

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	<ol style="list-style-type: none"> 1. Create expository text to explain graphs/charts 2. Produce research reports using multiple sources/citations 3. Begin using analogies 4. Critique literary essays or articles
	<ol style="list-style-type: none"> 1. Draw content-related pictures 2. Produce high frequency words 3. Label pictures and graphs 4. Create vocabulary/concept cards 5. Generate lists from pretaught words/phrases and word banks (e.g., create a list of math terms used in subtraction) 	<ol style="list-style-type: none"> 1. Complete pattern sentences 2. Extend “sentence starters” with original ideas 3. Connect simple sentences 4. Complete graphic organizers/forms with personal information 5. Respond to yes/no, choice, and some WH- questions 	<ol style="list-style-type: none"> 1. Produce short paragraphs with main ideas and some details (e.g., column notes) 2. Create compound sentences (e.g., with conjunctions) 3. Explain steps in problem-solving 4. Compare/contrast information, events, characters 5. Give opinions, preferences, and reactions along with reasons 	<ol style="list-style-type: none"> 1. Create multiple-paragraph essays 2. Justify ideas 3. Produce content-related reports 4. Use details/examples to support ideas 5. Use transition words to create cohesive passages 6. Compose intro/body/conclusion 7. Paraphrase or summarize text 8. Take notes (e.g., for research) 	

Standard Three – Grades 9-12					
Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<p>With visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally 2. Match everyday oral information to pictures, diagrams, or photographs 3. Group visuals by common traits named orally (e.g., “These are polygons.”) 4. Identify resources, places, products, figures from oral statements, and visuals 	<p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Match or classify oral descriptions to real-life experiences or visually represented, content-related examples 2. Sort oral language statements according to time frames 3. Sequence visuals according to oral directions 	<p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> 1. Evaluate information in social and academic conversations 2. Distinguish main ideas from supporting points in oral, content-related discourse 3. Use learning strategies described orally 4. Categorize content-based examples described orally 	<p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> 1. Distinguish between multiple meanings of oral words or phrases in social and academic contexts 2. Analyze content-related tasks or assignments based on oral discourse 3. Categorize examples of genres read aloud 4. Compare traits based on visuals and oral descriptions using specific and some technical language 	<ol style="list-style-type: none"> 1. Interpret cause and effect scenarios from oral discourse 2. Make inferences from oral discourse containing satire, sarcasm, or humor 3. Identify and react to subtle differences in speech and register (e.g., box, square, quadrilateral) 4. Evaluate intent of speech and act accordingly