

<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>
	1. Label objects, pictures, or diagrams from word/phrase banks	1. Make lists from labels or with peers	1. Produce simple expository or narrative text	1. Take notes using graphic organizers	
	2. Communicate ideas by drawing	2. Complete/produce sentences from word/phrase banks or walls	2. String related sentences together	2. Summarize content-based information	
	3. Copy words, phrases, and short sentences	3. Fill in graphic organizers, charts, and tables	3. Compare/contrast content based information	3. Author multiple forms of writing (e.g., expository, narrative, persuasive) from models	
	4. Answer oral questions with single words	4. Make comparisons using real-life or visually supported materials	4. Describe events, people, processes, procedures	4. Explain strategies or use of information in solving problems	

<b>Standard One – Grades 6-8</b>					
<b>Essential Standard: English language learners communicate for Social and Instructional purposes within the school setting.</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>	With visual, graphic or interactive support students can <ol style="list-style-type: none"> <li>1. Follow one-step oral commands/instructions</li> <li>2. Match social 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 sharpened pencil.”)</li> </ol>	With appropriate visual, graphic or interactive support students can <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>	With visual, graphic or interactive support, as necessary, students can <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 everyday examples of content-based concepts described orally</li> <li>5. Associate oral language with different time frames (e.g., past, present, future)</li> </ol>	With visual, graphic or interactive support, if necessary, students can <ol style="list-style-type: none"> <li>1. Identify main ideas and details of 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 oral reading</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 genres read orally</li> </ol>