English as a Second Language: Levels by Domain – DRAFT 9/25/19

Notes:
- The CB21 rubric reflects exit competencies, applies to both noncredit and credit, and the columns are not meant to be matched to levels.
- The rubric is not a list of course topics, nor is it a list of all things covered.
- Just because something is not included in the rubric, this does not mean faculty should not include it in their CORs.
- The rubric provides typical and general overarching outcomes to describe the competences of a course, not all of the course content.
- An ESL course equivalent to transfer-level composition (TLC) is not included in this rubric. That course should be coded CB21 = Y.

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<tr>
<th>CB21 = F</th>
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<tr>
<td><strong>INTERPRETIVE</strong></td>
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<td>Beginning ESL Literacy</td>
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<tr>
<td><strong>Complexity and Type of Passages</strong></td>
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<tr>
<td>With prompting and strongly supported by visual and contextual clues: Identify high frequency words, phrases, and simple sentences about familiar topics in simplified materials with minimal written text and oral communication spoken slowly with rephrasing and repetition, using a very limited set of strategies.</td>
<td>Strongly supported by visual and contextual clues: Identify high frequency words and phrases in simplified written materials with limited written text, sentences, multi-sentence paragraphs, and simple exchanges on familiar topics spoken slowly with rephrasing and repetition using a limited set of strategies.</td>
<td>Supported by visual and contextual clues: Identify the main topic and supporting ideas in simple one-page adapted or authentic written texts and/or short informational and narrative listening passages on general career and academic topics. Understand passages that consist of mostly simple syntax supported by visuals and spoken at a natural pace.</td>
<td>Determine a central idea or theme in a variety of sections of a multi-page authentic or adapted text and/or in short informational and narrative listening passages on general career and academic topics. Understand passages that consist of mostly simple syntax supported by visuals and spoken at a natural pace.</td>
<td>Determine a central idea or theme in a variety of sections of a multi-page academic fiction or nonfiction written text, and/or oral presentation such as short lectures or speeches on academic topics spoken at a natural pace using authentic syntax. Distinguish stated or implied main ideas from supporting ideas, within a single document, and multi-page academic fiction or nonfiction chapters.</td>
<td>Determine central ideas or themes from different disciplines in multi-page academic fiction and nonfiction chapters and texts and/or extended oral discourse, such as short lectures or speeches on academic topics spoken at a natural pace using authentic syntax. Distinguish stated or implied main ideas from supporting ideas, within a single document, and multi-page academic fiction or nonfiction chapters.</td>
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</table>

In listening and/or in reading, ELLs ready to exit this level can...
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<tr>
<td><strong>Main Idea or Topic</strong></td>
<td>With prompting and strongly supported by visual clues: Identify the general topic or sequence of events.</td>
<td>Strongly supported by visual and contextual clues, and with prompting and support: Identify the general topic or sequence of events in a short conversation or brief written text supported by images in a familiar context by responding to simple yes/no and wh-questions.</td>
<td>Supported by visual and contextual clues: Identify the main topic or idea of an author or speaker. Using an emerging set of strategies, locate specific information and definitions in paragraphs and identify details and examples.</td>
<td>Answer questions about key details. Retell key details. Explain how the theme is developed by specific details in texts. Summarize part of a text using a developing set of strategies such as locating specific information and definitions.</td>
<td>Using an increasing range of strategies, analyze the development of themes/ideas Identify specific details and evidence from texts to support the analysis Locate specific information, definitions, or restatements of concepts. Summarize a text using a range of strategies.</td>
<td>Analyze the development of themes/ideas and rhetorical structure Identify specific details and evidence from linguistically and conceptually complex texts to support analysis and critique. Summarize a text using a wide range of strategies.</td>
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<tr>
<td><strong>Purpose and Audience</strong></td>
<td>Identify the purpose and basic features of simplified documents with visual context and minimal text, including titles and images.</td>
<td>Identify the purpose, audience, and basic features of simplified documents supported by visual context, including titles, sentences, simple charts, and graphics. Identify purpose, audience, and text type by reading titles, paragraphs, simple charts, and graphics. Identify purpose, audience, and text type by using a developing set of strategies to interpret titles, multi-paragraph text, subtitles, introductions, charts, and graphics. Identify purpose, audience, and text type by using a range of strategies to interpret titles, multi-paragraph text, subtitles, introductions, charts, and graphics.</td>
<td>Identify purpose, audience, and text type by using a developing set of strategies to interpret titles, multi-paragraph text, subtitles, introductions, charts, and graphics. Identify purpose, audience, and text type by using a range of strategies to interpret titles, multi-paragraph text, subtitles, introductions, charts, and graphics. Identify purpose, audience, and purpose by effectively using a wide range of strategies to interpret titles, multi-paragraph text, subtitles, introductions, charts, and graphics.</td>
<td>Identify text type, audience, and purpose by effectively using a wide range of strategies to interpret titles, multi-paragraph text, subtitles, introductions, charts, and graphics.</td>
<td>Identify text type, audience, and purpose by effectively using a wide range of strategies to interpret titles, multi-paragraph text, subtitles, introductions, charts, and graphics.</td>
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### Interpretive

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| **Claim and Support** | Strongly supported by visual and contextual clues:  
Locate specific information in lists and identify details and examples in simplified materials.  
Compare items such as products or details. | Supported by visual and contextual clues:  
Locate specific information in lists and sentences and identify details and examples in short texts.  
Compare items using information. | With support:  
Locate specific information or definitions in a short paragraph.  
Compare and evaluate the quality of information using sources such as graphs and charts. | Distinguish main ideas from supporting details within a two-page adapted or authentic text.  
Explain the reasons an author or a speaker gives to support the author or speaker’s claim.  
Identify details and examples in a text to explain explicit and implied meaning.  
Identify an author’s point of view.  
Identify and evaluate statements of fact and opinion and recognize simple discourse markers of opinion and hypothetical constructions.  
Refer to details and examples in a text to explain explicit and implied meaning. | Analyze the reasoning in persuasive written or spoken texts and determine whether the evidence is sufficient to support the claim.  
Evaluate an author’s point of view, audience, and purpose and analyze the use of rhetoric and word choice to advance that point of view or purpose.  
Identify textual evidence to support the analysis of explicit or implied meaning, including the author’s purpose, point of view, audience, and tone. | Analyze and evaluate reasoning by delineating and evaluating the claims in persuasive multi-page academic written or spoken authentic texts across disciplines.  
Determine whether the evidence is relevant and sufficient to support the claim.  
Recognize irrelevant evidence or bias versus strong and thorough textual evidence to support analysis of the explicit or implied claim.  
Evaluate an author’s point of view and analyze the use of rhetoric, tone, and word choice to advance that point of view. |
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<td><strong>Vocabulary</strong></td>
<td>Relying heavily on strong visual cues and context and with prompting and support:</td>
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<td>Relying on visual and contextual clues:</td>
<td>Using context, questioning, and a developing knowledge of word structures:</td>
<td>Using context, questioning, and an increasing knowledge of word structure:</td>
<td>Using context, questioning, and consistent knowledge of word structure:</td>
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<td>Rely on emerging sound-symbol correspondence:</td>
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<td>Recognize the meaning of high frequency sight words and phrases in simple written or oral texts about familiar topics, experiences, and events related to life, work, and the classroom.</td>
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<td>Use high frequency prefixes to infer the meaning of a word or phrase strongly supported by visual clues, recognize essential idioms in signs and warnings.</td>
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<td>Recognize the meaning of some high frequency words and phrases in short conversations, reading passages, and readings.</td>
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<td><strong>Using context, questioning, and an increasing knowledge of word structure:</strong></td>
<td>Determine the meaning of frequently occurring words, phrases, and expressions in short written and spoken texts about familiar, general academic, and career-related topics.</td>
<td>Determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in written or spoken texts about familiar topics, experiences, or events.</td>
<td>Determine the meaning of common intermediate idiomatic language.</td>
<td>Analyze syntactic and semantic text features and their impact on the meaning of sentences, paragraphs, or texts.</td>
<td>Infer and determine the overall meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in written or spoken texts about a variety of professional and academic topics, experiences, or events.</td>
<td>Use context and word structures (affixes and roots) to infer the meaning of a word or phrase within and across a text.</td>
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<td>Cohesive Devices to Interpret Meaning (Relationship of Ideas)</td>
<td>Apply knowledge of basic pronouns to interpret the meaning of phrases and simple sentences.</td>
<td>Apply knowledge of basic conjunction, demonstratives, and possessives to interpret the meaning of sentences.</td>
<td>Apply knowledge of common cohesive devices such as conjunctions, adverbs of time, and pronoun references.</td>
<td>Apply developing knowledge of cohesive devices to interpret meaning, including conjunctions and conjunctive adverbs in complex sentences and across paragraphs, pronoun reference, relationships of time and agency, passive voice, simple conditionals, articles, and use of verb tenses, adverbs, and adverbials to establish time of occurrence and sequence.</td>
<td>Apply increasing knowledge of a range of cohesive devices to interpret meaning and structure, including conjunctions and conjunctive adverbs in complex sentences and across paragraphs, pronoun reference, relationships of time and agency, passive voice, determiners, and use of verb tenses, conditionals, adverbs, and adverbials to establish time of occurrence or sequence.</td>
<td>Analyze and interpret syntactic and semantic text features and their impact on the meaning of sentences, paragraphs, or texts. Apply knowledge of a variety of cohesive devices and strategies to evaluate the meaning and structure of texts, including conjunctions and conjunctive adverbs in complex sentences and across paragraphs, pronoun reference, relationships of time and agency, passive voice, determiners, and use of verb tenses, conditionals, adverbs, and adverbials to establish time of occurrence or sequence.</td>
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<td>With prompting and strongly supported by visual and contextual clues:</td>
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<td>With support:</td>
<td>Compose written informational texts and deliver oral presentations on a variety of academic and career-related topics.</td>
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<td>Communicate simple information or feelings about familiar topics, events, or experiences including basic personal information and immediate needs.</td>
<td>Compose loosely organized written narrative or informational paragraphs and deliver short, simple oral presentations about familiar texts, topics, or events.</td>
<td>Write well-developed paragraphs and multi-paragraph texts with a topic sentence or thesis statement, supporting details, and a conclusion, referring to the ideas of others.</td>
<td>Write expository essays and other multi-page texts with a clear introduction, thesis statement, supporting details, and a conclusion which demonstrate coherent organization and focus. This may include research projects incorporating various sources.</td>
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<td>Write or copy words, phrases, or syntactically simple sentences based on visual prompts.</td>
<td>Write simple sentences on one topic based on previously learned vocabulary and structures.</td>
<td>Develop the topic with some relevant details, concepts, and examples.</td>
<td>Integrate graphics or multimedia when appropriate.</td>
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<td>Express a preference about a familiar topic.</td>
<td>Express a preference or opinion about a familiar topic, experience, or event and give a reason for that preference.</td>
<td>Express a main idea (claim) about familiar topics, experiences, or events.</td>
<td>Construct a claim about familiar topics.</td>
<td>Construct a claim about a variety of topics and introduce the claim.</td>
<td>Construct a substantive claim about a variety of topics and introduce the claim, distinguishing it from a counterclaim.</td>
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<td>Introduce a familiar topic, experience, or event with a topic sentence, give a reason or explanation to support the main idea and provide a concluding statement.</td>
<td>Introduce the topic through a topic sentence or basic thesis statement.</td>
<td>Provide sufficiently ordered reasons or facts that effectively support the claim and provide a concluding statement.</td>
<td>Provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim and provide a conclusion that summarizes the argument presented.</td>
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<td>Provide sufficient reasons or facts to support the claim and provide a concluding statement, referring to the ideas of others.</td>
<td>Integrate the ideas of others to support the writer’s thesis through the appropriate use of paraphrase, summary, and quotation with in-text citations.</td>
<td>Integrate the ideas of others through paraphrase, summary, quotation and a works cited or references page, including multiple sources, to support the writer’s thesis.</td>
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<tr>
<td><strong>Texts Across Rhetorical Modes</strong></td>
<td>The EFLs and CAI do not address this skill at this level.</td>
<td>The EFLs and CAI do not address this skill at this level.</td>
<td>With support: Recount a short sequence of events in order. Introduce an informational topic and provide one or two facts about the topic. Use common linking words to connect events and ideas.</td>
<td>With support: Recount a sequence of events, with a beginning, middle, and end. Introduce and develop an informational topic with facts and details and provide a conclusion. Use common transitional words and phrases to connect events, ideas, and opinions.</td>
<td>Recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure. Introduce and develop an informational topic with facts, details, and evidence, and provide a concluding section or statement. Introduce the concept of persuasion as part of introducing and arguing a claim. Use a variety of complex transitions to link ideas to clarify relationships among events and ideas.</td>
<td>Recount a complex and detailed sequence of events or steps in a process with an effective sequential or chronological order. Introduce and effectively develop an informational topic with facts, details, and evidence, and provide a concluding section or statement. Utilize persuasion as part of introducing and arguing a claim. Use a variety of complex transitions to link ideas to clarify relationships among events and ideas, resulting in coherent organizational focus.</td>
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<td>Language Choice and Style</td>
<td>Show limited awareness of differences between informal and formal language use. Use familiar everyday language to express immediate needs.</td>
<td>Show emerging awareness of differences between informal and formal language use. Express in simple terms aspects of personal background and immediate environment and needs.</td>
<td>Show increasing awareness of differences between informal and formal language use. Begin to adapt language choices to task and audience with emerging control in various social and academic contexts.</td>
<td>Adapt language choices and style according to purpose, task, and audience adequately in various social and academic contexts. Show developing control of style and tone in written or spoken texts.</td>
<td>Adapt language choices and style according to purpose, task, and audience appropriately in various social and academic contexts. Show expanding control of formal and informal style and tone in written or spoken texts.</td>
<td>Adapt language choices and style according to purpose, task, and audience effectively in various social and academic contexts. Use formal and informal styles and tones appropriately.</td>
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<td>V1</td>
<td>With support including context and visual aids:</td>
<td>With support:</td>
<td>Begin to use a range of frequently occurring words and phrases related to general academic and career topics.</td>
<td>Use an increasing number of general academic and content-specific words and expressions adequately.</td>
<td>Use a wider range of complex general academic and content-specific words and phrases effectively, selecting appropriate synonyms to avoid overuse of words.</td>
<td>Use a wide range of college-level academic words and phrases effectively, selecting appropriate synonyms to avoid overuse of words.</td>
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<td>Recognize and use common words and phrases related to life, work and the classroom.</td>
<td>Use a narrow range of previously learned high frequency vocabulary related to life, work, and the classroom.</td>
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<td>Use a small number of frequently occurring nouns and verbs.</td>
<td>Use a small number of frequently occurring nouns, noun phrases, and verbs.</td>
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<td>Understand and respond to simple questions.</td>
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<td>Grammar and Sentence Structure</td>
<td>The EFLs and CAI do not address this skill at this level.</td>
<td>With support: Use a narrow range of previously learned syntactically simple sentences related to life, work, and the classroom. Use a small number of frequently occurring nouns, noun phrases, verbs, basic conjunctions, and prepositions. Understand and respond to simple questions.</td>
<td>With support: Use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. Produce simple, compound, and some complex sentences using adverbial clauses.</td>
<td>With support: Use simple phrases and clauses. Produce and expand simple, compound, and a few complex sentences. Vary sentence patterns using adverbial and adjectival clauses, with general control over sentence boundaries.</td>
<td>Use increasingly complex phrases and clauses. Produce and expand simple, compound, and complex sentences by adding modifying words and phrases, as well as adverbial, adjectival, and noun clauses. Use a variety of more complex transitions to link ideas to clarify relationships among events and ideas.</td>
<td>Use appropriate and varied sentence patterns with transitions, coordination, and subordination, including reduced clauses to create cohesion and clarify relationships among ideas and concepts. Produce and expand simple, compound, and complex sentences. Use complex and varied transitions to link ideas to clarify relationships among events and ideas.</td>
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In speaking and/or writing, ELLs ready to exit this level can...

| Editing | The EFLs and CAI do not address this skill at this level. | Edit for capitalization, basic grammatical form, and spelling. | Edit for capitalization, sentence punctuation, basic grammatical form, and spelling. | Edit for content, organization, capitalization, punctuation of varied sentence types, sentence boundaries, grammatical form, and spelling. | Edit for content, organization, word choice, mechanics, capitalization, punctuation of varied sentence types, grammatical form, and spelling. | Edit for content, sentence variety, organization, word choice, mechanics, capitalization, punctuation of varied sentence types, grammatical form, and spelling. |

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<td>With limited involvement, participate in short, written, and oral exchanges and short conversations about familiar topics and in familiar contexts.</td>
<td>Actively listen to others and can express lack of understanding.</td>
<td>Participate in short written exchanges and conversations about familiar topics and texts.</td>
<td>Participate in written exchanges, discussions, and conversations about general career and academic topics, texts, and issues.</td>
<td>Interact with a degree of fluency and spontaneity.</td>
<td>Use language effectively for social, academic, and professional purposes.</td>
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<tr>
<td>Respond to simple yes/no and wh-questions.</td>
<td>Participate in short written exchanges and conversations about familiar topics and in familiar contexts.</td>
<td>Present information and ideas.</td>
<td>Express their own ideas and build on the ideas of others.</td>
<td>Participate in written exchanges, conversations, and discussions about a range of topics and issues.</td>
<td>Participate in written exchanges, conversations, and extended discussions about a range of substantive topics, texts, and issues.</td>
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<tr>
<td>Communicate lack of understanding of a word or phrase.</td>
<td>Present personal information and information about basic needs and everyday activities.</td>
<td>Distinguish and respond to yes/no and wh-questions,</td>
<td>Answer questions and add relevant information and evidence.</td>
<td>Express their own ideas and build on the ideas of others.</td>
<td>Express their own ideas clearly and persuasively and build on the ideas of others.</td>
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<td></td>
<td>Appropriately take turns in interactions with others.</td>
<td>Ask for and respond to requests for clarification.</td>
<td>Ask questions to gain information or clarify meaning such as paraphrasing when misunderstanding occurs.</td>
<td>Answer questions and build on the ideas of others.</td>
<td>Refer to specific and relevant evidence from texts or research to support their ideas, ask and answer questions that probe reasoning and claims.</td>
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<td></td>
<td>Respond to simple yes/no and wh-questions, and ask for and respond to requests for simple clarification.</td>
<td></td>
<td>Restate some key ideas expressed.</td>
<td>Summarize the key points expressed.</td>
<td>Summarize the key points and evidence discussed.</td>
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<td>Clarify meaning through communicative strategies such as paraphrasing when misunderstanding occurs.</td>
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<td>Utilize communicative strategies such as pause fillers and circumlocution.</td>
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<tr>
<td>INTERACTIVE</td>
<td>CB21 = F</td>
<td>CB21 = E</td>
<td>CB21 = D</td>
<td>CB21 = C</td>
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<td>Synthesis of Ideas</td>
<td>With prompting and support in an instructor-led class setting:</td>
<td>With support in an instructor-led class setting:</td>
<td>With support:</td>
<td>With support:</td>
<td>Carry out both short and more sustained research projects to answer a question,</td>
<td>Carry out both short and sustained research projects to answer a question or solve a problem,</td>
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<td>Research a simple question.</td>
<td>Carry out short, shared simple research projects.</td>
<td>Carry out short individual or shared research projects.</td>
<td>Gather information from two or more provided print or digital sources.</td>
<td>Use search terms effectively.</td>
<td>Use advanced search terms effectively.</td>
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<td>Participate in group project.</td>
<td>Gather information from one to three provided print and digital sources.</td>
<td>Gather information from multiple provided print and digital sources.</td>
<td>Record information in simple notes.</td>
<td>Gather information from multiple print and digital sources.</td>
<td>Gather information from multiple print and digital sources.</td>
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<td>Gather information from one or two provided resources.</td>
<td>Label collected information, experiences, or events.</td>
<td>Paraphrase key information in a short written or spoken text.</td>
<td>Summarize simple data and information.</td>
<td>Consider the reliability of each source.</td>
<td>Evaluate the reliability of each source.</td>
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<td>Label some key information.</td>
<td>Recall basic information from experience or from a provided source.</td>
<td>Include illustrations, diagrams, or other graphics as appropriate.</td>
<td>Cite sources appropriately.</td>
<td>Synthesize information from multiple print and digital sources, analyze.</td>
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<td>Integrate information into clearly organized written or spoken texts.</td>
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<td>Include illustrations, diagrams, or other graphics as appropriate.</td>
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<td>Cite sources appropriately.</td>
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