

Standard Two – Grades 9-12

Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

	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 text features.”) 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., hyperbole, satire, comedy) 4. Evaluate intent of speech and act accordingly
Speaking	<p>With visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Answer yes/no or choice questions within context of lessons or personal experiences 2. Provide identifying information about self 3. Name everyday objects and pre-taught vocabulary 4. Repeat words, short phrases, memorized chunks of language 	<p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Describe persons, places, events, or objects 2. Ask WH- questions to clarify meaning 3. Give features of content-based material (e.g., setting) 4. Characterize issues, situations, regions shown in illustrations 	<p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> 1. Suggest ways to resolve issues or pose solutions 2. Compare/contrast features, traits, characteristics using general and some specific language 3. Sequence processes, cycles, procedures, or events 4. Conduct interviews or gather information through oral interaction 5. Estimate, make predictions or pose hypotheses from models 	<p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> 1. Take a stance and use evidence to defend it 2. Explain content-related issues and concepts 3. Compare and contrast points of view 4. Analyze and share pros and cons of choices 5. Use and respond to gossip, slang, and idiomatic expressions 6. Use speaking strategies (e.g., circumlocution) 	<ol style="list-style-type: none"> 1. Give multimedia oral presentations on grade-level material 2. Engage in debates on content-related issues using technical language 3. Explain metacognitive strategies for solving problems (e.g., “Tell me how you know it.”) 4. Negotiate meaning in pairs or group discussions