

Standard One – Grades 3-5					
Essential Standard: English language learners communicate for Social and Instructional purposes within the school setting.					
	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
Speaking	With visual, graphic or interactive support students can 1. Express basic needs or conditions 2. Name pre-taught objects, people, diagrams, or pictures 3. Recite words or phrases from pictures of everyday objects and oral modeling 4. Answer yes/no and choice questions	With appropriate visual, graphic or interactive support students can 1. Ask simple, everyday questions (e.g., “Who is absent?”) 2. Restate content-based facts 3. Describe pictures, events, objects, or people using phrases or short sentences 4. Share basic social information with peers	With visual, graphic or interactive support, as necessary, students can 1. Answer simple content based questions 2. Retell short stories or events 3. Make predictions or hypotheses from discourse 4. Offer solutions to social conflict 5. Present content-based information 6. Engage in problem-solving	With visual, graphic or interactive support, if necessary, students can 1. Answer opinion questions with supporting details 2. Discuss stories, issues, and concepts 3. Give content-based oral reports 4. Offer creative solutions to issues/problems 5. Compare/contrast content-based functions and relationships	1. Justify/defend opinions or explanations with evidence 2. Give content-based presentations using technical vocabulary 3. Sequence steps in grade level problem-solving 4. Explain in detail results of inquiry (e.g., scientific experiments)
Reading	With visual, graphic or interactive support students can 1. Match icons or diagrams with words/concepts 2. Identify cognates from first language, as applicable 3. Make sound/symbol/word relations 4. Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)	With appropriate visual, graphic or interactive support students can 1. Identify facts and explicit messages from illustrated text 2. Find changes to root words in context 3. Identify elements of story grammar (e.g., characters, setting) 4. Follow visually supported written directions (e.g., “Draw a star in the sky.”)	With visual, graphic or interactive support, as necessary, students can 1. Interpret information or data from charts and graphs 2. Identify main ideas and some details 3. Sequence events in stories or content-based processes 4. Use context clues and illustrations to determine meaning of words/phrases	With visual, graphic or interactive support, if necessary, students can 1. Classify features of various genres of text (e.g., “and they lived happily ever after”— fairy tales) 2. Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) 3. Find details that support main ideas 4. Differentiate between fact and opinion in narrative and expository text	1. Summarize information from multiple related sources 2. Answer analytical questions about grade-level text 3. Identify, explain, and give examples of figures of speech 4. Draw conclusions from explicit and implicit text at or near grade level