

Standard Two – Grades 6-8					
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. Follow one-step oral commands/instructions 2. Match social language to visual/graphic displays 3. Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) 4. Match instructional language with visual representation (e.g., “Use a sharpened pencil.”) 	<p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Follow multi-step oral commands/instructions 2. Classify/sort content-related visuals per oral descriptions 3. Sequence visuals per oral directions 4. Identify information on charts or tables based on oral statements 	<p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> 1. Categorize content-based examples from oral directions 2. Match main ideas of familiar text read aloud to visuals 3. Use learning strategies described orally 4. Identify everyday examples of content-based concepts described orally 5. Associate oral language with different time frames (e.g., past, present, future) 	<p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> 1. Identify main ideas and details of oral discourse 2. Complete content-related tasks or assignments based on oral discourse 3. Apply learning strategies to new situations 4. Role play, dramatize, or re-enact scenarios from oral reading 	<ol style="list-style-type: none"> 1. Use oral information to accomplish grade-level tasks 2. Evaluate intent of speech and act accordingly 3. Make inferences from grade-level text read aloud 4. Discriminate among multiple genres read orally
Speaking	<p>With visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Answer yes/no and choice questions 2. Begin to use general and high frequency vocabulary 3. Repeat words, short phrases, memorized chunks 4. Answer select WH-questions (e.g., “who,” “what,” “when,” “where”) within context of lessons or personal experiences 	<p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Convey content through high frequency words/phrases 2. State big/main ideas of classroom conversation 3. Describe situations from modeled sentences 4. Describe routines and everyday events 5. Express everyday needs and wants 6. Communicate in social situations 7. Make requests 	<p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> 1. Begin to express time through multiple tenses 2. Retell/rephrase ideas from speech 3. Give brief oral content-based presentations 4. State opinions 5. Connect ideas in discourse using transitions (e.g., “but,” “then”) 6. Use different registers inside and outside of class 7. State big/main ideas with some supporting details 8. Ask for clarification (e.g., self-monitor) 	<p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> 1. Paraphrase and summarize ideas presented orally 2. Defend a point of view 3. Explain outcomes 4. Explain and compare content-based concepts 5. Connect ideas with supporting details/evidence 6. Substantiate opinions with reasons and evidence 	<ol style="list-style-type: none"> 1. Defend a point of view and give reasons 2. Use and explain metaphors and similes 3. Communicate with fluency in social and academic contexts 4. Negotiate meaning in group discussions 5. Discuss and give examples of abstract, content-based ideas (e.g., figurative language, etymology)