1. Engaging in conversations and present information by asking and answering questions and responding using simple phrases.

2. Engaging in conversations with peers and collaborative on more detailed written text on a variety of topics, using technology when appropriate.

3. Engaging in extended written exchanges with peers and collaborative on complex written text on a variety of topics, using technology when appropriate.

4. Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).

5. Demonstrate active listening in oral presentation activities by asking and answering detailed questions with occasional prompting and moderate support.

6. Explain how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and context area RL.8.4-5; RL.8.6-8; RL.8.11-12.

7. Explain how phrasing or different words with similar meanings (e.g., describing a character as stubborn versus persistent) or figurative language (e.g., Let me throw some light onto the topic) produce different effects on the audience.

8. Explain how phrasing or different words with similar meanings (e.g., running versus running smart, influence versus influenceful) can change the emphasis of an argument, and provide relevant evidence to support the argument.

9. Plan and deliver longer oral presentations on a variety of topics using details and evidence to support ideas.

10. Write literary and informational texts to present, describe, and explain ideas and information, using appropriate technology W.8.1-2; W.HST.8.1-2; L.8.1-6.

11. Justify opinions by providing relevant textual evidence or relevant background knowledge with moderate support.

12. Use a select number of general academic words (e.g., specific, contrast) and domain-specific words (e.g., science, cell, fraction) to create some precision while speaking and writing.

13. Use a select number of general academic words (e.g., specific, contrast) and domain-specific words (e.g., science, cell, fraction) to create some precision while speaking and writing.

14. Use a select number of academic words (e.g., specific, contrast) and domain-specific words (e.g., science, cell, fraction) to create some precision while speaking and writing.

15. Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas.

16. Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas.

17. Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas.

18. Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas.
1. Understanding text structure and organization based on purpose, text type, and discipline:
   - RL.8.5, RI.8.5, RH.8.5, RST.8.5, W.8.1-5, 10, WHST.8.1-2, 4-5, 10, SL.8.4

2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows:
   - RL.8.5, RH.8.5, RST.8.5, W.8.1-5, 10, WHST.8.1-2, 4-5, 10, L.8.1, 3-6

3. Expanding & Enriching Ideas
   - Using and expanding a variety of language resources
     - WHST.8.1-2, 4-5; SL.8.6; L.8.1, 3-6
     - Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially to tell a story)

4. Applying knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending and writing brief texts.

5. Applying knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text, how using synonyms helps avoid repetition) to comprehending and writing texts with increasing cohesion.

6. Expanding sentences with adverbial (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.

7. Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in this sentence: "This is a story about a girl who changed the world.").

8. Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so; creating complex sentences using because).

9. Condense ideas in a simple way (e.g., by combining or paraphrasing sentences, and statements in simple ways).

10. Condense ideas in a variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food: They’re made without chemical fertilizers. They’re made without chemical insecticides. Organic vegetables are foods that are made without chemical fertilizers or insecticides.) to create precise and detailed sentences.

11. Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They destroyed the rainforest. Lots of animals died: The destruction of the rainforest led to the death of many animals.) to create precise and detailed sentences.

Part III: Using Foundational Literacy Skills - RF.K-1.1-4; RF.2-5.3-4 (as appropriate)

Foundational Literacy Skills:

- Literacy in an Alphabetic Writing System
  - Print concepts
  - Phonological awareness
  - Phonics & word recognition
  - Fluency

See Appendix A for information on teaching reading foundational skills to English learners of various profiles based on age, native language, native language writing system, school experience, and literacy experience and proficiency. Some considerations are:

- Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy.
- Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages).
- Differences between native language and English should be highlighted (e.g., some phonemes in English may not exist in the student’s native language; native language syntax may be different from English syntax).