then</i>)

KINDERGARTEN	<p>with prompting and supports,</p> <ul style="list-style-type: none"> orally retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end describe objects in the environment <p>use frequently occurring linking words (e.g. <i>and, so, then</i>)</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns and verbs understand and respond to simple yes/no questions <p>in familiar shared language activities</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words produce simple sentences <p>in shared language activities</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words produce and expand simple sentences <p>in shared language activities</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> use frequently occurring regular plural nouns, verbs, prepositions, and question words ask and answer questions produce and expand simple sentences <p>in shared language activities</p>	
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GRADE ONE PROFICIENCY DESCRIPTORS FOR SORTING ACTIVITY

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GRADE ONE</p>	<p>with prompting and supports, use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify key words, attributes, and phrases <p>from read-alouds, simple written texts, and oral presentations</p>	<p>with guidance and supports, use a developing set of strategies to:</p> <ul style="list-style-type: none"> • identify main topics, • answer questions about key details • retell some key details or events <p>from read-alouds, simple written texts, and oral presentations</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • identify main topics • ask and answer questions about an increasing number of key details • retell familiar stories or episodes of stories <p>from read-alouds, written texts, and oral presentations</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • listen with occasional participation in short conversations using a limited number of words and phrases acquired in conversations, reading, and being read to • respond verbally and nonverbally to simple yes/no and some wh-questions about familiar topics 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • participate in short discussions, conversations, and short written exchanges using words and phrases acquired in conversations, reading, and being read to • follow rules for discussion • ask and answer simple questions to gain information or clarify understanding about familiar topics 	<ul style="list-style-type: none"> • participate in discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to • follow rules for discussion • ask and answer questions to gain information or clarify understanding • respond to the comments of others • make comments of his or her own about a variety of topics and texts
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GRADE ONE</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • communicate basic messages using words and phrases acquired in conversations, reading, and being read to <p>about familiar topics, experiences, or events</p>	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • deliver short simple oral presentations • compose short written texts including drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to <p>about familiar topics, stories, experiences, or events</p>	<ul style="list-style-type: none"> • deliver oral presentations • compose written texts with drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to • include key details <p>about a variety of texts, topics, experiences, or events</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • express an opinion using words and phrases acquired in conversations, reading, and being read to <p>about familiar topics, experiences, or events</p>	<ul style="list-style-type: none"> • introduce the topic • express opinions • give a reason for the opinion • use words and phrases acquired in conversations, reading, and being read to <p>about a variety of texts topics, experiences, and events</p>	<ul style="list-style-type: none"> • introduce the topic • express opinions • give a reason for the opinion • provide a sense of closure • use words and phrases acquired in conversations, reading, and being read to • about a variety of texts, topics, experiences, or events

GRADE ONE	<p>with guidance and supports,</p> <ul style="list-style-type: none"> participate in shared research projects to answer a question recall information from experiences gather information from provided sources. label and sort information into provided categories present findings to a peer or small group using drawings or illustrations, when useful 	<ul style="list-style-type: none"> participate in shared research projects to answer a question recall information from experiences gather information from provided sources label and sort information record some information/observations in simple notes present findings to a small or large group using drawings or illustrations, when useful 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> use a few frequently occurring words and phrases to identify the main point of an author or speaker 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> identify the main point of an author or speaker identify a reason an author or a speaker gives to support a point 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> identify the main point of an author or speaker identify one or two reasons an author or a speaker gives to support the main point 	<ul style="list-style-type: none"> identify the main point of an author or speaker identify reasons an author or a speaker gives to support the main point
GRADE ONE	<p>with prompting and supports,</p> <ul style="list-style-type: none"> recognize and use some words learned through conversations, reading, and being read to recognize the meaning and the context of some words learned through conversations, reading, and being read to 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> use some words learned through conversations, reading, and being read to recognize the meaning and context of words to demonstrate awareness of the difference between social language and language for the classroom 	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> answer and sometimes ask questions to help determine the meaning of frequently and some less frequently occurring words and phrases <p>in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events</p>	<p>using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms,</p> <ul style="list-style-type: none"> answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions <p>in oral presentations and written texts about a variety of topics, experiences, or events</p>	<p>using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as <i>-ed, -ing, and some common prefixes and suffixes</i>),</p> <ul style="list-style-type: none"> answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions <p>in oral presentations and written texts about a variety of topics, experiences, or events</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> orally retell several events from an experience, event, or a familiar story present basic information use of some frequently occurring linking words (e.g. <i>and, so</i>)

GRADE ONE	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • retell a simple sequence of events or familiar story in the correct order • present basic information • use some frequently occurring linking words (e.g., <i>and, so</i>) and temporal words (e.g., <i>first, then</i>) 	<ul style="list-style-type: none"> • retell events or a story in sequence including key details • present basic information about a topic • use some temporal words (e.g., <i>next, after</i>), and some frequently occurring linking words (<i>and, so</i>) <p>provide some sense of closure</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • understand and use frequently occurring nouns and verbs, • understand and use very simple sentences • respond to simple questions 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • recognize and use frequently occurring nouns, verbs, prepositions, and pronouns <p>produce simple sentences</p>	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • use some singular and plural nouns and pronouns • use verbs in the present and past tenses • use frequently occurring prepositions and conjunctions • produce and expand simple sentences <p>in response to prompts about familiar topics</p>	<ul style="list-style-type: none"> • use an increasing number of singular and plural nouns, pronouns, and verbs • use present and past verb tenses with appropriate subject-verb agreement • use frequently occurring prepositions and conjunctions • produce and expand simple and some compound sentences <p>in response to prompts</p>
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GRADES TWO to THREE PROFICIENCY DESCRIPTORS FOR SORTING ACTIVITY

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GRADES TWO to THREE</p>	<p>with prompting and supports, use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify some key words and phrases • identify the main topic or message/lesson <p>from read-alouds, simple written texts, and oral presentations</p>	<p>with guidance and supports, use a developing set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic or message • answer questions • retell some key details <p>from read-alouds, simple written texts, and oral presentations</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or message • identify or answer questions about some key details that support the main idea/message • retell a variety of stories from read-alouds, written texts, and oral presentations 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • actively listen to others • occasionally participate in short conversations using a limited number of words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • respond verbally and nonverbally to yes/no and some wh- questions about familiar topics 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • participate in short conversations, discussions, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • follow the rules for discussion • ask questions to gain information or clarify understanding • respond to the comments of others • contribute his or her own comments about familiar topics and texts 	<ul style="list-style-type: none"> • participate in discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • follow the rules for discussion • ask and answer questions to gain information or clarify understanding • build on the ideas of others • contribute his or her own ideas <p>about a variety of topics and texts</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GRADES TWO to THREE</p>	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • deliver short oral presentations • compose written narratives with drawings or illustrations • compose informational texts with drawings and illustrations • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about familiar texts, topics, experiences, or events</p>	<p>including key details,</p> <ul style="list-style-type: none"> • deliver short oral presentations • compose written narratives • compose informational texts • use illustrations, when useful • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about a variety of texts, topics, experiences, or events</p>	<p>including relevant general and specific details,</p> <ul style="list-style-type: none"> • deliver oral presentations • compose written narratives • compose informational texts • use illustrations, when useful • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts, topics, experiences, or events 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • verbally or nonverbally express an opinion using words and phrases acquired in conversations, reading, and being read to <p>about familiar topics or experiences</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • express an opinion • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about familiar topics, experiences, or events</p>	<ul style="list-style-type: none"> • introduce a topic • express opinions • create an organizational structure • give several reasons for the opinions • provide a concluding statement • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts, topics, experiences, or events

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GRADES TWO to THREE</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from provided sources • label information • record some information/observations in simple notes 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from provided sources • label and sort information into provided categories • record information/ observations in orderly notes. • present findings to a peer or small group in an oral or written text using drawings or illustrations, when useful 	<ul style="list-style-type: none"> • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from multiple print and digital sources • sort evidence into categories. • record key information/ observations in orderly notes. • present findings to a small or large group in an oral or written text using drawings or illustrations, when useful 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • use a few frequently occurring words and phrases to identify a point an author or a speaker makes 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • identify the main point of an author or speaker • identify a reason an author or a speaker gives to support the main point 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • identify the main point of an author or speaker • tell how one or two reasons support the main point an author or a speaker makes
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GRADES TWO to THREE</p>	<ul style="list-style-type: none"> • identify the main point of an author or speaker • tell how one or two reasons support the specific points an author or a speaker makes 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • repeat and use frequently occurring words and phrases • recognize the meaning of high frequency words learned through conversations, reading, and being read to 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • recognize and use some words learned through conversations, reading, and being read to • recognize the meaning and context of words to demonstrate awareness of the difference between social language and language for the classroom 	<ul style="list-style-type: none"> • adapt language choices, as appropriate, to formal and social contexts • (at Grade 3), use general academic and content-specific words in conversations and discussions 	<ul style="list-style-type: none"> • adapt language choices, as appropriate, to formal and social contexts • (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts 	<p>using context, some visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> • determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions <p>in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GRADES TWO TO THREE</p>	<p>using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes),</p> <ul style="list-style-type: none"> • determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions • (at Grade 3) determine the meaning of some general academic and content-specific vocabulary • in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • communicate basic information about a topic • retell a short sequence of events or familiar story • use frequently occurring linking words (e.g., <i>and</i>, <i>then</i>) 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • present information about a topic • retell a short sequence of events from experience or a story, or explain a process, description, or comparison and contrast • use common linking words (e.g., <i>and</i>, <i>but</i>, <i>next</i>, <i>after</i>) to connect ideas or events 	<ul style="list-style-type: none"> • introduce an informational topic • present facts about the topic • recount a sequence of events, using temporal words (<i>before</i>, <i>after</i>, <i>soon</i>) including key details, or explain a process, description, or comparison and contrast • use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect ideas or events • provide some sense of closure 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • use some collective nouns • use the past tense of some frequently occurring irregular verbs • use some frequently occurring adjectives, adverbs, and conjunctions • produce and expand simple and some compound sentences 	<ul style="list-style-type: none"> • use collective nouns • use the past tense of frequently occurring irregular verbs • use an increasing number of adjectives, adverbs, and conjunctions • (at Grade 3) use comparative and superlative adjectives and adverbs • produce and expand simple, compound, and (at Grade 3) a few complex sentences
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GRADES FOUR to FIVE PROFICIENCY DESCRIPTORS FOR SORTING ACTIVITY

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GRADES FOUR to FIVE</p>	<p>with prompting and supports, use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic • retell/describe a few key details <p>from read-alouds, simple written texts, and oral presentations</p>	<p>with guidance and supports, use a developing set of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or theme • retell/describe a few key details • retell familiar stories <p>from read-alouds, simple written texts, and oral presentations</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or theme • explain how some key details support the main idea or theme • summarize part of a text <p>from read-alouds, written texts, and oral presentations</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • actively listen to others • participate in short conversations and short written exchanges using academic and domain specific vocabulary • respond verbally and nonverbally to simple questions and some wh-questions <p>about familiar topics</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • actively listen to others • participate in short conversations and short written exchanges using academic and domain specific vocabulary • respond to simple questions and wh-questions • present information and ideas <p>about familiar topics and texts</p>	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • participate in short conversations , discussions, and short written exchanges using academic and domain specific vocabulary • respond to others’ comments • add some comments of his or her own • ask and answer questions to gain information or clarify understanding about familiar topics and texts
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GRADES FOUR to FIVE</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • deliver short oral presentations • compose written texts with drawings or illustrations • use academic and domain specific vocabulary <p>about familiar texts, topics, and experiences</p>	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary <p>including a key details about familiar texts, topics, and experiences</p>	<p>including relevant general and specific details,</p> <ul style="list-style-type: none"> • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary <p>about a variety of texts, topics, and experiences</p>	<p>including relevant details and examples to fully develop a topic,</p> <ul style="list-style-type: none"> • deliver oral presentations • compose written narrative or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary <p>about a variety of texts, and topics</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • verbally or nonverbally express an opinion about a familiar topic using a limited number of words and phrases acquired in conversations, reading, and being read to 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • express an opinion about familiar topics, texts or events • introduce the topic • provide a few reasons or facts to support the opinion • use academic and domain specific vocabulary

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GRADES FOUR TO FIVE</p>	<ul style="list-style-type: none"> • express an opinion about a variety of topics, texts, or events • introduce the topic • provide logically ordered reasons or facts to support the opinion • provide a concluding statement or section • use academic and domain specific vocabulary 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from provided sources <p>record some information</p>	<ul style="list-style-type: none"> • conduct short research projects to answer a question • recall information from experience • gather information from print and digital sources • summarize key ideas and information in organized notes, with charts, tables, or other graphics, as appropriate • present findings to a small or large group in an oral or written text • provide a list of sources 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • identify a point an author or speaker makes • identify a reason an author or speaker gives to support a main point 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • identify the main point of an author or speaker • tell how one or two reasons support the specific points an author or speaker makes or fails to make 	<ul style="list-style-type: none"> • identify the main point of an author or speaker • describe how reasons support the specific points an author or speaker makes or fails to make
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GRADES FOUR TO FIVE</p>	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • adapt language choices to different social and academic contexts • use high frequency general academic and content-specific words, phrases, and expressions <p>in conversation, discussions, and short written text</p>	<ul style="list-style-type: none"> • adapt language choices according to purpose, task, and audience • use a wide range of general academic and content-specific words and phrases <p>in speech and writing</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to 	<p>using context, reference materials, and an increasing knowledge of English morphology (e.g. common root words and frequently occurring prefixes,</p> <ul style="list-style-type: none"> • determine the meaning of general academic and content-specific words, phrases • determine the meaning of a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events</p>	<p>using context, reference materials, and knowledge of English morphology (e.g., root words, simple inflectional endings such as <i>-ed</i>, <i>-ing</i>, and some common prefixes and suffixes),</p> <ul style="list-style-type: none"> • determine the meaning of academic and content-specific words and phrases • determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) <p>in texts about a variety of topics, experiences, or events</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to

GRADES FOUR to FIVE	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • communicate simple information about a topic • recount a simple sequence of events in order • use frequently occurring linking words (e.g., <i>and</i>, <i>then</i>) 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • introduce an informational topic • present facts about the topic • recount a short sequence of events in order including key details, or explain a process, description, or comparison and contrast • use an increasing range of temporal and other linking words (e.g., <i>next</i>, <i>because</i>, <i>and</i>, <i>also</i>) • provide a concluding statement 	<ul style="list-style-type: none"> • introduce an informational topic • develop the topic with facts and details • recount a detailed sequence of events, or explain a process, description, or comparison and contrast • use transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while</i>, <i>for example</i>, <i>in order to</i>, <i>as a result</i>) • provide a concluding statement or section 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple yes/no questions about familiar topics 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • use some relative pronouns (e.g., <i>who</i>, <i>whom</i>, <i>which</i>, <i>that</i>), • use some relative adverbs (e.g., <i>where</i>, <i>when</i>, <i>why</i>), • use familiar prepositional phrases • produce and expand simple and compound sentences • recognize fragments • use frequently occurring modal auxiliaries 	<ul style="list-style-type: none"> • use relative pronouns (e.g., <i>who</i>, <i>whom</i>, <i>which</i>, <i>that</i>), • use relative adverbs (e.g., <i>where</i>, <i>when</i>, <i>why</i>), • use prepositional phrases • use subordinating conjunctions • produce and expand simple, compound, and a few complex sentences • recognize fragments and run-ons • use conventional patterns to order adjectives • use modal auxiliaries
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GRADES SIX to EIGHT PROFICIENCY DESCRIPTORS FOR SORTING ACTIVITY

<p>GRADES SIX to EIGHT</p>	<p>with prompting and supports, use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic in oral communication and simple written texts • retell a few key details 	<p>with guidance and supports, use a developing set of strategies to:</p> <ul style="list-style-type: none"> • determine the central idea or theme in simple oral presentations or written text • explain how the central idea or theme is supported by specific details • summarize part of the text 	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine two or more central ideas or themes in oral presentations or written text • explain how the central ideas/themes are supported by specific textual details • summarize a text 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple questions and some wh-questions 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • actively listen to others • participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary • present information and ideas • respond to simple questions and wh-questions 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • participate in conversations, discussions, and written exchanges on familiar topics and texts using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information
<p>GRADES SIX to EIGHT</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • communicate basic information using words and phrases acquired in conversations, reading, and being read to <p>about familiar texts, topics, and experiences</p>	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • deliver short oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details about familiar texts, topics, or events 	<p>including relevant details and examples to fully develop a topic,</p> <ul style="list-style-type: none"> • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary <p>about a variety of texts, topics, and events</p>	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • construct a claim about familiar topics, texts, or events • introduce the topic • provide several supporting reasons or facts in a logical order • provide a concluding statement • use academic and domain specific vocabulary 	<ul style="list-style-type: none"> • construct a claim about a variety of topics, texts, or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement or section • use academic and domain specific vocabulary 	<ul style="list-style-type: none"> • construct a claim about a variety of topics, texts, or events • introduce the topic • provide compelling and logically ordered evidence, reasons, or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding section • use academic and domain specific vocabulary

GRADES SIX to EIGHT	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • conduct short individual or shared research projects to answer a question • gather information from a few provided sources • label collected information 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • conduct short research projects to answer a question • gather information from a variety of provided print and digital sources • summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate • present findings to a small or large group in an oral or written text • cite sources 	<ul style="list-style-type: none"> • conduct short research projects to answer a question • gather information from multiple print and digital sources • use search terms effectively • quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate • present findings in an organized oral or written text • cite sources • use a standard format for citations 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • identify a point an author or a speaker makes 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • identify the main argument an author or a speaker makes • identify one reason an author or a speaker gives to support the argument 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • explain the argument an author or a speaker makes • distinguish between claims that are supported by reasons and evidence from those that are not
GRADES SIX to EIGHT	<ul style="list-style-type: none"> • analyze the argument and specific claims made in texts or speech • determine whether the evidence is sufficient to support the claims • cite textual evidence to support the analysis 	<ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience • use a wide range of general academic and content-specific academic words and phrases • maintain consistency in style and tone throughout most of oral or written text 	<ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience, • use a wide variety of complex general academic and content-specific academic words to precisely express ideas • maintain an appropriate and consistent style and tone throughout an oral or written text 	<p>using context, visual aids, reference materials, and knowledge of morphology in the native language,</p> <ul style="list-style-type: none"> • determine the meaning of frequently occurring words, phrases, and expressions <p>in texts about familiar topics, experiences, or events</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),</p> <ul style="list-style-type: none"> • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • introduce an informational topic • explain a brief sequence of events, process, description, or compare and contrast • present one or two facts about the topic • use some commonly occurring linking words (e.g., <i>next</i>, <i>because</i>, <i>and</i>, <i>also</i>) • provide a concluding statement

GRADES SIX to EIGHT	<ul style="list-style-type: none"> • introduce and develop an informational topic with facts and details • explain a detailed sequence of events, process, description, comparison and contrast, or analysis • use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., <i>however, on the other hand, from that moment on</i>) • provide a concluding section 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), subordinating conjunctions, and prepositional phrases • recognize phrases and clauses within a sentence • produce and expand simple, compound, and a few complex sentences 	<ul style="list-style-type: none"> • use an increasing number of intensive/reflexive pronouns (e.g., <i>myself, ourselves</i>) and verbs in the active and passive voices • recognize and explain the function on phrases and clauses within a sentence • recognize and correct most misplaced and dangling modifiers • produce and expand simple, compound, and complex sentences 	<ul style="list-style-type: none"> • use intensive/reflexive pronouns • use verbs in the active and passive voices • place phrases and clauses within a sentence • recognize and correct misplaced and dangling modifiers • (at Grade 8) use verbals (e.g. gerunds, participles, and infinitives) • produce and expand simple, compound, and complex sentences
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GRADES NINE to TWELVE PROFICIENCY DESCRIPTORS FOR SORTING ACTIVITY

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GRADES NINE to TWELVE</p>	<p>with prompting and supports, use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic • retell a few key details in oral presentations and simple oral and written texts • explain how details support the main topic 	<p>with guidance and supports, use a developing set of strategies to:</p> <ul style="list-style-type: none"> • determine the central idea or theme in oral presentations and written texts • explain how the theme is developed by specific details in the texts • summarize parts of the text 	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine two central ideas or themes in oral presentations and written texts • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a text 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple yes/no questions and some wh- questions 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • actively listen to others • participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary • present information and ideas • respond to simple questions and wh- questions 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence • restate some of the key ideas expressed
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GRADES NINE to TWELVE</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • communicate information using words and phrases acquired in conversations, reading, and being read to <p>about familiar texts, topics, and experiences</p>	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • deliver short oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details <p>about mix of familiar and new texts, topics, or events</p>	<p>including relevant details, concepts, information, and examples to fully develop a topic,</p> <ul style="list-style-type: none"> • deliver oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary <p>about a variety of texts, topics, or events</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • verbally or nonverbally express an opinion about a familiar topic or event using a limited number of words and phrases acquired in conversations, reading, and being read to 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • construct a claim about familiar topics or events • introduce the topic • give a reason to support the claim • provide a concluding statement • use academic and domain specific vocabulary 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • construct a claim about familiar topics or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement • use academic and domain specific vocabulary

GRADES NINE TO TWELVE	<ul style="list-style-type: none"> • construct a claim about a variety of topics or events • introduce the topic • provide logically ordered reasons or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding statement or section • use academic and domain specific vocabulary 	<ul style="list-style-type: none"> • construct a substantive claim about a variety of topics or events • introduce the claim • distinguish it from a counter-claim • provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim • provide a conclusion that summarizes the argument presented • use academic and domain specific vocabulary 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • conduct short research projects to answer a question • gather information from multiple provided print and digital sources • evaluate the reliability of each source • paraphrase key information in a short written or oral report • include illustrations, diagrams, or other graphics, when useful • provide a list of sources 	<ul style="list-style-type: none"> • conduct both short and more sustained research projects to answer a question • gather and synthesize information from multiple print and digital sources • use search terms effectively • evaluate the reliability of each source • integrate information into an organized oral or written report • cite sources appropriately 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • identify the main argument an author or speaker makes • identify one reason an author or a speaker gives to support the argument 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • explain the reasons an author or a speaker gives to support a claim • distinguish between claims that are supported by evidence from those that are not • cite textual evidence to support the analysis
GRADES NINE TO TWELVE	<ul style="list-style-type: none"> • analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance • determine whether the evidence is sufficient to support the claim • cite specific textual evidence to thoroughly support the analysis 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • adapt language choices to task and audience with emerging control • use some frequently occurring general academic and content-specific words in conversation and discussion 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience with developing ease • use an increasing number of general academic and content-specific words and expressions in speech and written text • show developing control of style and tone in oral or written text 	<ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience with ease • use a wide variety of complex general academic and content-specific words and phrases • employ both formal and more informal styles effectively, as appropriate 	<p>using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions • in texts about a variety of topics, experiences, or events

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GRADES NINE TO TWELVE</p>	<p>using context, complex visual aids, reference materials, and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions <p>in texts about a variety of topics, experiences, or events</p>	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • introduce an informational topic • explain a brief sequence of events, process, description, or compare and contrast • provide facts about the topic • use common linking words to connect events and ideas (e.g., <i>first</i>, <i>next</i>, <i>because</i>) • provide a concluding statement 	<ul style="list-style-type: none"> • introduce and develop an informational topic with facts, details, and evidence • explain a detailed sequence of events, process, description, comparison and contrast, or analysis • use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas • provide a concluding section 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions • understand and respond to simple yes/no questions about familiar topics 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> • use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences about familiar topics 	<ul style="list-style-type: none"> • use complex phrases and clauses • use parallel structure • produce and expand simple, compound, and complex sentences
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