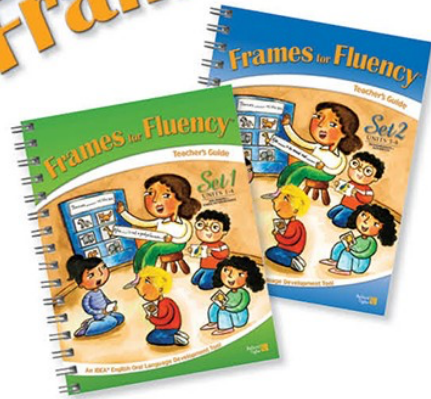


Frames for Fluency™



The ____ is more expensive than the ____.

What were you doing at ____?

I was ____ at ____.

I think this book will be about ____.

Frames for Fluency
(Beginning – Advanced High)
correlated to
Grades 6-8 ELPA21 Standards
Citation-Based

Grades 6-8: Standard 1

By the end of each English language proficiency level, an ELL can . . .					
ELP.6-8.1.	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple written texts. 	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic in oral communications and simple written texts • retell a few key details. 	<p>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 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 simple text. 	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence • summarize a texts.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>			<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p>
when engaging in tasks aligned with the following Grade 6 ELA Standards:					
<p>Literature</p> <p>RL.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RL.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>SL.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>			<p>Informational Text</p> <p>RI.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>		

Grades 6-8: Standard 2

ELP.6-8.2.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh-questions. <p>U1: 28-37 U2: 40-55</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh-questions. <p>U3: 58-75 U4: 78-97</p>	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information. <p>U5: 28- 41 U6: 44-63</p>	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. <p>U7: 66-85</p>	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed. <p>U8: 87-99</p>

when engaging in one or more of the following content-specific practices:

EP1. Support analyses of a range of grade-level complex texts with evidence.
EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

MP1. Make sense of problems and persevere in solving them.
MP6. Attend to precision.

SP4. Analyze and interpret data.
SP6. Construct explanations and design solutions.
SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 6 ELA Standards:

W.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Grades 6-8: Standard 3

ELP.6-8.3.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<ul style="list-style-type: none"> communicate simple information <p>about familiar texts, topics, and experiences.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details <p>about familiar texts, topics, and experiences.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details <p>about a variety of texts, topics, and experience.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information <p>about a variety of texts, topics, and experiences.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 6 ELA Standards:					
<p>W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented. <p>W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events. <p>SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>					

Grades 6-8: Standard 4

ELP.6-8.4.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. <p>U2: 50</p>	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 6 ELA Standards:					
<p>W.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. <p>SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>					

Grades 6-8: Standard 5

ELP.6-8.5.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> 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 cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.
<p>when engaging in one or more of the following content-specific practices:</p>					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
<p>when engaging in tasks aligned with the following Grade 6 ELA Standards:</p>					
<p>W.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>					

Grades 6-8: Standard 6

ELP.6-8.6.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>analyze and critique the arguments of others orally and in writing . . .</p>	<ul style="list-style-type: none"> • identify a point an author or a speaker makes. 	<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. 	<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. 	<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"> • analyze and evaluate the argument and specific claims made in texts or speech/ presentations • determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims • cite textual evidence to support the analysis.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 6 ELA Standards:					
<p>RI.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>W.1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>SL.3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>					

Grades 6-8: Standard 7

ELP.6-8.7.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<p>with emerging control,</p> <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 	<p>with developing ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	<p>with increasing ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	<p>with ease,</p> <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>when engaging in one or more of the following content-specific practices:</p>					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
<p>when engaging in tasks aligned with the following Grade 6 ELA Standards:</p>					
<p>W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>					

Grades 6-8: Standard 8

ELP.6-8.8.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and simple phrases <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their 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>U3: 65, 69 U4: 92</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>using context, 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, and 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,</p> <ul style="list-style-type: none"> determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) <p>in texts about a variety of topics, experiences, or events.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 6 ELA Standards:					
<p>Literature</p> <p>RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>). 			<p>Informational Text</p> <p>RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>		

Grades 6-8: Standard 9

ELP.6-8.9.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>create clear and coherent grade-appropriate speech and text . . .</p>	<p>with support (including context and visual aids) and non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> recount a brief sequence of events in order introduce an informational topic present one or two facts about the topic use some commonly occurring linking words (e.g., <i>next, because, and, also</i>) provide a concluding statement <p>with emerging control.</p>	<ul style="list-style-type: none"> recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, in order to, as a result</i>) provide a conclusion <p>with developing control.</p>	<ul style="list-style-type: none"> recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end introduce and develop an informational topic with facts and details 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 increasingly independent control.</p>	<ul style="list-style-type: none"> recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.

when engaging in one or more of the following content-specific practices:

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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when engaging in tasks aligned with the following Grade 6 ELA Standards:

<p>W.1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>W.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

Grades 6-8: Standard 10

ELP.6-8.10.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</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>U1: 28-37 U2: 40-55</p>	<p>with support (including visual aids and sentences),</p> <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. <p>U3: 58-75 U4: 78-97</p>	<p>with support (including modeled sentences),</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 produce and expand simple, compound, and a few complex sentences. <p>U5: 28- 41 U6: 44-63</p>	<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 place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. <p>U7: 66-85</p>	<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 produce and expand simple, compound, and complex sentences. <p>U8: 87-99</p>
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context- specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 6 ELA Standards:					
<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., <i>myself, ourselves</i>). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language. <p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style. Maintain consistency in style and tone. 					