

<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. Create expository text to explain graphs/charts</li> <li>2. Produce research reports using multiple sources/citations</li> <li>3. Begin using analogies</li> <li>4. Critique literary essays or articles</li> </ol>
	1. Draw content-related pictures	1. Complete pattern sentences	1. Produce short paragraphs with main ideas and some details (e.g., column notes)	1. Create multiple-paragraph essays	
	2. Produce high frequency words	2. Extend “sentence starters” with original ideas	2. Create compound sentences (e.g., with conjunctions)	2. Justify ideas	
	3. Label pictures and graphs	3. Connect simple sentences	3. Explain steps in problem-solving	3. Produce content-related reports	
	4. Create vocabulary/concept cards	4. Complete graphic organizers/forms with personal information	4. Compare/contrast information, events, characters	4. Use details/examples to support ideas	
	5. Generate lists from pretaught words/phrases and word banks (e.g., create menu from list of food groups)	5. Respond to yes/no, choice, and some WH- questions	5. Give opinions, preferences, and reactions along with reasons	5. Use transition words to create cohesive passages	
				6. Compose intro/body/conclusion	
				7. Paraphrase or summarize text	
				8. Take notes (e.g., for research)	

<b>Standard One – Grades 9-12</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>	<p>With visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> <li>1. Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally</li> <li>2. Match everyday oral information to pictures, diagrams, or photographs</li> <li>3. Group visuals by common traits named orally (e.g., “These are polygons.”)</li> <li>4. Identify resources, places, products, figures from oral statements, and visuals</li> </ol>	<p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> <li>1. Match or classify oral descriptions to real-life experiences or visually represented, content-related examples</li> <li>2. Sort oral language statements according to time frames</li> <li>3. Sequence visuals according to oral directions</li> </ol>	<p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> <li>1. Evaluate information in social and academic conversations</li> <li>2. Distinguish main ideas from supporting points in oral, content-related discourse</li> <li>3. Use learning strategies described orally</li> <li>4. Categorize content-based examples described orally</li> </ol>	<p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> <li>1. Distinguish between multiple meanings of oral words or phrases in social and academic contexts</li> <li>2. Analyze content-related tasks or assignments based on oral discourse</li> <li>3. Categorize examples of genres read aloud</li> <li>4. Compare traits based on visuals and oral descriptions using specific and some technical language</li> </ol>	<ol style="list-style-type: none"> <li>1. Interpret cause and effect scenarios from oral discourse</li> <li>2. Make inferences from oral discourse containing satire, sarcasm, or humor</li> <li>3. Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy)</li> <li>4. Evaluate intent of speech and act accordingly</li> </ol>