

Writing	With visual, graphic or interactive support students can	With appropriate visual, graphic or interactive support students can	With visual, graphic or interactive support, as necessary, students can	With visual, graphic or interactive support, if necessary, students can	1. Create a related series of sentences in response to prompts
	1. Copy written language	1. Provide information using graphic organizers	1. Engage in prewriting strategies (e.g., use of graphic organizers)	1. Produce original sentences	2. Produce content-related sentences
	2. Use first language (L1, when L1 is a medium of instruction) to help form words in English	2. Generate lists of words/phrases from banks or walls	2. Form simple sentences using word/phrase banks	2. Create messages for social purposes (e.g., get well cards)	3. Compose stories
	3. Communicate through drawings	3. Complete modeled sentence starters (e.g., “I like ____.”)	3. Participate in interactive journal writing	3. Compose journal entries about personal experiences	4. Explain processes or procedures using connected sentences
	4. Label familiar objects or pictures	4. Describe people, places, or objects from illustrated examples and models	4. Give content-based information using visuals or graphics	4. Use classroom resources (e.g., picture dictionaries) to compose sentences	

Standard Four – Grades 3-5					
Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	With visual, graphic or interactive support students can 1. Point to stated pictures, words, or phrases 2. Follow one-step oral directions (e.g., physically or through drawings) 3. Identify objects, figures, people from oral statements or questions (e.g., “Which one is a rock?”) 4. Match classroom oral language to daily routines	With appropriate visual, graphic or interactive support students can 1. Categorize content-based pictures or objects from oral descriptions 2. Arrange pictures or objects per oral information 3. Follow two-step oral directions 4. Draw in response to oral descriptions 5. Evaluate oral information (e.g., about lunch options)	With visual, graphic or interactive support, as necessary, students can 1. Follow multi-step oral directions 2. Identify illustrated main ideas from paragraph-level oral discourse 3. Match literal meanings of oral descriptions or oral reading to illustrations 4. Sequence pictures from oral stories, processes, or procedures	With visual, graphic or interactive support, if necessary, students can 1. Interpret oral information and apply to new situations 2. Identify illustrated main ideas and supporting details from oral discourse 3. Infer from and act on oral information 4. Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	1. Carry out oral instructions containing grade-level, content-based language 2. Construct models or use manipulatives to problem solve based on oral discourse 3. Distinguish between literal and figurative language in oral discourse 4. Form opinions of people, places, or ideas from oral scenarios