

## Grade Band 9–12 PLDs by Domain

<b>Listening</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate by listening in short conversational exchanges on familiar topics to respond to simple questions and some wh-questions</li> <li>• (1) use a very limited set of strategies to identify a few key words and phrases in oral communications and simple oral texts</li> <li>• (6) identify a point a speaker makes</li> <li>• (5) gather information from a few provided sources and label collected information</li> <li>• (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 in oral presentations about</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate by listening in short conversational exchanges on familiar topics and texts to respond to simple questions and wh-questions</li> <li>• (1) use an emerging set of strategies to identify the main topic and retell a few key details in oral presentations</li> <li>• (6) identify the main argument a speaker makes and identify one reason an author or speaker gives to support that argument</li> <li>• (5) gather information from provided digital sources</li> <li>• (8) using context, visual aids, reference materials, and knowledge of morphology in their native language, determine the meaning of frequently occurring</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate by listening in conversations on familiar topics, texts and issues to answer relevant questions</li> <li>• (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</li> <li>• (6) explain the reasons a speaker gives to support a claim</li> <li>• (5) gather information from multiple digital sources provided; evaluate the reliability of sources</li> <li>• (8) using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate by listening in conversations on a range of topics, texts and issues to answer questions and summarize key point expressed</li> <li>• (1) use an increasing range of strategies to determine two central ideas/themes in oral presentations, analyze the development of the theme/ideas and cite specific details/evidence from the texts to support analysis; summarize a simple text</li> <li>• (6) analyze the reasoning and use of rhetoric in persuasive speeches and determine whether the evidence is sufficient to support the claim</li> <li>• (5) gather and synthesize information from multiple digital</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in extended conversations and discussions on a range of substantive topics, texts, and issues to answer questions that probe reasoning &amp; claims and summarize key points &amp; evidence discussed</li> <li>• (1) use a wide range of strategies to determine central ideas/themes in presentations, analyze the development of the theme/ideas, cite specific details/evidence from the texts to support analysis, summarize a text</li> <li>• (6) analyze and evaluate the reasoning and use of rhetoric in persuasive texts</li> <li>• (5) gather and synthesize information from multiple digital sources and evaluate the reliability of sources</li> </ul>

familiar topics, experiences, or events	words, phrases, and expressions in oral presentations about familiar topics, experiences, or events	words), determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in oral presentations about familiar topics, experiences, or events	sources; evaluate the reliability of sources <ul style="list-style-type: none"> <li>(8) using context, increasingly complex visual aids, 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 in oral presentations about a variety of topics, experiences, or events</li> </ul>	<ul style="list-style-type: none"> <li>(8) using context, complex visual aids, reference materials, and consistent knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases, figurative language (e.g., irony, hyperbole), and idiomatic expressions in oral presentations about a variety of topics, experiences, or events</li> </ul>
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<b>Reading</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<p>The learner can</p> <ul style="list-style-type: none"> <li>(2) participate in short conversational and written exchanges on familiar topics, presenting simple information and responding to simple questions and some wh-questions</li> <li>(1) use a very limited set of strategies to identify a few key words and phrases in simple written texts</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>(2) participate in short conversational and written exchanges on familiar topics and texts to present information and ideas and respond to simple questions and wh-questions</li> <li>(1) use an emerging set of strategies to identify the main topic and retell a few key details in simple written texts</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>(2) participate in conversations, discussions and written exchanges on familiar topics, texts and issues to build on the ideas of others and express own ideas, support points with specific and relevant evidence, ask and answer relevant questions and add relevant information</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>(2) participate in conversations, discussions and written exchanges on a range of topics, texts and issues to build on the ideas of others and clearly express own ideas, support points with specific and relevant evidence, and ask and answer questions to clarify ideas and conclusions</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>(2) participate in extended conversations, discussions and written exchanges on a range of substantive topics, texts, and issues using specific and relevant evidence to support own ideas and build on the ideas of others, clearly and persuasively express own ideas, and ask and answer questions that</li> </ul>

<ul style="list-style-type: none"> <li>• (6) identify a point an author makes</li> <li>• (5) gather information from a few provided sources and label collected information</li> <li>• (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</li> </ul>	<ul style="list-style-type: none"> <li>• (6) identify the main argument an author makes and identify one reason an author or speaker gives to support that argument</li> <li>• (5) gather information from provided sources</li> <li>• (5) record some data and information</li> <li>• (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</li> </ul>	<p>and evidence, and restate some of the key ideas expressed</p> <ul style="list-style-type: none"> <li>• (1) use a developing set of strategies to determine the central idea or theme in written texts and explain how the theme is developed by specific details; identify a summary of/ summarize part of the text</li> <li>• (6) explain the reasons an author gives to support a claim; cite textual evidence</li> <li>• (5) gather information from multiple print and digital sources provided; evaluate the reliability of sources</li> <li>• (2) summarize key points expressed</li> <li>• (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</li> </ul>	<ul style="list-style-type: none"> <li>• (1) use an increasing range of strategies to determine two central ideas/themes in written texts, analyze the development of the theme/ideas, cite specific details/evidence from the texts to support analysis, identify a summary of/summarize a simple text</li> <li>• (5) use search terms &amp; gather information from multiple print and digital sources; evaluate the reliability of sources</li> <li>• (6) analyze the reasoning and use of rhetoric in persuasive texts and determine whether the evidence is sufficient to support the claim</li> <li>• (6) cite textual evidence to support</li> <li>• (2) summarize key points expressed</li> <li>• (8) use context, increasingly complex visual aids, reference materials and an increasing knowledge of English morphology to determine meanings of words, phrases, and some idiomatic expressions in texts</li> </ul>	<p>probe reasoning and claims</p> <ul style="list-style-type: none"> <li>• (1) use a wide range of strategies to determine central ideas/themes in written texts, analyze the development of the theme/ideas, cite specific details/evidence from the texts to support analysis, identify a summary of/summarize a text</li> <li>• (5) gather and synthesize information from multiple print and digital sources; evaluate the reliability of sources</li> <li>• (6) analyze and evaluate the reasoning and use of rhetoric in persuasive texts and cite specific textual evidence to thoroughly support summarize the key points and evidence discussed</li> <li>• (8) use context, complex visual aids, reference materials and consistent knowledge of English morphology to determine meanings of words, phrases, figurative language, and idiomatic expressions in texts</li> </ul>
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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"> <li>• (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</li> <li>• (4) express an opinion about a familiar topic</li> <li>• (5) gather information from provided sources and label collected information</li> <li>• (6) identify a main point that an author or speaker makes</li> <li>• (2) understand and respond to simple questions, and (9) communicate simple information about an event or topic using a narrow range of vocabulary and simple sentences with limit control</li> <li>• (8) recognize the meaning of some words</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in short written exchange on familiar topics, texts, experiences or events, presenting ideas and information; respond to simple questions and wh-questions</li> <li>• (4) construct a written claim about a familiar topic and give a reason to support the claim,</li> <li>• (5) gather information from provided sources and record some data and information</li> <li>• (6) identifying the main point an author or speaker makes to support the argument</li> <li>• (10) produce simple and compound sentences with support, adapting language choices to task and audience</li> <li>• (9) begin to use frequently occurring words and phrases</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in written exchanges on familiar topics and texts, adding relevant information, responding to questions</li> <li>• (4) introduce the topic and provide details, reasons or facts, and provide a concluding statement</li> <li>• (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, (9) using common transition words and phrases to connect ideas</li> <li>• (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</li> <li>• (5) gather information from multiple print and</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in written exchanges of information, ideas and analyses by expressing own ideas, asking and answering relevant questions, and paraphrasing key ideas on a wide variety of topics, texts and issues</li> <li>• (4) construct written claims about familiar topics and texts, with sufficient supporting reasons or facts with a beginning, middle and end, with sufficient reasons and facts to support the claim</li> <li>• (6) analyze written arguments and specific claims made in texts or speech and determine if the evidence is sufficient to support the claims</li> <li>• (5) gather information from multiple print and digital sources provided and label collected information</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in extended written exchanges of information, ideas and analyses on a variety of substantive and developed topics, texts, and issues using relevant evidence and a wide variety of complex academic and content-specific words to clearly and persuasively express own ideas</li> <li>• (4) construct substantive claims with effective sequencing, introduction and concluding statement, on a variety of topics, with a high level of reason and evidence to support the claim and to refute the counter claim</li> <li>• (6) analyze and integrate information into clearly organized text; summarize key points and evidence discussed; ask and answer questions to probe reasoning</li> </ul>

		<p>digital sources provided, cite sources and summarize or paraphrase observations, ideas and information</p> <ul style="list-style-type: none"> <li>(10) use an increasing number of general academic and content-specific words and phrases in short written texts that shows developing style and tone</li> </ul>	<ul style="list-style-type: none"> <li>(10) use standard English to accurately communicate in writing using compound and complex sentences, including transitional words and phrases, adapting language to purpose, task and audience</li> </ul>	<ul style="list-style-type: none"> <li>(5) gather and synthesize information from multiple sources, cite sources appropriately; cite specific textual evidence to support analysis</li> <li>(10) use standard English to accurately communicate in writing using an appropriate style and tone, producing and expanding simple, compound and complex sentences, adapting language with ease to the purpose, task and audience</li> </ul>
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<b>Speaking</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<p>The learner can</p> <ul style="list-style-type: none"> <li>(3) communicate simple information about familiar texts, topics, and experiences to participate in short conversational exchanges; (2) respond to simple questions and some wh- questions; (4) express an opinion</li> <li>(5) label collected information, experiences, or events</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>(3) communicate simple messages about familiar texts, topics, experiences or events to deliver short oral presentations; (2) participate in short conversational exchanges; (3) deliver short oral presentations, include an intro and 1-2 facts or ideas and a concluding statement;</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>(2) communicate about familiar texts, topics, experiences to participate in conversations/discussions; build on others' ideas; add own comments &amp; relevant info/evidence; (3) deliver short oral presentations; present a few facts/details; include an intro and</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>(2) communicate variety of texts, topics, experiences to participate in conversations/discussions; build on others' ideas and clearly express own ideas; (3) deliver oral presentations; add relevant info; introduce and develop topic &amp; provide conclusion;</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>(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 and cite specifics; summarize and reflect on key ideas; (3) deliver oral presentations with relevant details; include</li> </ul>

<ul style="list-style-type: none"> <li>• (6) identify a point an author or speaker makes</li> <li>• (8) recognize the meaning of some words</li> <li>• (10) with support &amp; limited control, use syntactically simple sentences with a narrow range of frequently used nouns, verbs, conj., and prep.</li> </ul>	<p>(2) respond to simple questions and wh-questions; (4) construct a claim and give a reason to support; with emerging control, (9) recount a simple sequence of events</p> <ul style="list-style-type: none"> <li>• (5) summarize data and info</li> <li>• (6) identify main argument an author/speaker makes; identify a reason an author/speaker gives to support the argument</li> <li>• (10) with support, produce simple and compound sentences using frequently occurring English grammar forms; use common linking words; with emerging control, adapt lang. choices to task and audience; use some academic and content-specific words</li> </ul>	<p>develop ideas; include a conclusion; (2) ask and answer relevant questions; (4) construct a claim and sufficient reasons; (9) recount a sequence of events</p> <ul style="list-style-type: none"> <li>• (2) paraphrase/restate key info; include graphics</li> <li>• (6) explain the reasons an author/speaker gives to support a claim; cite textual evidence to support analysis</li> <li>• (10) with support, produce and expand simple, compound and a few complex sentences using simple phrases and simple clauses; use common transitions; use increasing academic &amp; content-specific words; show developing style &amp; tone; adapt lang. choices to purpose, task, and audience</li> </ul>	<p>integrate graphics/multimedia; (2) ask and answer relevant questions to clarify; (4) construct a claim and logically ordered reasons; (9) clearly recount a detailed sequence of events; (2) summarize key points</p> <ul style="list-style-type: none"> <li>• (5) gather and synthesize info &amp; evaluate reliability of source; integrate info; cite sources</li> <li>• (6) analyze the reasoning and use of rhetoric in persuasive speeches; determine sufficiency of evidence; cite textual evidence</li> <li>• (10) produce and expand simple, compound, and complex sentences; use complex phrases &amp; clauses; use a variety of complex transitional words; use wider range of academic &amp; content-specific words; maintain formal style; adapt lang. choices to purpose, task, and audience</li> </ul>	<p>intro and fully develop topic &amp; provide conclusion; integrate graphics/multimedia; (2) ask and answer questions that probe reasoning and claims; (4) construct a substantive claim with logically ordered reasons/facts; distinguish it from counterclaim; (9) recount a more complex sequence of events; summarize key points</p> <ul style="list-style-type: none"> <li>• (5) gather and synthesize info from multiple sources</li> <li>• (6) analyze the reasoning and use of rhetoric in persuasive speeches; cite textual evidence</li> <li>• (10) produce and expand simple, compound, and complex sentences; use complex phrases &amp; clauses; use wide variety of complex transitional words; use a wide variety of academic &amp; content-specific words; employ formal &amp; informal styles; with ease, adapt lang. choices to purpose, task, and audience</li> </ul>
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