

Grade Band 6–8 PLDs by Domain

Listening				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short conversational exchanges on familiar topics to present simple info & ideas and respond to simple questions and some wh-questions • (1) use a very limited set of strategies to identify a few key words and phrases in oral communications • (6) identify a point a speaker/author makes • (5) gather information from a few provided sources and label collected information • (8) relying heavily on context, visual aids, and knowledge of morphology in their native language, recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions about 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short conversational exchanges on familiar topics and texts to present info & ideas and respond to simple questions and wh-questions • (1) use an emerging set of strategies to identify the main topic and retell a few key details in oral presentations • (6) identify the main argument a speaker makes and identify one reason a speaker gives to support that argument • (5) gather information from provided sources and record some info • (8) using context, visual aids, reference materials, and knowledge of morphology in their native language, determine the meaning of frequently occurring 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in conversations and discussions on familiar topics, texts and issues to build on others' ideas & express own ideas and answer/ask relevant questions • (1) use a developing set of strategies to determine the central idea or theme in oral presentations and explain how the theme is developed by specific details in the texts; summarize part of the text • (6) explain the argument a speaker makes and distinguish between claims supported by evidence and those that are not • (5) gather information from multiple digital sources provided; summarize or paraphrase ideas/findings 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in conversations and discussions on a range of topics, texts and issues to build on others' ideas & express own ideas, answer/ask relevant questions & add relevant info/evidence, and paraphrase key ideas • (1) use an increasing range of strategies to determine two or more central ideas/themes in oral presentations and explain how the central idea/themes are supported by specific textual details; summarize a simple text • (6) analyze the argument and specific claims made in speech and determine whether the evidence is sufficient to support the claims; cite textual evidence to support analysis 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in extended conversations and discussions on a range of substantive topics, texts, and issues to build on others' ideas & clearly express own ideas, pose and respond to relevant questions & add relevant and specific evidence, and summarize & reflect on key ideas • (1) use a wide range of strategies to determine central ideas/themes in presentations and explain how the central idea/themes are developed by supporting ideas or evidence; summarize a text • (6) analyze and evaluate the argument and specific claims made in speech/presentations and determine whether the reasoning is sound and if evidence is

familiar topics, experiences, or events	words, phrases, and expressions about familiar topics, experiences, or events	<ul style="list-style-type: none"> (8) using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions about familiar topics, experiences, or events 	<ul style="list-style-type: none"> (5) gather information from multiple sources using search terms effectively; quote or paraphrase data & conclusions (8) using context, reference materials, and an increasing knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases, figurative language, and a growing number of idiomatic expressions about a variety of topics, experiences, or events 	<p>sufficient; cite textual evidence to support analysis</p> <ul style="list-style-type: none"> (5) gather information from multiple sources using search terms effectively; (Grade 8) evaluate the credibility of each source; quote or paraphrase data & conclusions (8) using context, reference materials, and consistent knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases, idiomatic expressions, figurative language (e.g., metaphor, personification) about a variety of topics, experiences, or events
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Reading				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in short conversational and written exchanges on familiar topics, presenting simple information and responding to simple 	<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in short conversational and written exchanges on familiar topics and texts to present information and ideas, respond to 	<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in conversations, discussions and written exchanges on familiar topics and texts to build on the ideas of others and express own ideas 	<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in conversations, discussions, and written exchanges about a variety of topics, texts and issues to build on the ideas of others and 	<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in extended conversations, discussions and written exchanges about a variety of topics, texts, and issues using relevant and specific

<p>questions and some wh-questions</p> <ul style="list-style-type: none"> • (1) use a very limited set of strategies to identify a few key words and phrases in simple text • (6) identify a point an author makes • (5) gather information from a few provided sources and label collected information • (8) use context, visual aids and knowledge of morphology in native language to recognize the meaning of a few frequently occurring words and simple phrases in texts 	<p>simple questions and wh-questions</p> <ul style="list-style-type: none"> • (1) use an emerging set of strategies to identify the main topic in simple written texts • and retell a few key details • (6) identify the main argument an author makes and identify one reason an author or speaker gives to support that argument • (5) gather information from provided sources • (5) record some data and information • (8) use context, visual aids, reference materials, and a knowledge of morphology in native language to determine meaning of frequently occurring words, phrases, and expressions in texts 	<p>and ask and answer relevant questions, and add relevant information</p> <ul style="list-style-type: none"> • (1) use a developing set of strategies to determine the central idea or theme in simple written text & explain how the theme is supported by specific details; summarize part of the text • (6) explain the argument an author makes and distinguish between claims that are supported by reasons and evidence and those that are not • (5) gather information from multiple print and digital sources provided • (1) summarize or paraphrase, citing sources • (8) use context, visual aids, reference materials, and a developing knowledge of English morphology to determine meaning of words, phrases, and frequently occurring expressions in texts 	<p>express own ideas, ask and answer relevant questions, and add relevant information and evidence, and paraphrase key ideas</p> <ul style="list-style-type: none"> • (1) use an increasing range of strategies to determine two or more central ideas or themes in written text & explain how the central ideas/themes are supported by specific textual details; summarize a simple text • (6) analyze argument and specific claims made in texts & determine if the evidence is sufficient to support claims; cite textual evidence to support analysis using standard format • (5) gather information from multiple print and digital sources; quote or paraphrase data and conclusions as appropriate • (8) use context, reference materials and knowledge of English morphology to determine meanings of words, phrases, and 	<p>evidence to build on the ideas of others and clearly express own ideas, pose and respond to relevant questions, analyzing and evaluating arguments and claims, and determine whether reasoning and evidence in texts are sufficient</p> <ul style="list-style-type: none"> • (1) use a wide range of strategies to determine central ideas or themes in written text & explain how the central ideas/themes are developed by supporting ideas/evidence; summarize a text • (6) analyze & evaluate argument and specific claims made in texts and determine if the evidence is sound & sufficient to support claims; cite textual evidence to support analysis using standard format • (5) gather information from multiple print and digital sources; cite textual evidence and sources using standard format
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			some idiomatic expressions in texts	<ul style="list-style-type: none"> • (5) quote or paraphrase data and conclusions as appropriate • (2) summarize and reflect on key ideas expressed • (8) use context, reference materials and knowledge of English morphology to determine meanings of words, phrases, idiomatic expressions, and figurative language in texts
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Writing				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short written exchanges on familiar topics, texts, and experiences, presenting simple and clear information; respond to simple questions and some wh-questions • (4) express an opinion about a familiar topic • (6) identify a main point that an author or speaker makes • (5) gather information from provided sources 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short written exchange on familiar topics, texts, experiences or events, presenting ideas and information; respond to simple questions and wh-questions • (4) construct a written claim about a familiar topic and give a reason of support • (6) identify the main point and one reason an author or speaker 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in written exchanges on familiar topics and texts, adding relevant information; introduce the topic and provide a concluding statement; respond to questions • (4) construct written claims and express opinions about familiar topics and provide several supporting reasons or facts in a logical order with a beginning, middle and end; develop texts with 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in written exchanges of information, ideas and analyses by expressing own ideas and paraphrase key ideas on a wide variety of topics, texts and issues; introduce topic and provide conclusion; ask and answer relevant questions • (4) construct written claims about familiar topics and texts and develop texts with sufficient supporting 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in extended written exchanges of information, ideas and analyses on a variety of topics, texts, and issues using relevant details and a wide variety of academic and content-specific words to express ideas and paraphrase and summarize info; effective use of introduction and conclusion; ask and

<p>and label collected information</p> <ul style="list-style-type: none"> • (9) use syntactically simple sentences with limited control using a narrow range of vocabulary 	<p>makes to support the argument</p> <ul style="list-style-type: none"> • (5) gather information from provided sources and record some data and information • (10) produce simple and compound sentences with support, using frequently occurring words and phrases, adapting language choices to task and audience 	<p>some details using common transition words and phrases to connect ideas</p> <ul style="list-style-type: none"> • (6) explain the argument an author or speaker makes and distinguish between claims that are supported by reasons and evidence and those that are not • (5) gather information from multiple print and digital sources provided, cite sources and summarize or paraphrase observations, ideas and information • (10) produce and expand simple, compound, and a few complex sentences using an increasing number of general academic and content-specific words and phrases in short written texts that shows developing style and tone 	<p>reasons or facts with a beginning, middle and end, with sufficient reasons and facts to support the claim</p> <ul style="list-style-type: none"> • (6) analyze written arguments and specific claims made in texts or speech and determine if the evidence is sufficient to support claims • (5) gather information from multiple print and digital sources provided and label collected information • (10) use standard English to accurately communicate using compound and complex sentences, including transitional words and phrases, adapting language to purpose, task and audience 	<p>respond to relevant questions</p> <ul style="list-style-type: none"> • (4) construct written claims and develop texts with a well-developed beginning, middle and end, on complex literary and informational topics, with a high level of reasoning, support and evidence • (6) analyze and critique written arguments • (5) gather information from multiple sources, cite sources and evidence • (10) use standard English to accurately communicate using an appropriate style and tone with correct verb tense, pronouns, and clauses; use and expand compound and complex sentences, adapting language to the purpose, task and audience
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Speaking

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (3) communicate simple information about familiar texts, topics, and experiences (2) to participate in short conversational exchanges, respond to simple questions and some wh- questions, and express an opinion • (5) gather info from a few provided sources and label info • (6) identify a point an author or speaker makes • (8) recognize the meaning of some words • (9) with support & limited control, use a narrow range of vocab & syntactically simple sentences 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) communicate simple messages about familiar texts, topics, experiences or events (3) to deliver short oral presentations participate in short conversational exchanges; deliver short oral presentations; include an intro and concluding statement and 1-2 facts; (2) respond to simple questions and wh- questions; (4) construct a claim and give a reason to support; (9) with support, recount a simple sequence of events • (5) gather info from a few provided sources and record some data and info • (6) identify the main argument an author/speaker makes and identify one reason an author/speaker gives to support the argument 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) communicate about familiar texts, topics, experiences to participate in conversations/ discussions and build on others' ideas and add own comment; (3) deliver short oral presentations; present a few facts; include an intro and concluding statement; (2) ask and answer relevant questions; (4) construct a claim and several supporting reasons; (9) recount a short sequence of events • (5) gather info from multiple sources, summarize info, include graphics, and cite sources • (6) explain an author/speaker argument and distinguish between supported/unsupported claims • (10) with support, produce and expand simple, compound and a 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) communicate variety of texts, topics, experiences to participate in conversations/ discussions, build on others' ideas, and express own ideas; (3) deliver oral presentations; add relevant info; introduce and develop topic & provide conclusion; (2) ask and answer relevant questions; (4) construct a claim and sufficient reasons; (9) recount a more detailed sequence of events or steps • (5) search and gather info from multiple sources; quote & paraphrase data and include graphics; use citations • (6) analyze the argument and specific claims & determine sufficiency of evidence; cite evidence to support analysis • (10) produce and expand simple, 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) communicate about a variety of texts, topics, experiences and issues to participate in extended conversations/ discussions, build on others' ideas, and clearly express own ideas; summarize and reflect on key ideas; (3) deliver oral presentations with relevant details; include intro and effectively develop topic & provide conclusion; (2) pose and respond to relevant questions; (4) construct a claim with logically ordered reasons/facts; (9) recount a more complex sequence of events or steps • (5) search and gather info from multiple sources; quote & paraphrase data and include graphics; use citations • (6) analyze the argument and specific claims; determine

	<ul style="list-style-type: none"> • (10) with support, produce simple and compound sentences using English forms; use linking words; with emerging control, adapt lang. choices to task and audience; begin to use academic and content-specific words 	<p>few complex sentences using relative pronouns, relative adverbs, subordinating conjunctions, and prep. phrases; use common transitions; use increasing academic & content-specific words; show developing style & tone; adapt lang. choices to purpose, task, and audience</p>	<p>compound, and a few complex sentences; use intensive/reflexive pronouns & clauses within sentence; use a variety of transitional words; use wider range of academic & content-specific words; maintain style & tone; adapt lang. choices to purpose, task, and audience</p>	<p>sufficiency and “soundness” of evidence; cite evidence to support analysis</p> <ul style="list-style-type: none"> • (10) produce and expand simple, compound, and complex sentences; use intensive/reflexive pronouns & place phrase/clauses within sentence; use wide variety of transitional words; use variety of academic & content-specific words; maintain appropriate style & tone; adapt lang. choices to purpose, task, and audience
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