

English Language Development Objectives Grades 6-8

English Language Development Standards: Grades 6-8		Language Arts Standards		
ELD Standard 1: Listening ELD Goal 1.1: Listening Comprehension		Grade 6	Grade 7	Grade 8
ELD 1.1.1	Follow Oral Directions	No objectives at this grade level.		
B	Follow simple one-step oral directions.			
AB	Follow simple two-step oral directions.			
I	Follow simple multi-step oral directions.			
EF/F	Follow multi-step oral directions.			
ELD 1.1.2	Understand Social and Academic Conversations	6.LA.6.1.1 Listen in order to summarize information from a variety of sources.	7.LA.6.1.1 Develop appropriate interpersonal listening skills (e.g., eye contact, body language).	8.LA.6.1.1 Listen to acquire and summarize information from a variety of electronic or live sources.
B	Demonstrate comprehension of brief, very simple social conversations and academic language on familiar topics with contextual support.			
AB	Demonstrate comprehension of simple social conversations and academic language on mostly familiar topics with contextual support.			
I	Demonstrate comprehension of social conversations and simple academic discussions on mostly familiar, concrete topics.			
EF	Demonstrate comprehension of academic discussions on mostly concrete topics.			
F	Demonstrate comprehension of academic discussions on concrete and abstract topics.			

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ELD Standard 1: Listening ELD Goal 1.1: Listening Comprehension		Grade 6	Grade 7	Grade 8
ELD 1.1.3	Understand Main Idea of Information Presented Orally	6.LA.6.1.4 Listen to acquire and summarize information from a variety of sources.	7.LA.6.1.4 Listen to acquire and summarize information from a variety of sources.	8.LA.6.1.1 Listen to acquire and summarize information from a variety of electronic or live sources.
B	Identify literal concepts in very brief, simple information presented orally with visual support.			
AB	Identify the main idea and a few supporting details in brief, simple information presented orally with visual support.			
I	Briefly describe the main idea and some supporting details of information presented orally.			
EF	Summarize the main idea and most supporting details of information presented orally near grade level.			
F	Summarize main ideas and supporting details of information presented orally at grade level.			
ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications		Grade 6	Grade 7	Grade 8
ELD 2.1.1	Ask and Answer Questions	6.LA.6.2.1 Ask questions to elicit information, including evidence to support a speaker's position.	7.LA.6.2.1 Ask questions to elicit information, including evidence to support a speaker's position.	8.LA.6.2.1 Paraphrase a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.
B	Ask very simple questions about a speaker's briefly stated opinion about a familiar topic.			
AB	Ask simple questions to determine a speaker's opinion about a familiar topic.			
I	Ask questions to elicit information about a speaker's content to determine the speaker's position.			
EF/F	Paraphrase a speaker's point of view and ask questions about the speaker's content and position.			

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ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications		Grade 6	Grade 7	Grade 8
ELD 2.1.2	Communicate Information Orally	No objectives at this grade level.		
B	Express basic needs and state facts using phrases and simple sentences.			
AB	Express needs and state facts using more detailed sentences.			
I	Briefly describe information on familiar topics presented orally with visual support.			
EF/F	Summarize major ideas and supporting details.			
ELD 2.1.3	Organize Oral Presentations	6.LA.6.2.3 Organize oral presentations to maintain a clear focus.	7.LA.6.2.3 Organize oral presentations to maintain a clear focus.	8.LA.6.2.3 Organize oral presentations to maintain a clear focus.
B	Complete a graphic organizer or label a series of illustrations on an experience or familiar story using phrases or simple sentences.			
AB	Complete a graphic organizer on a familiar topic that follows a logical sequence of events using sentence frames.			
I	Complete a graphic organizer or an outline for narrative and informative presentations using key sentence starters.			
EF	Organize oral presentations that maintain a clear focus.			
F	Organize oral presentations that maintain a clear focus and use expanded word choice and sentence structure.			

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ELD Standard 2: Speaking ELD Goal 2.1: Speaking Applications		Grade 6	Grade 7	Grade 8
ELD 2.1.4	Deliver Oral Presentations			
B	Retell experiences in response to prompts using phrases and simple sentences.	6.LA.6.2.2 Emphasize important points to assist the listener in following an oral presentation.	7.LA.6.2.2 Deliver informative presentations that: • Organize and deliver relevant information about a focused topic.	8.LA.6.2.2 Deliver oral summaries of articles that: • Include the main ideas and the most significant details.
AB	Deliver brief narrative or informative oral presentations on familiar topics in response to some prompts using expanded sentences.		• Appeal to the background and interests of the audience.	• State ideas in own words, except for when quoted directly from sources.
I	Deliver brief narrative and informative oral presentations, maintaining a focus on a topic and using more detailed sentences.	6.LA.6.2.4 Deliver narrative presentations that include sensory details and establish a context, plot, and point of view.	• Use a range of appropriate strategies to make the presentation engaging to the audience.	
EF	Deliver narrative and informative oral presentations that maintain a focus on main ideas and significant details.			8.LA.6.2.4 Deliver persuasive presentations that: • Include a well-defined position on the topic.
F	Deliver informative and persuasive oral presentations that maintain a focus on main ideas and significant details, engage the interests of the audience, and quote from sources when summarizing articles.		7.LA.6.2.4 Deliver narrative presentations that include sensory details and establish a context, plot, and point of view.	• Differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language.

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ELD Standard 3: Reading ELD Goal 3.1: Reading Process		Grade 6	Grade 7	Grade 8
ELD 3.1.1	Use Text Features to Understand Information			
B	Identify a few basic text features (e.g., title, author, headings, illustrations) in informational text.	6.LA.1.2.1 Apply the structural features of popular media.	7.LA.1.2.1 Apply knowledge of organizational structures to understand information in text.	8.LA.1.2.1 Analyze the organizational structure of printed material and electronic sources to access information.
AB	Use a few basic text features in informational texts to locate a few key points.	6.LA.1.2.2 Apply text features (e.g., directions, legend, index, and glossary, sequence, bold face print, headings) to explain text.	7.LA.1.2.2 Apply specific features of text to understand a selection including preface and appendix.	8.LA.1.2.2 Analyze specific features of text, including the preface and appendix, to understand a selection.
I	Use text features and basic organizational structures in informational text at independent reading level to locate and describe key points.			
EF	Use text features and organizational structures in informational text near grade level to locate and describe key points.			
F	Analyze text features and organizational structures in informational text at grade level to locate and explain key points.			
ELD 3.1.2	Use Graphic Features to Support Understanding of Text			
B	Identify a few familiar graphic features (e.g., diagrams, maps) in informational text at independent reading level.	6.LA.1.2.3 Identify graphic sources of information (e.g., maps, graphs, illustrations, diagrams, timelines, or tables) to address research questions.	7.LA.1.2.3 Interpret graphic features of text to clarify and extend meaning.	8.LA.1.2.3 Interpret graphic features of text to clarify and extend meaning.
AB	Use a few familiar graphic features in informational text at independent reading level to locate a few key points.			
I	Use graphic features in informational text at independent reading level to describe key points.			
EF	Interpret graphic features of text near grade level.			
F	Interpret graphic features of text at grade level.			

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ELD Standard 3: Reading ELD Goal 3.1: Reading Process		Grade 6	Grade 7	Grade 8
ELD 3.1.3	Decode Words Using Phonological Awareness Skills	No objectives at this grade level		
B	Identify first, middle, and last sounds in a single-syllable word; match vowel and consonant sounds to all letters.			
AB	Use word patterns and/or word families to decode words.			
I	Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound associations to read new words.			
EF/F	Apply knowledge of letter-sound associations to decode regular words and recognize irregular words.			
ELD 3.1.4	Decode Words Using Knowledge of Syllables	6.LA.1.5.1 Apply spelling and syllabication rules to aid in decoding and word recognition.	7.LA.1.5.1 Apply spelling and syllabication rules to decode unknown words.	8.LA.1.5.1 Apply spelling and syllabication rules to decode unknown words.
B	Determine the number of syllables in familiar one- to three-syllable spoken words.			
AB	Decode basic words of two to three syllables using knowledge of syllable types and patterns.			
I	Decode words of two to four syllables at independent reading level using knowledge of syllable types and patterns.			
EF/F	Decode most grade-level multisyllabic words using knowledge of syllable types and patterns.			

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ELD Standard 3: Reading ELD Goal 3.1: Reading Process		Grade 6	Grade 7	Grade 8
ELD 3.1.5	Decode and Determine Meaning of Words Using Knowledge of Word Parts			
B	Decode and determine meaning of words using knowledge of common base words and a few simple prefixes and suffixes.	6.LA.1.4.1 Apply common root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode complex words.	7.LA.1.4.1 Apply root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode complex words.	8.LA.1.4.1 Use structural analysis and apply root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode complex words.
AB	Decode and determine meaning of words using knowledge of common roots, prefixes, and suffixes in brief, simple text.			
I	Apply common root words, prefixes, and suffixes, to decode and determine meaning of words in text at independent reading level.	6.LA.1.8.1 Infer word meaning from knowledge of root words, derived from Greek and Latin.	7.LA.1.8.1 Apply origins of root words, prefixes, and suffixes to determine the meaning of unknown words.	8.LA.1.8.1 Apply origins of root words, prefixes, and suffixes to determine the meaning of unknown words.
EF	Apply root words, prefixes, and suffixes, including some Greek and Latin derivatives, to decode and determine meaning of some complex words in near grade-level text.			
F	Apply root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode and determine meaning of complex words in grade-level text.			

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ELD Standard 3: Reading ELD Goal 3.1: Reading Process		Grade 6	Grade 7	Grade 8
ELD 3.1.6	Identify and Use Synonyms, Antonyms, and Words With Multiple Meanings	6.LA.1.8.2 Apply context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings.	7.LA.1.8.2 Explain relationships among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings.	8.LA.1.8.2 Explain relationships among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings.
B	Identify common, simple antonym pairs (e.g., hot/cold).			
AB	Identify common antonyms and synonyms and some words with multiple meanings.			
I	Apply context to identify the meaning of unfamiliar words and words with multiple meanings in text at independent reading level.			
EF	Explain relationships among words including connotation and denotation, antonyms, synonyms, and words with multiple meanings in near grade-level text.			
F	Explain relationships among words including connotation and denotation, antonyms, synonyms, and words with multiple meanings in grade-level text.			
ELD 3.1.7	Read With Fluency	6.LA.1.7.1 Read grade-level-appropriate text orally with fluency and accuracy from at least 150 correct words per minute.	7.LA.1.7.1 Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute.	8.LA.1.7.1 Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute.
B	Read sight words and other familiar words and phrases accurately.			
AB	Read simple sentences with familiar vocabulary with fluency and accuracy appropriate to reading level.			
I	Read text at independent reading level with fluency and accuracy appropriate to reading level.			
EF	Read near grade-level text with fluency and accuracy.			
F	Read grade-level text with fluency and accuracy.			

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ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension		Grade 6	Grade 7	Grade 8
ELD 3.2.1	Follow Written Directions	6.LA.2.2.4 Follow multi-step written directions.	7.LA.2.2.4 Follow multi-step written directions.	8.LA.2.2.4 Identify the main purpose and anticipate outcomes of procedures specified in informational text.
B	Follow simple one- and two-step written directions.			
AB	Follow some simple multi-step written directions.			
I	Follow simple multi-step written directions.			
EF	Follow multi-step written directions.			
F	Follow written procedures in informational text and identify the main purpose.			
ELD 3.2.2	Describe Main Idea in Text	6.LA.2.2.3 Identify the facts and details that support the author's argument and summarize the findings.	7.LA.2.2.3 Summarize the main idea (literal or inferential) and critical details of expository text.	8.LA.2.2.3 Apply central ideas (literal or inferential) and critical details to summarize information from expository text.
B	Identify orally the main idea in brief text read aloud with visuals.			
AB	Identify orally the main idea and some supporting details in brief text with visuals read with support.			
I	Summarize the literal or inferential main idea and some critical details from text at independent reading level.			
EF	Summarize the literal and inferential main ideas and critical details from near grade-level text.			
F	Summarize the literal and inferential main ideas and critical details from grade-level text.			

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ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension		Grade 6	Grade 7	Grade 8
ELD 3.2.3	Make Inferences and Draw Conclusions Based on Text			
B	Draw conclusions orally based on brief, simple text read aloud with visuals.	6.LA.2.1.3 Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.	7.LA.2.1.3 Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.	8.LA.2.1.3 Make inferences, draw conclusions, and form opinions based on information gathered from text and cite evidence to support.
AB	Draw conclusions orally based on brief, simple text with visuals on a familiar topic.			
I	Make inferences, draw conclusions, and locate some evidence in brief text at the independent reading level.			
EF	Make inferences, draw conclusions, form opinions, and locate evidence in text near grade level.			
F	Make inferences, draw conclusions, form opinions, and locate evidence in grade-level text.			

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ELD Standard 3: Reading ELD Goal 3.2: Reading Comprehension		Grade 6	Grade 7	Grade 8
ELD 3.2.4	Analyze Characters, Settings, and Plots			
B	Identify orally the main characters and basic sequence of events in simple stories read aloud with visuals.	6.LA.2.3.2 Distinguish between major characters and minor characters.	7.LA.2.3.2 Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.	8.LA.2.3.2 Interpret how situations, actions, and other characters influence a character's personality and development.
AB	Describe orally the main characters, setting, and sequence of events in simple stories with visuals.	6.LA.2.3.3 Analyze the influence of the setting on the problem and resolution of the story.	7.LA.2.3.3 Explain the influence of setting on mood, character and plot of the story.	8.LA.2.3.3 Analyze the importance of the setting to the mood and to the meaning of the story.
I	Analyze basic aspects of characters, setting, and plot in stories with visuals at independent reading level.			
EF	Analyze characterization, setting, and plot development in near grade-level text.	6.LA.2.3.4 Analyze the conflict of a plot and explain its resolution.	7.LA.2.3.4 Analyze plot development, including types of conflict.	8.LA.2.3.4 Evaluate the structural elements of the plot and how conflicts are addressed and resolved.
F	Analyze characterization, setting, and plot development in grade-level text.			

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ELD Standard 4: Writing ELD Goal 4.1: Writing Process		Grade 6	Grade 7	Grade 8
ELD 4.1.1	Plan, Write, Revise, and Edit a Draft			
B	Draw a sequence of pictures or complete a graphic organizer to show ideas for a narrative.	6.LA.3.1.3 Select organizational strategies appropriate for writing.	7.LA.3.1.3 Apply appropriate organizational strategies to plan writing.	8.LA.3.1.3 Apply appropriate organizational strategies to plan writing.
AB	Complete a graphic organizer to show ideas for a narrative; write a series of short sentences; and use a simple editing checklist of very basic rules with support.	6.LA.3.1.4 Apply an appropriate writing format for purpose and audience.	7.LA.3.1.4 Match appropriate writing format to purpose and audience.	8.LA.3.1.4 Match appropriate writing format to purpose and audience.
I	Organize a central idea and some supporting details; write a brief paragraph; revise for meaning; and use a simple editing checklist of basic rules.			
EF	Apply the writing process to: organize more complex ideas and supporting details; write a draft; revise for meaning and clarity; and use a modified grade-level editing checklist.	6.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details.	7.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details.	8.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting information.
F	Apply the writing process to: organize ideas and select an appropriate format; write a draft; revise for meaning and clarity; and use a grade-level editing checklist.			
		6.LA.3.3.1 Revise draft for meaning, clarity and effective sequencing.	7.LA.3.3.1 Revise draft for meaning, clarity and effective organization.	8.LA.3.3.1 Revise draft for meaning, clarity, and effective organization.
		6.LA.3.4.1 Edit the draft using an editing checklist with common editing marks.	7.LA.3.4.1 Edit the draft using an editing checklist with common editing marks.	8.LA.3.4.1 Edit the draft using an editing checklist with common editing marks.

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ELD Standard 4: Writing ELD Goal 4.2: Writing Applications		Grade 6	Grade 7	Grade 8
ELD 4.2.1	Write Narratives	6.LA.4.1.1 Write narratives that develop a standard plot line.	7.LA.4.1.1 Write narratives about personal events or situations.	8.LA.4.1.1 Write narratives about specific events or situations using precisely chosen details.
B	Write simple sentences using sentence frames for the beginning, middle, and end of a narrative.			
AB	Write a series of simple sentences using sentence frames for a narrative that has a beginning, middle, and end.			
I	Write a short narrative with increasingly complex sentences that develops a standard plot line, aided by a template.			
EF	Write longer narratives about personal events or situations.			
F	Write full-length narratives about specific events or situations including some precise details.			
ELD 4.2.2	Write Reports	6.LA.4.2.2 Write a research report with facts, details, and examples from multiple sources.	7.LA.4.2.2 Write a research report that supports a main idea with details compiled through a formal research process.	8.LA.4.2.2 Write expository essays that include a main idea (thesis), supporting details, and introductory, body, and concluding paragraphs.
B	Write simple expository sentences using sentence frames.			
AB	Write a series of simple sentences using sentence frames that include some facts and details.			
I	Write a brief research report with increasingly complex sentences that includes facts, details, and examples, aided by a template.			
EF	Write a longer research report focused on a main idea with some important details and examples from multiple sources.			
F	Write a full-length research report focused on a main idea with supporting details compiled through a formal research process.			

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ELD Standard 4: Writing ELD Goal 4.3: Writing Conventions		Grade 6	Grade 7	Grade 8
ELD 4.3.1	Spell Words Correctly			
B	Spell many one-syllable, familiar words correctly.	6.LA.5.2.1 Spell correctly Grade 6 high-frequency words and content area words.	7.LA.5.2.1 Spell correctly Grade 7 high-frequency words and content area words.	8.LA.5.2.1 Spell correctly Grade 8 high-frequency words and content area words
AB	Spell familiar words correctly.			
I	Apply spelling rules to spell correctly words from text at the independent reading level, and independently use reference tools to correct spelling.	6.LA.5.2.2 Spell correctly multisyllabic words that include those with Greek and Latin derivatives.	7.LA.5.2.2 Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives	8.LA.5.2.2 Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives.
EF	Apply spelling rules and some Greek and Latin derivatives to correctly spell multisyllabic words near grade level, and independently use reference tools to correct spelling.			
F	Apply spelling rules and Greek and Latin derivatives to correctly spell multisyllabic words at grade level, and independently use reference tools to correct spelling.	6.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes, and plurals), to spell accurately.	7.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes, and plurals), to spell accurately.	7.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes, and plurals), to spell accurately.

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ELD Standard 4: Writing ELD Goal 4.3: Writing Conventions		Grade 6	Grade 7	Grade 8
ELD 4.3.2	Write a Variety of Sentence Types			
B	Identify and write very simple declarative sentences.	6.LA.5.3.1 Identify complex sentences with subject and verb agreement.	7.LA.5.3.1 Use four types of sentences correctly (exclamatory, declarative, interrogative and imperative).	8.LA.5.3.1 Write correct and varied sentence structure (e.g., simple, compound, complex, and compound-complex).
AB	Identify and write simple declarative, exclamatory, and interrogative sentences.			
I	Identify and write sentences of varying types and increasing complexity.			
EF	Identify and write sentences of varying types and complexity near grade level.			
F	Identify and write sentences of varying types and complexity at grade level.			
ELD 4.3.3	Apply Capitalization and Punctuation Rules			
B	Identify and apply basic capitalization and punctuation rules in simple sentences.	6.LA.5.4.1 Apply capitalization correctly in writing.	7.LA.5.4.1 Apply capitalization correctly in writing.	8.LA.5.4.1 Apply capitalization correctly in writing
AB	Identify and apply increasingly complex capitalization and punctuation rules.	6.LA.5.4.2 Use quotation marks and commas to punctuate dialogue.	7.LA.5.4.2 Use commas, including in appositives. Use parentheses and semicolon in writing.	8.LA.5.4.2 Use commas, including in appositives; use parentheses and semicolon.
I	Identify and apply grade-level capitalization and punctuation rules with some errors.			
EF/F	Identify and apply grade-level capitalization and punctuation rules with few errors.			

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ELD Standard 4: Writing ELD Goal 4.3: Writing Conventions		Grade 6	Grade 7	Grade 8
ELD 4.3.4	Use Grammatical Forms	6.LA.5.3.2 Use correctly:	7.LA.5.3.2 Use correctly:	8.LA.5.3.2 Use correctly:
B	Identify nouns, verbs, and adjectives in very simple sentences.	<ul style="list-style-type: none"> • future verb tenses 	<ul style="list-style-type: none"> • future verb tenses 	<ul style="list-style-type: none"> • future verb tenses
AB	Identify and use subject-verb-object order in very simple sentences.	<ul style="list-style-type: none"> • adjectives • personal pronouns 	<ul style="list-style-type: none"> • adjectives • personal pronouns 	<ul style="list-style-type: none"> • adjectives • personal pronouns
I	Identify and use subject-verb agreement and basic verb tenses in simple sentences.	<ul style="list-style-type: none"> • conjunctions • adverbs 	<ul style="list-style-type: none"> • conjunctions • adverbs 	<ul style="list-style-type: none"> • conjunctions • adverbs
EF	Identify and use grade-level grammatical forms (e.g., verb tense, pronouns, adjectives, conjunctions) with some errors.			
F	Identify and use grade-level grammatical forms (e.g., verb tense, pronouns, adjectives, conjunctions) with few errors.			

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