

		Grades 6-12	Grades 6-12	Grades 6-12	Grades 6-12	Grades 6-12
Topic	Sub Topic	Low Beginning	High Beginning	Low Intermediate	High Intermediate	Advanced
Standard 1: English language learners will listen to English to acquire language, comprehend and interpret meaning, and respond appropriately in basic interpersonal and academic contexts.	1.1: Listening/Listening Comprehension Participate in basic interpersonal and academic discourse using appropriate verbal and nonverbal behavior.	a. Demonstrate active listening strategies for a variety of purposes and settings, such as maintaining eye contact, responding to a speaker's cues appropriately, asking questions, and taking turns.	a. Demonstrate active listening strategies for a variety of purposes and settings, such as taking notes in a guided format, highlight, asking clarifying questions and taking turns.	a. Demonstrate active listening strategies for a variety of purposes and settings, such as taking notes in a guided format, highlight, asking clarifying questions, taking turns, and interpreting cultural context.	a. Demonstrate active listening strategies for a variety of purposes and settings, such as taking detailed notes on an oral presentation.	a. Demonstrate active listening strategies for a variety of purposes and settings, such as taking detailed notes on a lecture.
		b. Demonstrate understanding of a sequence of events to determine what happened first, second, etc. through nonverbal strategies, such as putting pictures in order.	b. Demonstrate understanding of a sequence of events, such as matching phrases/sentences, or creating a timeline of a story that has been read aloud.	b. Demonstrate understanding of a sequence of events, such as paraphrasing events in a story in the correct chronological order.	b. Demonstrate understanding of a sequence of events, such as summarizing events in a story in the correct chronological order.	b. Demonstrate understanding of a sequence of events, such as summarizing and interpreting events in a story in the correct chronological order.
		c. Demonstrate understanding of simple rhetorical and logical structure, such as using concrete examples to communicate information.	c. Demonstrate understanding of simple rhetorical and logical structures, such as comparison/contrast of concrete ideas.	c. Demonstrate understanding of some rhetorical and logical structures, such as cause and effect.	c. Demonstrate understanding of rhetorical and logical structures, such as use of definition to express concepts.	c. Demonstrate understanding of rhetorical and logical structures, such as problem solving.
		d. Respond to short simple questions with support from visual cues, gestures, and prompts.	d. Participate in conversations on familiar topics with some support from visual cues, gestures, questions, and prompts.	d. Participate in sustained discussions and identify speakers' main ideas and supporting details.	d. Participate in discussions, interpreting speakers' meaning and rationale.	d. Formulate judgments about ideas under discussion, and support those judgments with convincing evidence.

		e. Identify content and delivery elements, such as making eye contact, posture, and voice projection in an oral presentation.	e. Identify content and delivery elements, such as making eye contact, posture, fluency, and voice projection in an oral presentation.	e. Use criteria to evaluate some content and delivery elements of oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.	e. Use criteria to evaluate content and delivery elements of oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.	e. Use criteria to evaluate content and delivery elements of oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.
		f. Demonstrate understanding by appropriately responding to social language functions, such as greetings, requests, and giving thanks.	f. Demonstrate understanding by appropriately responding to social language functions, such as greetings, requests, and giving thanks and apologies.	f. Demonstrate understanding by appropriately responding to social language functions, such as greetings, requests, offers of help, giving thanks and apologies.	f. Demonstrate understanding by appropriately responding to social language functions such as, greetings, requests and other inquiries, accepting and declining offers of help, and giving thanks and apologies.	f. Demonstrate understanding of a wide variety of social language functions.
			g. Recognize obvious communication breakdowns in conversation and use simple strategies to rectify the problem.	g. Recognize some communication breakdowns in conversations and use strategies to rectify the problem.	g. Recognize a variety of communication breakdowns in conversation and use strategies to rectify the problem.	g. Recognize nuances of communication breakdowns in conversation and use strategies to rectify the problem.
	1.2: Listening/Listening Comprehension Respond appropriately to questions and prompts given orally for a variety of purposes.	a. Respond verbally and nonverbally to explicit oral directions and basic classroom prompts, such as, "stand up, open your book," etc.	a. Respond verbally and nonverbally to explicit oral directions and prompts containing limited classroom vocabulary, such as, "read the directions."	a. Respond verbally and nonverbally to explicit oral directions and prompts.	a. Respond appropriately to explicit and implicit oral directions and prompts.	a. Respond appropriately to a variety of oral directions and prompts.

		b. Follow simple one-step instructions to participate in activities and/or complete academic tasks.	b. Follow one to two-step instructions to participate in activities and/or complete academic tasks.	b. Follow multi-step instructions to participate in activities and/or complete academic tasks.	b. Follow multi-step instructions to participate in activities and/or complete academic tasks.	b. Follow multi-step instructions to participate in activities and/or complete academic tasks.
		c. Recall simple, concrete inference questions pertaining to a brief, highly structured, orally presented narrative or informational passage with support, such as vocabulary lists, pictures, and realia.	c. Recall simple inference questions pertaining to a structured, orally presented narrative or informational passage, with support, vocabulary lists, and pictures.	c. Recall inference questions pertaining to an orally presented narrative or informational passage with support.	c. Recall a variety of inference questions pertaining to an orally presented passage with little support.	c. Recall a variety of complex inference questions pertaining to an orally presented passage with little support.
	1.3: Listening/Listening Comprehension Demonstrate comprehension of vocabulary presented orally in a variety of contexts.	a. Demonstrate understanding of basic everyday vocabulary, such as common classroom objects and social/interactive activities.	a. Demonstrate understanding of everyday vocabulary, such as common classroom objects, and vocabulary related to social/interactive activities, and school and community resources.	a. Demonstrate understanding of everyday vocabulary, such as vocabulary related to social/interactive activities, and school and community resources.	a. Demonstrate understanding of everyday vocabulary, such as vocabulary related to social/interactive activities, school and community resources, workplace, and post secondary education.	a. Demonstrate understanding of everyday vocabulary, such as vocabulary related to social/interactive activities, school and community resources, workplace, and post secondary education.
		b. Demonstrate an understanding of a few simple idioms in spoken language.	b. Demonstrate an understanding of simple idioms in spoken language.	b. Demonstrate an understanding of some idioms in spoken language.	b. Demonstrate an understanding of idioms in spoken language.	b. Demonstrate an understanding of most idioms in spoken language.

		c. Demonstrate an understanding of basic academic vocabulary, such as plot.	c. Demonstrate an understanding of a limited range of academic vocabulary, such as story plot and setting.	c. Demonstrate an understanding of fundamental academic vocabulary, such as plot, setting, and character.	c. Demonstrate an understanding of a wide range of academic vocabulary, such as plot, setting, character, and point of view.	c. Demonstrate an understanding of extensive academic vocabulary, such as plot, setting, character, point of view, and other story elements.
	1.4: Listening/Listening Comprehension Identify and differentiate phonological patterns to interpret meaning.	a. Recognize the existence of dialects in spoken language.	a. Recognize the existence of dialects and the degree of formality in spoken language.	a. Distinguish varying dialects and degree of formality in spoken language.	a. Analyze the appropriateness of the speaker's register in a discussion or presentation.	a. Assess the appropriateness of the speaker's register and presentation such as in a debate or critique.
		b. Demonstrate minimal comprehension of general meaning expressed through the sound system, rhythm and patterns of English, including intonation.	b. Demonstrate some comprehension of general meaning and some specific meaning expressed through the sound system, rhythms and patterns of English, including intonation.	b. Demonstrate increased comprehension of general and specific meaning expressed through the sound system, rhythms and patterns of English, including intonation.	b. Demonstrate good comprehension of general and implied meaning expressed through the sound system, rhythms, and patterns of English, including stress and intonation.	b. Demonstrate consistent comprehension of general and implied meaning expressed through the sound system, rhythms, and patterns of English, including stress and intonation.
	1.5: Listening/Listening Comprehension Comprehend and apply academic and non-academic information presented orally.	a. Demonstrate literal understanding of a brief orally presented narrative.	a. Demonstrate literal understanding of an orally presented narrative or informational passage.	a. Demonstrate literal understanding of an orally presented procedural passage.	a. Demonstrate understanding of an orally presented passage involving vivid description and figurative language.	a. Demonstrate understanding of an orally presented persuasive passage.

		b. Respond to a simple presentation, such as raising hand to demonstrate agreement with ideas presented.	b. Explain a personal response to a presentation, such as demonstrating verbally agreement or disagreement with ideas presented.	b. Interpret an oral presentation and explain and support a personal response to a presentation.	b. Evaluate and analyze an oral presentation, such as supporting concepts proposed in a debate.	b. Evaluate and analyze an oral presentation and the speaker's use of logic.
		c. Identify the main idea of an orally presented passage.	c. Identify the main idea and some supporting evidence of an orally presented passage.	c. Identify major ideas and supporting evidence of an orally presented passage.	c. Interpret major ideas and supporting evidence in orally presented passages.	c. Evaluate major ideas and supporting evidence in orally presented passages.
	1.6: Listening/Listening Comprehension Use strategies to prepare for and comprehend oral language that is presented in a variety of contexts.	a. Relate to and/or construct prior knowledge in order to identify the content, such as the topic, of a short oral presentation.	a. Relate to and/or construct prior knowledge in order to identify the content, such as the topic and some details, of an oral presentation.	a. Relate to and/or construct prior knowledge in order to interpret the content, such as the topic and details, of an oral presentation.	a. Relate to and/or construct prior knowledge in order to interpret and analyze the content of a lengthy oral presentation.	a. Relate to and/or construct prior knowledge in order to interpret, evaluate and analyze the content of an extensive oral presentation.
		b. Listen to and extract limited meaning from a variety of instructional media, such as audio tapes, video, DVD, CD-ROM, and listening devices, such as PA systems.	b. Listen to and extract some meaning from a variety of instructional media, such as audio tapes, video, DVD, CD-ROM, and listening devices, such as PA systems.	b. Listen to and extract meaning from a variety of instructional media, such as audio tapes, video, DVD, CD-ROM, and listening devices, such as PA systems and telephones.	b. Listen to and extract a great deal of meaning from a variety of instructional media, such as audio tapes, video, DVD, CD-ROM, and listening devices, such as PA systems and telephones.	b. Listen to and extract extensive meaning from a variety of instructional media, such as audio tapes, video, DVD, CD-ROM, and listening devices, such as PA systems and telephones.

				c. Distinguish between relevant and irrelevant facts presented in a persuasive oral argument.	c. Distinguish between relevant and irrelevant information in a persuasive oral argument.	c. Distinguish between relevant and irrelevant information and recognize fallacies in a persuasive oral argument, such as double negatives.
	1.7: Listening/Listening Comprehension Apply knowledge of specific English structures and grammatical features that impact listening comprehension.	a. Demonstrate understanding of basic sentence types and structures, such as simple sentences, statements, yes/no, and choice questions.	a. Demonstrate understanding of basic sentence types and structures, such as affirmative and negative simple and compound sentences, yes/no, and choice questions.	a. Demonstrate understanding of basic sentence types and structures, such as simple, compound, and complex sentences, and wh-questions.	a. Demonstrate understanding of basic sentence types and structures, such as complex sentences, wh-and higher order thinking questions.	a. Demonstrate understanding of basic sentence types and structures, such as compound-complex sentences and higher order thinking questions.
		b. Demonstrate understanding of parts of speech: <i>articles, nouns, and pronouns, such as subject pronouns; simple verb tenses; basic adjectives and adverbs; basic prepositions.</i>	b. Demonstrate understanding of parts of speech: <i>articles, nouns, and pronouns, such as subject, possessive, and direct object pronouns, simple and progressive verb tenses; adjectives and adverbs</i>	b. Demonstrate understanding of parts of speech: <i>articles, nouns, and pronouns, such as gerunds and direct object pronouns; simple, progressive, and perfect verb tenses; adjectives and adverbs, including superlatives and clauses; prepositions and a limited range of phrasal verbs.</i>	b. Demonstrate understanding of parts of speech: <i>articles, nouns, and pronouns, such as direct and indirect object pronouns in the same sentence; simple, progressive, and perfect verb tenses and passive voice; adjectives and adverbs, including double comparatives or clauses; prepositional phrases and phrasal verbs.</i>	b. Demonstrate understanding of parts of speech: <i>articles, nouns, and pronouns, including relative pronouns; simple, progressive, and perfect verb tenses; passive voice; reported speech; adjectives and adverbs in clauses; phrasal verbs.</i>

<p>Standard 2: English language learners will speak in English for a variety of basic interpersonal and academic purposes, with fluency, using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies.</p>	<p>2.1: Speaking Ask questions for a variety of purposes.</p>	<p>a. Ask simple questions to request basic information, assistance, or permission, such as "What's your name?"/"What's that?"/"Can I ...?"</p>	<p>a. Ask questions to request information, assistance, or permission using simple, polite question forms, such as, "Can you help please?"</p>	<p>a. Ask questions to request information, assistance, directions, or permission using a variety of question forms, such as "Would you show me, please?"</p>	<p>a. Ask questions to request or clarify information, assistance, directions, or permission using a variety of question forms, such as "Could you tell me where to find..."</p>	<p>a. Ask pertinent questions to request or clarify information, assistance, directions, or permission using a variety of question forms, such as "Could you show me how to...?"</p>
		<p>b. Ask a few, simple yes/no or choice questions using basic sentence patterns, such as, "Is it red or blue?"</p>	<p>b. Ask a few, simple yes/no, choice or wh-questions using basic sentence patterns, such as, "What color is it?"</p>	<p>b. Ask wh-questions with who/which, what, where, when, with simple and compound sentence structures and correct subject-verb agreement, such as, "Which resource is good for this paper?"</p>	<p>b. Ask wh-questions including why and how, with compound and complex sentence structures and correct subject-verb agreement, such as, "How should I answer this question?"</p>	<p>b. Ask a variety of informational questions using affirmative and negative sentence structures and correct subject-verb agreement, such as, "Why isn't this the correct answer?"</p>
				<p>c. Ask tag and imbedded questions, such as, "You did your homework, didn't you?"</p>	<p>c. Ask tag and imbedded questions, such as, "You did your homework, didn't you?"</p>	<p>c. Ask tag and imbedded questions, such as, "Tell me how to paraphrase this quote."</p>
	<p>2.2: Speaking Apply vocabulary appropriately in a variety of contexts.</p>	<p>a. With a great deal of prompting, use routine, high frequency expressions, such as, "I'm going to my locker."</p>	<p>a. With some prompting, use routine expressions, such as, "I need to go to my locker."</p>	<p>a. With prompting, use routine expressions, such as, "I forgot my book and need to go to my locker."</p>	<p>a. With little prompting, use routine expressions independently, such as, "I forgot my book and need to go to my locker."</p>	<p>a. Use routine expressions independently, such as, "I forgot my book and need to go to my locker."</p>

		b. Use high frequency words or phrases appropriate to audience and context, when communicating in most basic, interpersonal situations.	b. Use words, phrases, and short sentences appropriate to audience and context, when communicating in interpersonal situations.	b. Use words, phrases, and sentences appropriate to audience and context, to convey specific ideas and feelings.	b. Use words, phrases, and multiple sentences appropriate to audience and context, to convey specific ideas, attitudes, and feelings.	b. Use low frequency words and phrases, and multiple sentences appropriate to audience and context, to convey specific ideas, attitudes, and feelings.
		c. Use basic phrasal verbs, such as, "Turn on the light," or "Take out your book."	c. Use common phrasal verbs, such as, "I was scared when the plane took off."	c. Use a few idiomatic expressions and common phrasal verbs differentiating the figurative meaning from the literal meaning.	c. Use some idiomatic expressions, slang and phrasal verbs distinguishing their connotative meaning from their denotative meaning.	c. Use idiomatic expressions, slang and phrasal verbs distinguishing their connotative meaning from their denotative meaning, such as, "Break a leg."
	2.3: Speaking Speak with sufficient clarity and fluency to be understood.	a. Use comprehensible pronunciation (with many errors) of minimal pairs and single syllable words and common phrases in basic, social situations with many errors.	a. Use comprehensible pronunciation (with many errors) when speaking in basic, social and academic situations using multi-syllabic words, common phrases, and basic vocabulary.	a. Use appropriate pronunciation including word stress, intonation, rhythm, pitch, and inflection (with errors) when speaking in basic social and academic situations using multi-syllabic words, phrases, and simple and compound sentences.	a. Use appropriate pronunciation including word stress, intonation, rhythm, pitch, and inflection (with some errors) when speaking in a variety of situations.	a. Use appropriate pronunciation (with few errors) including word stress, volume, intonation, rhythm, pitch, and inflection when speaking in a variety of social and academic situations.
			b. Speak with some degree of fluency on social topics, using simple sentences.	b. Speak with moderate fluency on social and some academic topics, using simple sentences.	b. Speak with a moderate yet non-native degree of fluency on a variety of social and academic topics, using varied sentence types.	b. Speak with appropriate fluency on a variety of social and academic topics, using varied sentence types.

	<p>2.4: Speaking Express personal information, ideas, and opinions.</p>	<p>a. Communicate basic wants, needs, and likes/dislikes as related to school and social situations using simple repetitive phrases, such as, "I like apples" or "I have math homework."</p>	<p>a. Communicate basic wants, needs, and likes/dislikes as related to school and social situations using simple sentence patterns, such as, "I need a calculator."</p>	<p>a. Articulate wants, needs, opinions, and feelings as related to school and social situations using sentence patterns, such as, "I think English is harder than math."</p>	<p>a. Articulate wants, needs, opinions, and feelings as related to school and social situations using varied sentence types, such as, "I think that ..."</p>	<p>a. Express opinions and feelings about specific issues with supporting details using varied sentence types and expressions, such as, "It seems to me that if..."</p>
			<p>b. Explain actions, choices, and decisions using simple sentences in social and academic settings, such as, "My grandfather is a very good man. He works hard for his family."</p>	<p>b. Explain actions, choices, and decisions using simple, compound and complex sentences in social and academic settings, such as, "My grandfather is my hero, because he worked so hard to send my family to America."</p>	<p>b. Explain actions, choices, and decisions with supporting details in varied sentence types in social and academic settings, such as, "When I am 16, I want to drive a car to school."</p>	<p>b. Explain actions, choices, and decisions, including hypothetical situations in varied sentence types in social and academic settings, such as, "If I were you, I would get a driver's license."</p>
		<p>c. Participate in simple social conversations with peers and adults.</p>	<p>c. Participate in conversations with peers and adults on familiar topics to accomplish social and academic tasks.</p>	<p>c. Participate in and paraphrase conversations with peers and adults, on unfamiliar topics to accomplish social and academic tasks.</p>	<p>c. Negotiate and initiate conversations by questioning, restating, requesting information, and paraphrasing the communication of others to accomplish social and academic tasks.</p>	<p>c. Negotiate interaction by sharing and requesting information, expressing needs, feelings, and ideas, seeking assistance, and responding appropriately to feedback to accomplish social and academic tasks.</p>

	<p>2.5: Speaking Use standard academic American English grammar to develop accuracy and clarity in oral communication.</p>	<p>a. Communicate using high frequency words, phrases, and memorized sentence patterns with affirmative and negative statements and simple interrogatives.</p>	<p>a. Communicate using words, phrases, interrogatives, affirmative and negative statements and short imperative statements with correct subject-verb agreement.</p>	<p>a. Communicate using simple, compound and some complex affirmative and negative statements and short imperative statements with correct subject-verb agreement.</p>	<p>a. Communicate using compound and complex affirmative and negative statements, and imperative statements sentences with correct subject-verb agreement and using modal auxiliaries.</p>	<p>a. Communicate using varied simple to complex sentences with correct subject-verb agreement using modal auxiliaries, and conditionals.</p>
		<p>b. Communicate with many errors, using some common verbs in declarative and interrogative statements with simple present and present progressive tenses.</p>	<p>b. Communicate with errors, using common verbs in simple present, regular past, future, and present and past progressive tenses.</p>	<p>b. Communicate with errors, using verbs in simple present, regular past, future tenses, present and past progressive tenses, some perfect tenses, and some conditionals.</p>	<p>b. Communicate with some errors, using simple, progressive, and perfect tenses, passive voice, reported speech, and conditionals.</p>	<p>b. Communicate with few errors using a variety of tenses.</p>
		<p>c. Use basic, high frequency modifiers to augment oral language, such as adjectives and adverbs in simple descriptions.</p>	<p>c. Use modifiers to augment oral language, such as adjectives and adverbs in simple descriptions.</p>	<p>c. Use modifiers in correct word order to augment oral language, such as in "beautiful, blue ocean".</p>	<p>c. Use a variety of modifiers, including adverbs and quantifiers with count nouns.</p>	<p>c. Use a variety of modifiers, including adverbs and quantifiers with count nouns.</p>
		<p>d. Use correct subject pronouns to convey meaning, such as, "She is my friend."</p>	<p>d. Use correct subject and possessive pronouns to convey meaning, such as, "He's not your friend. He's mine."</p>	<p>d. Use correct possessive and reflexive pronouns to convey meaning, such as, "It's your book, not mine," and "I gave it to her myself."</p>	<p>d. Use correct pronouns to convey meaning in direct and indirect questions, such as, "I will ask the teacher what book to bring."</p>	<p>d. Use correct relative pronouns to convey meaning in relative clauses, such as, "The apple, which was red and shiny, looked good to eat."</p>

		e. Articulate inflected endings, such as plural -s.	e. Articulate inflected endings, such as past tense endings /d/, /t/, /ed/.	e. Articulate inflected endings, such as third person singular /s/, /z/, /iz/.	e. Consistently and accurately articulate inflected endings.	e. Utilize skills mastered at previous level.
	2.6: Speaking Formulate and present academic information, concepts, and ideas for a variety of purposes.	a. Formulate and practice academic presentations using appropriate short, simple sentences, such as, "Annapolis is the capital of Maryland."	a. Formulate and practice academic presentations using longer, simple sentences, such as, "Annapolis is a small city on the Severn River, and is the capital of Maryland."	a. Formulate and practice academic presentations using simple and compound sentences, such as, "Annapolis, which is a small city located on the Severn River, is the capital of Maryland."	a. Formulate and practice academic presentations using simple, compound, and complex sentences, such as, "Annapolis, which is a small city located on the Severn River, is the capital of Maryland, and home of the United States Naval Academy."	a. Formulate and practice academic presentations using multiple sentence structures.
		b. Articulate understanding of academic information using organizational strategies, such as using a guided dialogue to present information.	b. Articulate understanding of academic information using organizational strategies, such as using an outline to present a procedure.	b. Articulate understanding of academic information using organizational strategies, such as stating information using graphic organizers during an oral presentation.	b. Articulate understanding of academic information using organizational strategies, such as using note cards to deliver a persuasive speech.	b. Articulate understanding of academic information using organizational strategies, such as presenting and defending research.
		c. Use limited accuracy in pronunciation to deliver academic information using short phrases and simple sentences.	c. Use appropriate accuracy in pronunciation and intonation to deliver academic information using short phrases and simple sentences.	c. Use appropriate accuracy in pronunciation, voice projection, and intonation to deliver academic information using simple and compound sentences.	c. Use appropriate accuracy in pronunciation, voice projection, and intonation to deliver academic information using simple, compound, and complex sentences.	c. Use appropriate accuracy in pronunciation, voice projections, and intonation to deliver academic information using multiple sentence structures.

		d. Use nonverbal communication when presenting, such as good posture, and limited use of gestures.	d. Use nonverbal communication when presenting, such as good posture, gestures, and limited movement.	d. Use nonverbal communication when presenting, such as good posture, gestures, movement, and proximity to listener.	d. Use nonverbal communication when presenting, such as good posture, eye-contact, gestures, movement, appropriate proximity to listener.	d. Utilize skills mastered at previous level.
	2.7: Speaking Participate in discourse using verbal and non-verbal communication strategies on a variety of social and academic topics.	a. Participate in highly structured pair conversations on some interpersonal and familiar academic topics, using discourse strategies, such as taking turns.	a. Participate in somewhat structured pair conversations on interpersonal and familiar academic topics using discourse strategies, such as taking turns.	a. Participate in pair and small group conversations on interpersonal and familiar academic topics using some appropriate discourse strategies, such as using wait time and responding to audience cues.	a. Participate in pair, small group, and whole class conversations on interpersonal and academic topics using some appropriate discourse strategies, such as responding to audience cues.	a. Participate effectively in pair, small group, and whole class conversations on interpersonal and academic topics, using appropriate discourse strategies.
			b. Employ limited opportunities to take risks in using unfamiliar language.	b. Employ some opportunities to take risks in using unfamiliar language.	b. Employ frequent opportunities to take risks in using unfamiliar language.	b. Utilize skills mastered at previous level.
		c. Use self-correcting strategies for language production such as starting over in highly contextualized discourse.	c. Use self-correcting strategies for language production, such as starting over and rephrasing in contextualized discourse.	c. Use self-correcting strategies for language production, such as starting over and rephrasing in somewhat contextualized discourse.	c. Use self-correcting strategies for language production, such as starting over, rephrasing, and taking time to explore alternative verbalizations in somewhat decontextualized discourse.	c. Use self-correcting strategies for language production, such as starting over, rephrasing, and taking time to explore verbalization in decontextualized discourse.

		d. Use common social cues and pragmatics in basic interpersonal situations, such as pausing at the end of a sentence.	d. Use common social cues and pragmatics in somewhat varied interpersonal situations, such as pausing at the end of sentences and paragraphs.	d. Use social cues and pragmatics in social and academic discourse, such as pausing in appropriate places during discourse.	d. Use social cues and pragmatics when participating in social and academic discourse.	d. Use appropriate social cues and pragmatics when participating in social and academic discourse, such as in the delivery of an oral presentation.
Standard 3: English Language Learners will read English to acquire language and comprehend, analyze, interpret, and evaluate a variety of literary and information texts.	3.1 Reading/Reading Comprehension Read orally with accuracy and appropriate pronunciation, intonation, pacing, and expression.	a. Apply knowledge of letter/sound relationships and word structure, such as initial and final consonants.	a. Apply knowledge of letter/sound relationships and word structure, such as blends and vowel patterns.	a. Apply knowledge of letter/sound relationships and word structure, such as prefixes and suffixes.	a. Apply knowledge of letter/sound relationships and word structure, such as stress patterns in phrases.	a. Apply knowledge of letter/sound relationships and word structure, such as stress patterns in paragraphs.
		b. Read orally, with a great degree of hesitancy, from familiar text of limited length, by first listening to models of fluent reading and then by reading at a rate that attempts conversational.	b. Read orally, with a degree of hesitancy, from familiar text of moderate length, by first listening to models of fluent reading and then by reading at a rate that attempts conversational.	b. Read orally, with a degree of hesitancy, from familiar text of moderate length, by first listening to models of fluent reading and then by reading at a rate that approaches conversational.	b. Read orally, with little hesitancy, from familiar and unfamiliar text at a rate that approaches conversational.	b. Read orally from familiar and unfamiliar text at a rate that is conversational and consistent.
		c. Read orally with some degree of appropriate expression by repeating models of fluent reading.	c. Read orally with some degree of appropriate expression by repeating models of fluent reading and by attending to punctuation cues.	c. Read orally with a degree of appropriate expression by attending to models of fluent reading, punctuation cues, and sentence structure.	c. Read orally with mostly appropriate expression by attending to sentence structure, punctuation cues, and pitch.	c. Read orally with appropriate expression by attending to sentence structure, punctuation cues, and pitch.

	<p>3.2 Reading/Reading Comprehension Recognize, acquire, and interpret meaning of vocabulary through exposure to text.</p>	<p>a. Identify and acquire new vocabulary from reading and discussing literary and informational text, such as circling class subjects in a sample schedule.</p>	<p>a. Identify and acquire new vocabulary from reading and discussing literary and informational text, such as listing adjectives that describe a main character in a narrative.</p>	<p>a. Identify and acquire new vocabulary from reading and discussing literary and informational text, such as highlighting familiar words used in a new context (river bank/piggy bank).</p>	<p>a. Identify and acquire new vocabulary from reading and discussing literary and informational text, such as locating evidence in the text to support meaning of key words or concepts.</p>	<p>a. Identify and acquire new vocabulary from reading and discussing literary and informational text, such as linking idioms ("breaking a leg"), to their denotative meaning.</p>
		<p>b. Use a variety of strategies to determine meaning of new vocabulary through context and word structure, such as identifying an unknown word in a series of known words such as a list of food types.</p>	<p>b. Use a variety of strategies to determine meaning of new vocabulary through context and word structure, such as reviewing adverb formation.</p>	<p>b. Use a variety of strategies to determine meaning of new vocabulary through context and word structure, such as connecting unknown vocabulary to accompanying charts, graphs, and tables.</p>	<p>b. Use a variety of strategies to determine meaning of new vocabulary through context and word structure, such as highlighting signal words.</p>	<p>b. Use a variety of strategies to determine meaning of new vocabulary through context and word structure, such as examining the author's choice of visual imagery.</p>
		<p>c. Identify relationships among new vocabulary by classifying or categorizing, such as with family members and classroom objects.</p>	<p>c. Identify relationships among new vocabulary by classifying or categorizing, such as landforms and bodies of water, parts of speech, or numbers.</p>	<p>c. Identify relationships among new vocabulary such as antonyms, synonyms, or homonyms.</p>	<p>c. Identify relationships among new vocabulary such as imagery, personification, similes, hyperbole, roots, or affixes.</p>	<p>c. Identify relationships among new vocabulary, such as irony, analogies, or shades of meaning.</p>
		<p>d. Use suitable traditional or electronic resources, such as a picture dictionary, to confirm meaning and use of new vocabulary.</p>	<p>d. Use suitable traditional or electronic resources, such as a synonym dictionary to confirm meaning and use of new vocabulary.</p>	<p>d. Use suitable traditional or electronic resources, such as a glossary, to confirm meaning and use of new vocabulary.</p>	<p>d. Use suitable traditional or electronic resources, such as a thesaurus, to confirm meaning and use of new vocabulary.</p>	<p>d. Utilize skills mastered at previous levels.</p>

	<p>3.3 Reading/Reading Comprehension Use strategies to prepare for reading informational and literary text (before reading).</p>	<p>a. Identify features and characteristics of simple and highly structured literary and informational text, such as titles or illustrations.</p>	<p>a. Identify features and characteristics of simple and highly structured literary and informational text, such as captions or chapter headings.</p>	<p>a. Identify features and characteristics of simple and highly structured literary and informational text, such as bold-type or italicized words or phrases.</p>	<p>a. Identify features and characteristics of simple and highly structured literary and informational text, such as graphs or tables.</p>	<p>a. Explain features and characteristics of literary and informational text, such as summaries or sidebars.</p>
		<p>b. Identify, build, and connect prior knowledge and personal experiences to text, such as drawing pictures of weather conditions in home countries in preparation for reading a weather report from a newspaper.</p>	<p>b. Identify, build, and connect prior knowledge and personal experiences to text, such as answering questions about what students "see" in the moon in preparation for reading a fable about the moon.</p>	<p>b. Identify, build, and connect prior knowledge and personal experiences to text, such as interviewing a family member in preparation for reading a biography.</p>	<p>b. Identify, build, and connect prior knowledge and personal experiences to text, such as creating a graphic organizer describing what students know about athletes and completion in preparation for reading a selection about the Olympics.</p>	<p>b. Identify, build, and connect prior knowledge and personal experiences to text, such as brainstorming careers and career requirements in preparation for reading about career choices.</p>
		<p>c. Identify the purpose for reading, such as matching a purpose to a picture.</p>	<p>c. Identify the purpose for reading, such as choosing a purpose from a list.</p>	<p>c. Identify the purpose for reading, such as brainstorming possible purposes.</p>	<p>c. Identify the purpose for reading, such as highlighting evidence from the text.</p>	<p>c. Identify the purpose for reading, such as using evidence from the text to justify a particular purpose.</p>
		<p>d. Make predictions and ask simple yes/no questions about a text by drawing pictures or completing charts.</p>	<p>d. Make predictions and ask simple yes/no questions about a text by sorting key vocabulary.</p>	<p>d. Make predictions and ask questions about a text by selecting possible outcomes from a given list.</p>	<p>d. Make predictions and ask questions about a text by creating why-questions.</p>	<p>d. Make predictions and ask questions about a text by creating a summary based on key vocabulary.</p>

	<p>3.4 Reading/Reading Comprehension Use strategies to make meaning from informational and literary text (during reading).</p>	<p>a. Identify important words and phrases using strategies, such as highlighting important words and concepts as directed by teacher.</p>	<p>a. Identify important words and phrases using strategies, such as lists and graphic organizers as directed by teacher.</p>	<p>a. Record important ideas and information using strategies, such as decoding words, visualizing meaning, rereading text, asking and answering questions, and attending to text features.</p>	<p>a. Record important ideas and information using strategies, such as lists, graphic organizers, and outlines.</p>	<p>a. Record important ideas and information using strategies, such as lists, graphic organizers, and student-created outlines.</p>
		<p>b. Provide focus and clarify meaning by using strategies, such as rereading simple common words, and attending to text features.</p>	<p>b. Provide focus and clarify meaning by using strategies, such as decoding words, rereading text, asking and answering questions, and attending to text features.</p>	<p>b. Provide focus and clarify meaning by using strategies, such as decoding words, visualizing meaning, rereading text, asking and answering questions, and attending to text features.</p>	<p>b. Provide focus and clarify meaning by using strategies, such as decoding words, visualizing meaning, rereading text, asking and answering questions, attending to text features, and finding resources to define new vocabulary and concepts.</p>	<p>b. Provide focus and clarify meaning by using strategies, such as decoding words, visualizing meaning, rereading text, asking and answering questions, attending to text features, finding resources to define new vocabulary and concepts, and using synonyms and analogies to gain meaning from text.</p>
		<p>c. Make predictions using strategies, such as scanning text and related pictures and graphics to search for connections between and among ideas.</p>	<p>c. Make and confirm predictions using strategies, such as scanning text and related pictures and graphics to search for connections between and among ideas.</p>	<p>c. Make, confirm and adjust predictions using strategies, such as scanning text to search for connections between and among ideas.</p>	<p>c. Make, confirm and adjust predictions using strategies, such as scanning text to search for connections between and among ideas, and clarifying text information.</p>	<p>c. Make, confirm and adjust predictions using strategies, such as scanning text to search for connections between and among ideas, clarifying text information, and applying additional strategies as needed.</p>

		d. Make personal connections to text using strategies, such as labeling pictures and diagrams, and identifying common characteristics.	d. Make personal connections to text using strategies, such as sequencing events, or identifying characteristics, stated in simple language.	d. Make personal connections to text using strategies, such as sequencing events, or identifying characteristics, stated in simple language, searching for information to answer questions, or paraphrasing text.	d. Make personal connections to text using strategies, such as sequencing events, or identifying characteristics, stated in simple language, searching for information to answer questions, visualizing or paraphrasing text.	d. Make personal connections to text using strategies, such as sequencing events, or identifying characteristics, stated in simple language, searching for information to answer questions, visualizing or paraphrasing text to distinguish the important from the unimportant.
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	<p>3.5 Reading/Reading Comprehension Use strategies to demonstrate understanding of informational and literary text (after reading).</p>	<p>a. Determine important ideas and messages in the text by: Identifying the main idea; identifying information directly stated in the text; confirming or making predictions; connecting the text to prior knowledge or personal experience.</p>	<p>a. Demonstrate understanding of the text by identifying the main idea; identifying information directly stated in the text; drawing conclusions and making generalizations; confirming or making predictions; paraphrasing the main idea; connecting the text to prior knowledge or personal experience.</p>	<p>a. Demonstrate understanding of the text by identifying the main idea or argument; identifying information directly stated in the text; drawing inferences and/or conclusions and making generalizations; confirming or making predictions and forming new ideas; paraphrasing the main idea; connecting the text to prior knowledge or personal experience; identifying relationships between and among ideas.</p>	<p>a. Demonstrate understanding of the text by identifying and explaining the main idea or argument; identifying and explaining information directly stated in the text; drawing inferences and/or conclusions and making generalizations; confirming or making predictions and forming new ideas; summarizing or paraphrasing the main idea; connecting the text to prior knowledge or personal experience; identifying and explaining relationships between and among ideas.</p>	<p>a. Demonstrate understanding of the text by identifying and explaining the main idea or argument; identifying and explaining information directly stated in the text; drawing inferences and/or conclusions and making generalizations; confirming, refuting, or making predictions and forming new ideas; summarizing or paraphrasing the main idea; connecting the text to prior knowledge or personal experience; identifying and explaining relationships between and among ideas.</p>
		<p>b. Identify the author's purpose.</p>	<p>b. Identify the author's purpose and intended audience.</p>	<p>b. Identify and make a personal response to the author's purpose and opinion.</p>	<p>b. Identify and take a critical stance regarding the author's purpose and opinion.</p>	<p>b. Identify the author's purpose, opinion, viewpoint, or argument, and intended audience.</p>

		c. Identify the author's use of language by identifying repetition of words or phrases.	c. Identify the author's use of language to make meaning by highlighting specific words or punctuation that contribute to meaning.	c. Identify the author's use of language to make meaning by highlighting specific words or punctuation; identifying repetition of words or phrases.	c. Identify and explain the author's use of language to make meaning by highlighting specific words or punctuation; identifying repetition of words or phrases.	c. Identify and explain the author's use of language to make meaning by highlighting specific words or punctuation; identifying repetition of words or phrases.
	3.6 Reading/Reading Comprehension Demonstrate an understanding of how English informational and literary texts are organized.	a. Identify text structures, such as compare and contrast or sequence of events.	a. Identify text structures, such as compare and contrast, sequence of events, classification or problem and solution.	a. Identify text structures, such as compare and contrast, sequence of events, problem and solution, relative importance of facts, and cause and effect.	a. Identify text structures, such as compare and contrast, sequence of events, problem and solution, classification of facts, relative importance of facts, cause and effect, and compare and contrast.	a. Analyze text structures, such as compare and contrast, sequence of events, problem and solution, classification of facts, relative importance of facts, cause and effect, and compare and contrast.
		b. Identify elements of a narrative, such as the main characters and sequence of events.	b. Identify and explain elements of a narrative, such as character traits and setting.	b. Identify and explain elements of a narrative, such as plot and problem and solution.	b. Explain elements of a narrative, such as character's point of view and attitude.	b. Analyze elements of a narrative, such as mood, setting, and tone.
	3.7 Reading/Reading Comprehension Demonstrate an understanding of how English informational and literary texts are interpreted.	a. Identify logical fallacies in familiar informational text of very limited length, such as classroom directions.	a. Identify logical fallacies in familiar informational text of limited length, such as classroom directions, advertising, and other classroom - related text.	a. Identify logical fallacies in familiar informational text, such as procedural directions, and other classroom-related text.	a. Analyze logical fallacies and jargon found in familiar informational text, such as political speeches and other classroom-related text.	Analyze logical fallacies and jargon found in informational text, such as advertising and political speeches, newspaper editorials, and other classroom-related text.

		b. Identify how elements of a text affect the message, such as repetition of key ideas.	b. Identify how elements of a text affect the message, such as repetition of key ideas and word choice.	b. Identify how elements of a text affect the message, such as repetition of key ideas, word choice and syntax.	b. Identify and analyze how elements of a text affect the message, such as repetition of key ideas, word choice, syntax, and signal words.	b. Identify, analyze and evaluate how elements of a text affect the message, such as repetition of key ideas, word choice, syntax, patterns of organization, and signal words.
		c. Identify poetry as a narrative form.	c. Distinguish between different types of drama or poetry, such as haiku, diamante, cinquain or shape poems.	c. Distinguish between different types of drama or poetry, such as ballad.	c. Distinguish between different types of poetry, such as lyric.	c. Distinguish between different types of poetry, such as elegy.
		d. Explain the meaning of words, lines, or stanzas, such as repetitions.	d. Explain the meaning of words, lines, or stanzas, such as rhymes.	d. Explain the meaning of words, lines, or stanzas, such as rhythm.	d. Explain the meaning of words, lines, or stanzas, such as alliteration, assonance, and consonance.	d. Explain the meaning of words, lines, or stanzas, such as connections between and among sound elements and meanings.
		e. Distinguish between elements of drama such as characters and setting.	e. Distinguish between elements of drama such as characters, setting, and dialog.	e. Distinguish between elements of drama such as characters, setting, and dialog.	e. Distinguish between elements of drama such as characters, setting, dialog and monolog.	e. Distinguish between elements of drama such as characters, setting, dialog, monolog, prolog, and production notes.

<p>Standard 4: English Language Learners will write in English for a variety of basic interpersonal and academic purposes, using appropriate vocabulary, grammar, and Standard English writing conventions.</p>	<p>4.1 Writing Use Standard English grammar and structure to develop clarity in written communication.</p>	<p>a. Write simple sentences using a variety of patterns in both the affirmative and negative, such as declarative with subject/verb/object; interrogative with what, where, when; imperative with single verbs; exclamatory using learned expressions ("Great!" "Good!")</p>	<p>a. Write simple sentences using a variety of patterns, in both the affirmative and negative, such as declarative using demonstrative pronouns; interrogative that require a yes/no response using the verb, "to be" ("Are you eating?"); imperative with verb + object; exclamatory using learned expressions in simple sentences ("That's fantastic!")</p>	<p>a. Write simple, compound, and complex sentences using a variety of patterns in both the affirmative and negative, such as declarative using common coordinating conjunctions (and, or, but) ; interrogatives that require "Do-support" ("Do you want this?"); imperative with common modal auxiliaries ("You must study."); exclamatory using learned expressions ("What a fun class!")</p>	<p>a. Write simple, compound, and complex sentences using a variety of patterns in both the affirmative and negative, such as declarative using coordinating conjunctions including both.../and...; either.../or...; not only.../but also...; interrogative using complex structures ("Where did you go after the game last night?"); imperative using complex structures ("Don't put your coat on the floor!"); exclamatory using learned expressions ("What a great day!").</p>	<p>a. Compose simple, compound, complex, and compound-complex sentences using a variety of patterns in both the affirmative and negative.</p>
	<p>4.2 Writing Use standard American academic English language conventions to develop clarity in written communication.</p>	<p>a. Apply standard English capitalization in written language, such as to begin a sentence or to identify common proper nouns.</p>	<p>a. Apply standard English capitalization in written language, such as to identify proper nouns or titles.</p>	<p>a. Apply standard English capitalization in written language, such as to identify salutations or greetings.</p>	<p>a. Apply standard English capitalization in written language, such as to begin direct quotation.</p>	<p>a. Apply standard English capitalization in written language to distinguish between proper or common nouns.</p>

		<p>b. Apply standard English punctuation in written language, such as: <i>periods, question marks, or exclamations at the end of a sentence.; commas in dates, addresses, city and state; underlining for titles of books.</i></p>	<p>b. Apply standard English punctuation in written language, such as: <i>varied end punctuation; commas with items in a series; apostrophes in singular possessives.</i></p>	<p>b. Apply standard English punctuation in written language, such as: <i>commas for parenthetical expressions; apostrophes in plural possessives; quotation marks in dialogue.</i></p>	<p>b. Apply standard English punctuation in written language, such as: <i>colons to introduce a list; semicolons between two independent clauses; apostrophes to designate possession with indefinite pronouns; appropriate punctuation for special forms such as e-mail, letters, and memos.</i></p>	<p>b. Apply standard English punctuation in written language, such as: <i>at the word level with hyphens; semicolons in compound sentences; commas to set off independent modifiers and appositives; appropriate punctuation for special forms, such as e-mail, bulleted lists, letters, memos, citations, and outlines.</i></p>
		<p>c. Apply conventional spelling in written language, such as with words that follow regular patterns, some high frequency and functional vocabulary words.</p>	<p>c. Apply conventional spelling in written language, such as with words that follow regular patterns, functional vocabulary words and high frequency words with irregular patterns.</p>	<p>c. Apply conventional spelling in written language, such as with words that follow regular and irregular patterns and words with common prefixes and suffixes.</p>	<p>c. Apply conventional spelling in written language, such as with words that follow regular and irregular patterns and words with common prefixes and suffixes and words with complex patterns (-tion, -ous, ph-, kn-).</p>	<p>c. Apply conventional spelling in written language, such as multi-syllabic words with complex patterns.</p>

	<p>4.3 Writing Use pre-writing strategies to compose text for a variety of purposes.</p>	<p>a. Generate ideas related to specific topics using techniques, such as drawing, graphic organizers, labeling, and identifying prior experiences or background knowledge.</p>	<p>a. Generate ideas related to specific topics using techniques, such as drawing, graphic organizers, labeling, listing, webbing, and identifying prior experiences or background knowledge.</p>	<p>a. Generate ideas related to specific topics using techniques, such as drawing, graphic organizers, labeling, webbing, journal writing, naming prior experiences or background knowledge.</p>	<p>drawing, graphic organizers, listing, labeling, webbing, journal writing, and discussing prior experiences or background knowledge.</p>	<p>a. Generate ideas related to specific topics using techniques.</p>
		<p>b. Select and evaluate generated ideas for relevance, appropriateness, scope and focus using techniques, such as drawing or copying.</p>	<p>b. Select and evaluate generated ideas for relevance, appropriateness, scope and focus using techniques, such as labeling or checklists.</p>	<p>b. Select and evaluate generated ideas for relevance, appropriateness, scope and focus using techniques, such as webbing and other graphic organizers.</p>	<p>b. Select and evaluate generated ideas for relevance, appropriateness, scope and focus using techniques, such as graphic organizers and rubrics.</p>	<p>b. Select and evaluate generated ideas for relevance, appropriateness, scope and focus using techniques.</p>
		<p>c. Follow a coherent plan for developing ideas using models or sentence starters.</p>	<p>c. Follow a coherent plan for developing ideas using cloze sentences or simple paragraphs.</p>	<p>c. Identify and begin a coherent plan for developing ideas using outlines.</p>	<p>c. Identify and develop a coherent plan for developing ideas using writing samples.</p>	<p>Identify and begin a coherent plan for developing ideas using writing prompts.</p>
		<p>d. Explore and select relevant sources of information, both traditional and electronic, such as picture dictionaries.</p>	<p>d. Explore and select relevant sources of information, both traditional and electronic, such as visual encyclopedias.</p>	<p>d. Explore and select relevant sources of information, both traditional and electronic, such as CD-ROMS.</p>	<p>d. Explore and select relevant sources of information, both traditional and electronic, such as web pages.</p>	<p>d. Explore and select relevant sources of information, both traditional and electronic, such as encyclopedias.</p>

	<p>4.4 Writing Compose text to express personal ideas and academic information in order to inform, to describe, to explain and to persuade.</p>	<p>a. Address topic, audience, and purpose using formats, such as labels, simple forms, or lists.</p>	<p>a. Address topic, audience, and purpose using formats, such as brief messages, invitations, or guided notes.</p>	<p>a. Address topic, audience, and purpose using formats, such as postcards, letters, or outlines.</p>	<p>a. Address topic, audience, and purpose using formats, such as short stories, essays, or short reports.</p>	<p>a. Select from a variety of formats to address topic, audience and purpose.</p>
		<p>b. Compose using organizational structures, such as sentence starters. ("My name is _____." or "My favorite sport is _____.")</p>	<p>b. Compose using organizational structures, such as cloze sentences or brief paragraphs.</p>	<p>b. Compose using organizational structures, such as brief paragraphs with beginning, middle, and end.</p>	<p>b. Compose using organizational structures, such as brief paragraphs with beginning, middle, and end, developing main ideas and supporting evidence.</p>	<p>b. Compose using organizational structures, such as brief paragraphs with beginning, middle, and end, highlighting major points, examples, and supporting details and signal words between paragraphs.</p>
		<p>c. Express ideas using high frequency vocabulary and simple sentences.</p>	<p>c. Express ideas using a limited vocabulary and appropriate word choice, with some elaboration using active verbs and adverbs.</p>	<p>c. Clarify, extend or elaborate on ideas by using appropriate word choice, vivid language, and some sensory detail, such as imagery.</p>	<p>c. Clarify, extend or elaborate on ideas by using appropriate word choice, vivid language, and sensory detail, such as figurative language.</p>	<p>c. Clarify, extend or elaborate on ideas by using sensory detail, vivid language, and a variety of appropriate word choice.</p>
		<p>d. Exhibit an identifiable voice, such as in a personal narrative.</p>	<p>b. Exhibit an identifiable voice and include an introduction to tone, such as in a personal narrative.</p>	<p>b. Exhibit an identifiable voice and tone in writing, such as in writing a letter.</p>	<p>b. Exhibit an identifiable voice and tone in writing, such as in describing an experience.</p>	<p>b. Exhibit an identifiable voice and tone in writing, such as in describing and explaining a personal experience.</p>

	<p>4.5 Writing Revise, edit and publish text for clarity, completeness, and effectiveness.</p>	<p>a. Revise writing for appropriateness, organization, content, style, and conventions, such as: the use of capitalization of proper nouns; subject verb agreement; adjective choice.</p>	<p>a. Revise writing for appropriateness, organization, content, style, and conventions, such as: <i>correct capitalization; subject-verb agreement; end punctuation; question formation; and verb selection.</i></p>	<p>a. Revise writing for appropriateness, organization, content, style, and conventions, such as: <i>correct capitalization; subject-verb agreement; end punctuation; question formation; verb selection and elimination of redundant language.</i></p>	<p>a. Revise writing for appropriateness, organization, content, style, and conventions, such as: <i>correct capitalization; subject-verb agreement; end punctuation; question formation; verb selection; elimination of redundant language; semicolons, object pronouns, and signal words.</i></p>	<p>a. Revise writing for appropriateness, organization, content, style, and conventions, such as: <i>correct capitalization; subject-verb agreement; end punctuation; question formation; verb selection; elimination of redundant language; semicolons, object pronouns, signal words active voice, variation of sentence length and types; and alignment of supporting details to topic.</i></p>
		<p>b. Use suitable traditional and electronic resources to refine and edit text for appropriate use of language and conventions.</p>	<p>b. Use suitable traditional and electronic resources, as well as peer editing, to refine and edit text for appropriate use of language and conventions.</p>	<p>b. Use suitable traditional and electronic resources, such as an electronic spell checker, as well as peer editing to refine and edit text for appropriate use of language and conventions.</p>	<p>b. Use suitable traditional and electronic resources, such as an online dictionary, as well as peer editing, to refine and edit text for appropriate use of language and conventions.</p>	<p>b. Use suitable traditional and electronic resources, such as an online dictionary or thesaurus, as well as peer editing, to refine and edit text for appropriate use of language and conventions.</p>

