

<b>Standard Four – Grades 6-8</b>					
<b>Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</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 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	With appropriate visual, graphic or interactive support students can 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	With visual, graphic or interactive support, as necessary, students can 1. Categorize science 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 science concepts described orally 5. Associate oral language with different time frames (e.g., past, present, future)	With visual, graphic or interactive support, if necessary, students can 1. Identify main ideas and details of lesson 2. Complete science-related tasks or assignments based on discussion 3. Apply learning strategies to new situations 4. Role play, dramatize, or re-enact scenarios from oral reading	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
<b>Speaking</b>	With visual, graphic or interactive support students can 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	With appropriate visual, graphic or interactive support students can 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. Ask for clarification 7. Make requests	With visual, graphic or interactive support, as necessary, students can 1. Begin to express time through multiple tenses 2. Retell/rephrase ideas from a presentation 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)	With visual, graphic or interactive support, if necessary, students can 1. Paraphrase and summarize ideas presented orally 2. Defend a point of view 3. Explain outcomes 4. Explain and compare science concepts or topics 5. Connect ideas with supporting details/evidence 6. Substantiate opinions with reasons and evidence	1. Defend a point of view and give reasons 2. Use and explain metaphors and similes 3. Communicate with fluency in academic contexts 4. Negotiate meaning in group discussions 5. Discuss and give examples of abstract, science ideas (e.g., time, therapy, age)