

<b>Writing</b>	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"> <li>1. Produce extended responses of original text approaching grade level</li> <li>2. Apply content-based information to new contexts</li> <li>3. Connect or integrate personal experiences with literature/content</li> <li>4. Create grade-level stories or reports</li> </ol>
	<ol style="list-style-type: none"> <li>1. Label objects, pictures, or diagrams from word/phrase banks</li> <li>2. Communicate ideas by drawing</li> <li>3. Copy words, phrases, and short sentences</li> <li>4. Answer oral questions with single words</li> </ol>	<ol style="list-style-type: none"> <li>1. Make lists from labels or with peers</li> <li>2. Complete/produce sentences from word/phrase banks or walls</li> <li>3. Fill in graphic organizers, charts, and tables</li> <li>4. Make comparisons using real-life or visually supported materials</li> </ol>	<ol style="list-style-type: none"> <li>1. Produce simple expository or narrative text</li> <li>2. String related sentences together</li> <li>3. Compare/contrast content based information</li> <li>4. Describe events, people, processes, procedures</li> </ol>	<ol style="list-style-type: none"> <li>1. Take notes using graphic organizers</li> <li>2. Summarize content-based information</li> <li>3. Author multiple forms of writing (e.g., expository, narrative, persuasive) from models</li> <li>4. Explain strategies or use of information in solving problems</li> </ol>	

<b>Standard Five – Grades 6-8</b>					
<b>Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</b>					
	<b>Level 1 Entering</b>	<b>Level 2 Beginning</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>Listening</b>	<p>With visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> <li>1. Follow one-step oral commands/instructions</li> <li>2. Match familiar language to visual/graphic displays</li> <li>3. Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing)</li> <li>4. Match instructional language with visual representation (e.g., “Use a map.”)</li> </ol>	<p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> <li>1. Follow multi-step oral commands/instructions</li> <li>2. Classify/sort content-related visuals per oral descriptions</li> <li>3. Sequence visuals per oral directions</li> <li>4. Identify information on charts or tables based on oral statements</li> </ol>	<p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> <li>1. Categorize content-based examples from oral directions</li> <li>2. Match main ideas of familiar text read aloud to visuals</li> <li>3. Use learning strategies described orally</li> <li>4. Identify familiar examples of content-based concepts described orally</li> <li>5. Associate oral language with different time frames (e.g., past, present, future)</li> </ol>	<p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> <li>1. Identify main ideas and details from oral discourse</li> <li>2. Complete content-related tasks or assignments based on oral discourse</li> <li>3. Apply learning strategies to new situations</li> <li>4. Role play, dramatize, or re-enact scenarios from information presented orally</li> </ol>	<ol style="list-style-type: none"> <li>1. Use oral information to accomplish grade-level tasks</li> <li>2. Evaluate intent of speech and act accordingly</li> <li>3. Make inferences from grade-level text read aloud</li> <li>4. Discriminate among multiple texts read or presented orally</li> </ol>