

# WIDA Consortium



**WISCONSIN, DELAWARE, ARKANSAS, DISTRICT OF COLUMBIA, MAINE,  
NEW HAMPSHIRE, RHODE ISLAND, VERMONT, ILLINOIS**

## English Language Proficiency Standards

**2004 Edition**

## Kindergarten through Grade 12

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These standards are the result of the collaborative efforts of nine states known as the WIDA Consortium: Wisconsin, Delaware, Arkansas, District of Columbia Public Schools, Maine, New Hampshire, Rhode Island, Vermont, and Illinois.

English Language Proficiency Standard 1: English language learners communicate in English for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.

Domain: **LISTENING** — process, understand, interpret, and evaluate spoken language in a variety of situations

| Grade Level Cluster | Level 1 Entering   | Level 2 Beginning   | Level 3 Developing  | Level 4 Expanding  | Level 5 Bridging   |
|---------------------|--|---|---|--|--|
| <b>K-2</b>          | <ul style="list-style-type: none"> <li>position manipulatives or realia according to oral commands such as to show spatial relations (e.g., “Put the book on the table.”)</li> </ul>                                     | <ul style="list-style-type: none"> <li>position manipulatives or realia according to multiple oral commands such as to show spatial relations (e.g., “Put the cubes in a row across the paper.”)</li> </ul>             | <ul style="list-style-type: none"> <li>follow verbal directions by comparing them with visual or nonverbal cues from teachers or peers (e.g., “Fold the paper in half and place it on your table the long way.”)</li> </ul> | <ul style="list-style-type: none"> <li>follow verbal directions without visual or nonverbal support (e.g., “Put your name on the top line of the paper.”)</li> </ul> | <ul style="list-style-type: none"> <li>follow sequence from verbal directions without visual or nonverbal support (e.g., “Put your name on the left-hand side of the paper, then put the date on the right-hand side.”)</li> </ul> |
| <b>3-5</b>          | <ul style="list-style-type: none"> <li>identify materials needed to complete tasks from realia and oral statements</li> </ul>  | <ul style="list-style-type: none"> <li>match materials or resources needed to complete tasks with their uses based on realia and oral directions</li> </ul>   | <ul style="list-style-type: none"> <li>select materials or resources needed to complete tasks based on realia and oral descriptions</li> </ul>  | <ul style="list-style-type: none"> <li>sequence use of materials or resources needed to complete tasks based on oral directions</li> </ul>                           | <ul style="list-style-type: none"> <li>evaluate use of materials or resources needed to complete tasks based on oral discourse</li> </ul>  |
| <b>6-8</b>          | <ul style="list-style-type: none"> <li>follow commands or identify positive and negative behaviors from illustrations and oral statements (such as in school, on the playground, in gym class, or on the bus)</li> </ul> | <ul style="list-style-type: none"> <li>role play or identify examples of etiquette and manners associated with activities based on illustrations and oral descriptions (such as sports rules or turn taking)</li> </ul> | <ul style="list-style-type: none"> <li>role play positive ways of interacting socially and culturally based on oral descriptions</li> </ul>   | <ul style="list-style-type: none"> <li>role play or identify situations of peer pressure based on oral descriptions</li> </ul>                                       | <ul style="list-style-type: none"> <li>role play consequences of succumbing to peer pressure based on oral scenarios</li> </ul>  |
| <b>9-12</b>         | <ul style="list-style-type: none"> <li>follow instructions or requests from peers (e.g., “Meet me at my locker after 9th period.”)</li> </ul>  | <ul style="list-style-type: none"> <li>follow conversations (e.g., telephone), process and respond to announcements over the intercom or by teachers</li> </ul>   | <ul style="list-style-type: none"> <li>process and respond to discourse from unfamiliar speakers (such as at assemblies or on field trips)</li> </ul>   | <ul style="list-style-type: none"> <li>process and respond to discourse from indirect sources (such as cassettes or CDs)</li> </ul>                                  | <ul style="list-style-type: none"> <li>evaluate the appropriateness of messages or information from a variety of sources</li> </ul>  |

English Language Proficiency Standard 1: English language learners communicate in English for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.

Domain: **SPEAKING** — engage in oral communication in a variety of situations for a variety of purposes and audiences

| Grade Level Cluster | Level 1 Entering   | Level 2 Beginning   | Level 3 Developing   | Level 4 Expanding  | Level 5 Bridging  |
|---------------------|--|---|--|--|---|
| <b>K-2</b>          | <ul style="list-style-type: none"> <li>give and ask for permission or make requests</li> </ul>   | <ul style="list-style-type: none"> <li>share feelings and emotions, likes or dislikes</li> </ul>                              | <ul style="list-style-type: none"> <li>indicate interests, opinions, or preferences</li> </ul>   | <ul style="list-style-type: none"> <li>persuade peers to join in activities or games</li> </ul>  | <ul style="list-style-type: none"> <li>negotiate solutions to problems, interpersonal misunderstandings, or disputes</li> </ul>                             |
| <b>3-5</b>          | <ul style="list-style-type: none"> <li>ask for assistance with a task or needed supplies</li> </ul>                                    | <ul style="list-style-type: none"> <li>ask or provide the meaning of words, phrases, or uses of relevant resources</li> </ul> | <ul style="list-style-type: none"> <li>ask questions to seek information or provide opinions, preferences, or wishes</li> </ul>                    | <ul style="list-style-type: none"> <li>ask for or provide clarification of information by restating ideas</li> </ul>   | <ul style="list-style-type: none"> <li>ask for or provide specific information that confirms or denies beliefs</li> </ul>                                   |
| <b>6-8</b>          | <ul style="list-style-type: none"> <li>respond to and offer greetings, compliments, introductions, or farewells</li> </ul>             | <ul style="list-style-type: none"> <li>ask questions or exchange information with peers</li> </ul>                            | <ul style="list-style-type: none"> <li>initiate or engage in conversation with peers or within a small group</li> </ul>                            | <ul style="list-style-type: none"> <li>initiate and respond to idiomatic expressions or slang in conversation</li> </ul>                                       | <ul style="list-style-type: none"> <li>express or respond to humor or sarcasm in conversation</li> </ul>  |
| <b>9-12</b>         | <ul style="list-style-type: none"> <li>state preferences for types of music, games, TV programs, or recreational activities</li> </ul> | <ul style="list-style-type: none"> <li>describe preferred movies, magazines, stories, or authors</li> </ul>                   | <ul style="list-style-type: none"> <li>recommend games, songs, books, films, poems, or computer programs and give reasons for selection</li> </ul> | <ul style="list-style-type: none"> <li>discuss pros and cons of plays, films, stories, books, songs, poems, computer programs, or magazine articles</li> </ul> | <ul style="list-style-type: none"> <li>critique and evaluate plays, films, stories, books, songs, poems, computer programs, or magazine articles</li> </ul> |

English Language Proficiency Standard 1: English language learners communicate in English for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

| Grade Level Cluster | Level 1 Entering   | Level 2 Beginning  | Level 3 Developing   | Level 4 Expanding   | Level 5 Bridging  |
|---------------------|--|--|--|---|---|
| <b>K-2</b>          | <ul style="list-style-type: none"> <li>respond to icons or pictures on board games or in activities</li> </ul>   | <ul style="list-style-type: none"> <li>respond to pictures with words or phrases on board games or in activities</li> </ul>  | <ul style="list-style-type: none"> <li>respond to words or phrases on board games or in activities</li> </ul>                                      | <ul style="list-style-type: none"> <li>follow written directions with peer or teacher assistance</li> </ul>   | <ul style="list-style-type: none"> <li>follow written directions independently</li> </ul>   |
| <b>3-5</b>          | <ul style="list-style-type: none"> <li>use cues for sounding out unfamiliar words with accompanying visuals</li> <li>identify words or phrases around school or the community</li> </ul> | <ul style="list-style-type: none"> <li>use visually supported context to derive meaning and facilitate fluency</li> <li>use prior knowledge to make predictions</li> </ul> | <ul style="list-style-type: none"> <li>use punctuation for expression and fluency</li> <li>confirm predictions based on prior knowledge</li> </ul> | <ul style="list-style-type: none"> <li>use self-monitoring and self-correcting strategies to increase fluency</li> <li>compare/contrast personal experiences with text</li> </ul> | <ul style="list-style-type: none"> <li>adjust pace and expression while reading orally</li> <li>evaluate validity of information based on personal experiences</li> </ul> |
| <b>6-8</b>          | <ul style="list-style-type: none"> <li>search topics of interest on the Internet or in libraries</li> </ul>  | <ul style="list-style-type: none"> <li>classify topics identified through hypermedia or multiple sources</li> </ul>  | <ul style="list-style-type: none"> <li>sort relevant from irrelevant information on topics gathered from the Internet or libraries</li> </ul>      | <ul style="list-style-type: none"> <li>arrange information on topics gathered from the Internet or libraries in logical order</li> </ul>  | <ul style="list-style-type: none"> <li>reread information on topics gathered from the Internet or libraries to confirm or summarize sequence</li> </ul>                   |
| <b>9-12</b>         | <ul style="list-style-type: none"> <li>preview visually supported text to glean basic facts</li> </ul>   | <ul style="list-style-type: none"> <li>connect information from visually supported text to self</li> </ul>   | <ul style="list-style-type: none"> <li>scan material to verify information or hypotheses</li> </ul>  | <ul style="list-style-type: none"> <li>skim material for relevant information</li> </ul>  | <ul style="list-style-type: none"> <li>revise thoughts and conclusions based on information from text</li> </ul>  |

English Language Proficiency Standard 1: English language learners communicate in English for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.

Domain: **WRITING** — engage in written communication in a variety of forms for a variety of purposes and audiences

| Grade Level Cluster | Level 1 Entering   | Level 2 Beginning   | Level 3 Developing  | Level 4 Expanding   | Level 5 Bridging   |
|---------------------|--|---|---|---|--|
| <b>K-2</b>          | <ul style="list-style-type: none"> <li>draw or orally dictate personal experiences</li> <li>draw, label, and differentiate between safe and harmful pictures of substances or objects around school, home, or community</li> </ul> | <ul style="list-style-type: none"> <li>draw or label personal experiences</li> <li>describe pictures of unsafe practices around school, home, or community (such as pedestrian safety)</li> </ul> | <ul style="list-style-type: none"> <li>produce phrases or sentences about personal experiences</li> <li>describe procedures to take in cases of emergencies at school, home, or community (such as fire or disaster drills, accidents on the playground)</li> </ul> | <ul style="list-style-type: none"> <li>maintain diaries or journals of personal experiences</li> <li>describe strategies for maintaining personal safety and health at school, home or community</li> </ul> | <ul style="list-style-type: none"> <li>produce illustrated stories based on personal experiences</li> <li>create brochures or newsletters that outline safety or health rules with examples for the classroom, school, home, or community</li> </ul> |
| <b>3-5</b>          | <ul style="list-style-type: none"> <li>respond to requests, invitations, “to do” lists through pictures and words</li> </ul>   | <ul style="list-style-type: none"> <li>respond to and initiate e-mails, messages, postcards, or notes to friends</li> </ul>   | <ul style="list-style-type: none"> <li>respond to and initiate ads, suggestions, announcements, journal entries, complaints, apologies, or thank you notes</li> </ul>   | <ul style="list-style-type: none"> <li>respond to and initiate raps, songs, poetry, or prose</li> </ul>   | <ul style="list-style-type: none"> <li>respond to and initiate humor or language that contains multiple meanings</li> </ul>  |
| <b>6-8</b>          | <ul style="list-style-type: none"> <li>jot down key points about language learning (such as use of capital letters for days of week and months of year)</li> </ul>   | <ul style="list-style-type: none"> <li>test appropriate use of newly acquired language (such as through spell or grammar check or dictionaries)</li> </ul>  | <ul style="list-style-type: none"> <li>reflect on use of newly acquired language or language patterns (such as through self-assessment checklists)</li> </ul>   | <ul style="list-style-type: none"> <li>edit, revise, or rephrase written language based on feedback</li> </ul>  | <ul style="list-style-type: none"> <li>expand and elaborate written language as directed</li> </ul>  |
| <b>9-12</b>         |  |   |   |   |  |

English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Domain: **LISTENING** — process, understand, interpret, and evaluate spoken language in a variety of situations

| Grade Level Cluster | Level 1 Entering  | Level 2 Beginning   | Level 3 Developing   | Level 4 Expanding   | Level 5 Bridging  |
|---------------------|---|---|--|---|---|
| <b>K-2</b>          | <ul style="list-style-type: none"> <li>follow along in role play activities described orally</li> </ul>   | <ul style="list-style-type: none"> <li>role play familiar, everyday activities described orally</li> </ul>  | <ul style="list-style-type: none"> <li>role play characters seen in plays, TV shows, or videos</li> </ul>  | <ul style="list-style-type: none"> <li>reenact scenes seen in plays, TV shows, or videos</li> </ul>   | <ul style="list-style-type: none"> <li>reenact, role play, or dramatize grade level stories that are read or seen</li> </ul>  |
| <b>3-5</b>          | <ul style="list-style-type: none"> <li>respond to teachers' reading of picture books by pointing to letter combinations, words, parts of books, or illustrations</li> </ul> | <ul style="list-style-type: none"> <li>respond to teachers' reading of illustrated stories or trade books by following directions (such as creating word families or word walls)</li> </ul> | <ul style="list-style-type: none"> <li>respond to or interact with teachers and/or peers during shared reading to show comprehension (such as giving thumbs-up/thumbs-down signals)</li> </ul> | <ul style="list-style-type: none"> <li>respond to or interact with teachers and/or peers during guided reading to show use of reading strategies</li> </ul> | <ul style="list-style-type: none"> <li>respond to or interact with teachers and/or peers regarding stories and chapter books during literature circles to show self-reflection</li> </ul> |
| <b>6-8</b>          | <ul style="list-style-type: none"> <li>match oral commands with learning strategies represented visually (such as fill in bubbles on answer sheets)</li> </ul>              | <ul style="list-style-type: none"> <li>follow oral directions associated with learning strategies represented visually (such as use of multiple-choice format)</li> </ul>                   | <ul style="list-style-type: none"> <li>follow oral directions in using learning strategies (such as "Answer easy questions first on tests.")</li> </ul>  | <ul style="list-style-type: none"> <li>practice identifying and using learning strategies associated with oral discourse</li> </ul>                         | <ul style="list-style-type: none"> <li>use multiple learning strategies associated with grade level oral discourse</li> </ul>   |
| <b>9-12</b>         | <ul style="list-style-type: none"> <li>process information from speakers who use visual or graphic support (such as meteorologists)</li> </ul>                              | <ul style="list-style-type: none"> <li>match information from TV, films, video, or DVDs to titles of segments</li> </ul>  | <ul style="list-style-type: none"> <li>form general ideas based on information from familiar speakers or media</li> </ul>  | <ul style="list-style-type: none"> <li>identify summaries of information from radio, cassettes, CDs, or multimedia</li> </ul>                               | <ul style="list-style-type: none"> <li>integrate information from oral documentaries and other sources on unfamiliar topics</li> </ul>  |



English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Domain: **SPEAKING** — engage in oral communication in a variety of situations for a variety of purposes and audiences

| Grade Level Cluster | Level 1 Entering   | Level 2 Beginning  | Level 3 Developing   | Level 4 Expanding   | Level 5 Bridging   |
|---------------------|--|--|--|---|--|
| <b>K-2</b>          | <ul style="list-style-type: none"> <li>take risks with new language (such as participate in choral recitation, songs, chants, nursery rhymes)</li> </ul> | <ul style="list-style-type: none"> <li>interact in small group or paired activities</li> </ul>   | <ul style="list-style-type: none"> <li>converse about classroom and social activities</li> </ul>                                 | <ul style="list-style-type: none"> <li>describe and share personal experiences and school-related activities</li> </ul>       | <ul style="list-style-type: none"> <li>participate in and contribute to academic classroom discussions</li> </ul>                                      |
| <b>3-5</b>          | <ul style="list-style-type: none"> <li>describe self with words and gestures (such as features, clothing, or likes and dislikes)</li> </ul>              | <ul style="list-style-type: none"> <li>compare self with other familiar persons (such as friends, family members, or movie stars)</li> </ul>         | <ul style="list-style-type: none"> <li>compare self with characters in literary works</li> </ul>                                 | <ul style="list-style-type: none"> <li>compare self with motives or points of view of characters in literary works</li> </ul> | <ul style="list-style-type: none"> <li>explain differences between self-motives or points of view and those of characters in literary works</li> </ul> |
| <b>6-8</b>          | <ul style="list-style-type: none"> <li>answer WH- questions regarding visually supported information on ads, cartoons, signs, or posters</li> </ul>      | <ul style="list-style-type: none"> <li>restate or paraphrase visually supported information from newspapers, magazines, or brochures</li> </ul>      | <ul style="list-style-type: none"> <li>present reviews from newspapers/magazines (such as cartoons or advice columns)</li> </ul> | <ul style="list-style-type: none"> <li>present reviews of trade books or short stories</li> </ul>                             | <ul style="list-style-type: none"> <li>give oral book summaries or reviews including critiques and self-assessment</li> </ul>                          |
| <b>9-12</b>         | <ul style="list-style-type: none"> <li>state facts about personal interests or those of friends or members of your family</li> </ul>                     | <ul style="list-style-type: none"> <li>do task analyses of familiar processes (such as recipes [how to make X] and games [how to play X])</li> </ul> | <ul style="list-style-type: none"> <li>give narrative speeches on personal topics of interest</li> </ul>                         | <ul style="list-style-type: none"> <li>give persuasive speeches on school-related topics</li> </ul>                           | <ul style="list-style-type: none"> <li>engage in debates on school-related topics or issues</li> </ul>   |

English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

| Grade Level Cluster | Level 1 Entering  | Level 2 Beginning  | Level 3 Developing  | Level 4 Expanding   | Level 5 Bridging  |
|---------------------|---|--|---|---|---|
| <b>K-2</b>          | <ul style="list-style-type: none"> <li>follow directionality of print</li> <li>sequence a series of pictures to tell stories</li> </ul> | <ul style="list-style-type: none"> <li>match voice to print by pointing to words</li> <li>match a series of pictures that tell stories with sequence words (such as first, then, last)</li> </ul>  | <ul style="list-style-type: none"> <li>cross-check pictures and phonics clues</li> <li>select titles to match a series of pictures</li> </ul>   | <ul style="list-style-type: none"> <li>use phonics clues to sound out words</li> <li>sequence sentences to tell stories</li> </ul>  | <ul style="list-style-type: none"> <li>predict what word or phrase comes next based on grade level text</li> <li>sequence short paragraphs to tell stories</li> </ul>   |
| <b>3-5</b>          | <ul style="list-style-type: none"> <li>follow repetitive word patterns from leveled, illustrated books</li> </ul>                       | <ul style="list-style-type: none"> <li>follow language patterns from predictable, illustrated trade books (such as repetitive phrases)</li> </ul>  | <ul style="list-style-type: none"> <li>identify language patterns and story structure from illustrated fiction (such as fairytales, legends, or tall tales)</li> </ul>  | <ul style="list-style-type: none"> <li>identify language patterns from different forms of prose or poetry</li> </ul>  | <ul style="list-style-type: none"> <li>identify and select language patterns associated with various genres from grade level <b>language arts</b> materials</li> </ul>  |
| <b>6-8</b>          | <ul style="list-style-type: none"> <li>identify words or phrases supported by illustrations associated with various genres</li> </ul>   | <ul style="list-style-type: none"> <li>match vocabulary in context, supported by illustrations, associated with excerpts of genres read orally (e.g., the flying horse)</li> <li>use graphic organizers to compare/contrast information between texts</li> </ul> | <ul style="list-style-type: none"> <li>predict types of genres based on language structures integrated into text or oral description (e.g., a long time ago, in ancient Greece)</li> <li>compare/contrast information between and among texts using graphic organizers</li> </ul> | <ul style="list-style-type: none"> <li>match summaries with excerpts from genres read orally or in writing (such as mythology, science fiction, or ballads)</li> <li>critique information from various sources, including the Internet</li> </ul> | <ul style="list-style-type: none"> <li>infer types of genres associated with written descriptions or summaries from grade level <b>language arts</b> text</li> <li>evaluate validity of information from various sources, including the Internet</li> </ul> |
| <b>9-12</b>         | <ul style="list-style-type: none"> <li>identify facts from pictures and sentences</li> </ul>  |  |   |   |   |



## English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS

Domain: **WRITING** — engage in written communication in a variety of forms for a variety of purposes and audiences

| Grade Level Cluster | Level 1 Entering  | Level 2 Beginning   | Level 3 Developing   | Level 4 Expanding   | Level 5 Bridging   |
|---------------------|---|---|--|---|--|
| <b>K-2</b>          | <ul style="list-style-type: none"> <li>produce icons, letters, or pictures (for wall charts or displays)</li> </ul>   | <ul style="list-style-type: none"> <li>produce symbols and words (for wall charts or displays)</li> </ul>   | <ul style="list-style-type: none"> <li>produce word patterns and pictures (for wall charts or displays)</li> </ul>   | <ul style="list-style-type: none"> <li>produce and organize word patterns and phrases (for wall charts or displays)</li> </ul>  | <ul style="list-style-type: none"> <li>produce and organize word patterns, phrases, or sentences (for wall charts or displays)</li> </ul>  |
| <b>3-5</b>          | <ul style="list-style-type: none"> <li>produce word lists for personal reasons from pictures (such as chores or shopping)</li> </ul>  | <ul style="list-style-type: none"> <li>use models to create phrases as personal reminders (such as homework assignments)</li> </ul>   | <ul style="list-style-type: none"> <li>edit own writing based on teacher feedback</li> </ul>   | <ul style="list-style-type: none"> <li>edit and revise own writing based on class or peer reviews</li> </ul>  | <ul style="list-style-type: none"> <li>edit and revise own writing (using word processing) to produce final drafts</li> </ul>  |
| <b>6-8</b>          | <ul style="list-style-type: none"> <li>use bilingual or picture dictionaries to generate language relevant to the task</li> <li>use graphic organizers to brainstorm words or phrases associated with writing topics (such as semantic webs)</li> </ul> | <ul style="list-style-type: none"> <li>use computers, peers, or models to check spelling or grammar</li> <li>use graphic organizers to plan writing (such as T charts)</li> </ul> | <ul style="list-style-type: none"> <li>engage in peer editing using checklists during process writing</li> <li>select and use graphic organizers to present ideas for writing (such as venn diagrams)</li> </ul> | <ul style="list-style-type: none"> <li>use thesauruses, dictionaries, or checklists for self-editing during process writing</li> <li>use graphic organizers to reflect on writing (such as KWL charts)</li> </ul> | <ul style="list-style-type: none"> <li>use rubrics to self-assess process writing</li> <li>evaluate self or peer writing by comparing information on graphic organizers to that in pieces</li> </ul> |
| <b>9-12</b>         | <ul style="list-style-type: none"> <li>jot down key words or symbols from visuals pertaining to discussions</li> </ul>  | <ul style="list-style-type: none"> <li>list key phrases or sentences from discussions</li> </ul>  | <ul style="list-style-type: none"> <li>take notes and produce sentence outlines from discussions and lectures</li> </ul>   | <ul style="list-style-type: none"> <li>produce outlines and summary paragraphs from lecture notes</li> </ul>  | <ul style="list-style-type: none"> <li>produce essays based on notes from lectures</li> </ul>  |

English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Domain: **LISTENING** — process, understand, interpret, and evaluate spoken language in a variety of situations

| Grade Level Cluster | Level 1 Entering  | Level 2 Beginning   | Level 3 Developing  | Level 4 Expanding  | Level 5 Bridging   |
|---------------------|---|---|---|--|--|
| <b>K-2</b>          | <ul style="list-style-type: none"> <li>use manipulatives or realia to illustrate oral math statements</li> </ul>  | <ul style="list-style-type: none"> <li>use manipulatives or draw pictures to illustrate math operations from oral directions</li> </ul>                               | <ul style="list-style-type: none"> <li>use manipulatives, draw pictures, or make tallies to illustrate oral math stories</li> </ul>                             | <ul style="list-style-type: none"> <li>use manipulatives or bar graphs to compare oral information (e.g., “There are more girls here today than boys.”)</li> </ul> | <ul style="list-style-type: none"> <li>complete or produce graphs (such as histograms) to show comparisons given orally (e.g., “Most children are wearing red, some are wearing blue, and one child is wearing green.”)</li> </ul> |
| <b>3-5</b>          | <ul style="list-style-type: none"> <li>estimate prices (using visually supported newspaper ads) from oral questions (e.g., “Which one costs about \$1000?”)</li> </ul>                      | <ul style="list-style-type: none"> <li>compare prices (using visually supported newspaper ads) from oral questions (e.g., “Which one costs more, X or Y?”)</li> </ul> | <ul style="list-style-type: none"> <li>narrow the range of prices (using newspaper ads) from oral questions (e.g., “Which one costs under \$1000?”)</li> </ul>  | <ul style="list-style-type: none"> <li>make relative comparisons (using newspaper ads) from oral questions (e.g., “Which one is most expensive?”)</li> </ul>       | <ul style="list-style-type: none"> <li>make conditional purchases (using newspaper ads) from oral questions (e.g., “If you had \$1000, which items would you buy?”)</li> </ul>   |
| <b>6-8</b>          | <ul style="list-style-type: none"> <li>identify language associated with measures of central tendency displayed visually (such as range, the distance from one place to another)</li> </ul> | <ul style="list-style-type: none"> <li>depict graphically examples of measures of central tendency based on oral directions</li> </ul>                                | <ul style="list-style-type: none"> <li>select appropriate measures of central tendency based on visual and oral descriptions of real-life situations</li> </ul> | <ul style="list-style-type: none"> <li>make predictions about estimates based on measures of central tendency from oral scenarios</li> </ul>                       | <ul style="list-style-type: none"> <li>make inferences about uses of measures of central tendency from oral scenarios of grade level materials</li> </ul>  |
| <b>9-12</b>         | <ul style="list-style-type: none"> <li>identify properties of quadrilaterals based on visual representations and oral descriptions</li> </ul>   | <ul style="list-style-type: none"> <li>visualize, draw, or construct geometric figures described orally</li> </ul>  | <ul style="list-style-type: none"> <li>compare two and three dimensional figures (including circles and spheres) based on oral descriptions</li> </ul>          | <ul style="list-style-type: none"> <li>locate intersections of geometric figures described orally (such as points, lines, or planes)</li> </ul>                    | <ul style="list-style-type: none"> <li>follow oral directions from grade level material to transform figures (such as rotations, reflections or enlargements)</li> </ul>   |

English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Domain: **SPEAKING** — engage in oral communication in a variety of situations for a variety of purposes and audiences

| Grade Level Cluster | Level 1 Entering   | Level 2 Beginning  | Level 3 Developing   | Level 4 Expanding   | Level 5 Bridging   |
|---------------------|--|--|--|---|--|
| <b>K-2</b>          | <ul style="list-style-type: none"> <li>give identifying information that involves numbers (such as age, address, or telephone number)</li> </ul>   | <ul style="list-style-type: none"> <li>give examples of things with numbers (such as room #s, bus #s, or calendars)</li> </ul>                                     | <ul style="list-style-type: none"> <li>give examples of how or when you use numbers outside of school</li> </ul>                                   | <ul style="list-style-type: none"> <li>tell how to play games that involves numbers (such as sports, board games, or hopscotch)</li> </ul>                    | <ul style="list-style-type: none"> <li>tell a story that involves numbers from oral scenarios</li> </ul>   |
| <b>3-5</b>          | <ul style="list-style-type: none"> <li>repeat new information about <b>math</b> processes involving computation with use of manipulatives or realia (e.g., “Here are 3 groups of 4.”)</li> </ul> | <ul style="list-style-type: none"> <li>rephrase new information about <b>math</b> processes involving computation with use of visual support</li> </ul>            | <ul style="list-style-type: none"> <li>relate new information about <b>math</b> processes involving computation to previous experiences</li> </ul> | <ul style="list-style-type: none"> <li>explain or discuss uses of information about <b>math</b> processes involving computation</li> </ul>                    | <ul style="list-style-type: none"> <li>integrate or synthesize information about <b>math</b> processes involving computation to create own problems</li> </ul>         |
| <b>6-8</b>          | <ul style="list-style-type: none"> <li>define real-life objects or figures in terms of measurement using words and gestures (such as height or weight)</li> </ul>                                | <ul style="list-style-type: none"> <li>identify measurement tools (from pictures and objects) and state uses (e.g., “You use a scale to weigh things.”)</li> </ul> | <ul style="list-style-type: none"> <li>describe situations where measurement is needed (such as at the clinic or marketplace)</li> </ul>           | <ul style="list-style-type: none"> <li>explain how to use measurement in real life situations (such as construction, architecture, or cartography)</li> </ul> | <ul style="list-style-type: none"> <li>explain how to convert measurement (standard or metric) in real life situations (such as in recipes or temperatures)</li> </ul> |
| <b>9-12</b>         | <ul style="list-style-type: none"> <li>identify steps in problem solving using realia or visual support</li> </ul>   | <ul style="list-style-type: none"> <li>sequence steps in problem solving using technology or visual support (such as calculators)</li> </ul>                       | <ul style="list-style-type: none"> <li>sequence steps in problem solving relying on mental <b>math</b> or think-alouds</li> </ul>                  | <ul style="list-style-type: none"> <li>describe two or more approaches to solving the same <b>math</b> problems</li> </ul>                                    | <ul style="list-style-type: none"> <li>describe and give examples of strategies for solving grade level <b>math</b> problems</li> </ul>                                |

English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

| Grade Level Cluster | Level 1 Entering  | Level 2 Beginning   | Level 3 Developing   | Level 4 Expanding   | Level 5 Bridging  |
|---------------------|---|---|--|---|---|
| <b>K-2</b>          | <ul style="list-style-type: none"> <li>sort real-life objects by size or weight using pictures and descriptive words (such as big, little)</li> </ul>   | <ul style="list-style-type: none"> <li>sort real-life objects by size or weight using non-standard measurement and comparative language (such as smaller, longer, lighter)</li> </ul> | <ul style="list-style-type: none"> <li>match real-life pictures/ words with standard, metric, or non-standard measurement tools (such as use of paperclips, hands, rulers, or yardsticks)</li> </ul> | <ul style="list-style-type: none"> <li>estimate measurement of objects from pictures and text using standard, metric, or non-standard measurement tools (e.g., “About how many...?”)</li> </ul> | <ul style="list-style-type: none"> <li>decide appropriate standard, metric, or non-standard measurement tools based on grade level text for everyday situations</li> </ul>                  |
| <b>3-5</b>          | <ul style="list-style-type: none"> <li>recreate drawings from models and written directions (e.g., “Make a car like this.”)</li> </ul>  | <ul style="list-style-type: none"> <li>construct or recognize scale drawings from models and written directions</li> </ul>  | <ul style="list-style-type: none"> <li>construct scale drawings from everyday experiences based on written sets of directions</li> </ul>   | <ul style="list-style-type: none"> <li>build models based on pictures and written sets of directions (such as geoboards)</li> </ul>   | <ul style="list-style-type: none"> <li>build models based on pictures and written instructions (such as 3D puzzles)</li> </ul>  |
| <b>6-8</b>          | <ul style="list-style-type: none"> <li>compare values noted on everyday products (such as nutritional facts, serving sizes, or % daily use)</li> </ul>  | <ul style="list-style-type: none"> <li>follow listed instructions that involve hands-on <b>math</b> (such as games or recipes from cookbooks or the Internet)</li> </ul>              | <ul style="list-style-type: none"> <li>follow instructions that involve hands-on <b>math</b> (such as from sewing kits or alarm clocks)</li> </ul>   | <ul style="list-style-type: none"> <li>follow instructions to determine when and how to apply percent in real life situations (such as sales tax, interest rates, or tips)</li> </ul>           | <ul style="list-style-type: none"> <li>follow instructions that require interpretation of various representations of numbers (such as percent, decimals, or scientific notation)</li> </ul> |
| <b>9-12</b>         | <ul style="list-style-type: none"> <li>organize graphically displayed data from a set of written directions and models (such as rank players or teams based on statistics from sports)</li> </ul> | <ul style="list-style-type: none"> <li>collect and organize graphically displayed data from newspapers or magazines (such as stock market trends)</li> </ul>                          | <ul style="list-style-type: none"> <li>collect, organize, and display data in charts, tables, or graphs</li> </ul>   | <ul style="list-style-type: none"> <li>collect, organize, display, and interpret data</li> </ul>  | <ul style="list-style-type: none"> <li>collect, organize, display, and interpret data; generalize and apply findings to other data sets</li> </ul>  |

English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS

Domain: **WRITING** — engage in written communication in a variety of forms for a variety of purposes and audiences

| Grade Level Cluster | Level 1 Entering  | Level 2 Beginning   | Level 3 Developing   | Level 4 Expanding   | Level 5 Bridging  |
|---------------------|---|---|--|---|---|
| <b>K-2</b>          | <ul style="list-style-type: none"> <li>make collages or pictures of numbers and quantities (from newspapers or magazines)</li> <li>show what's needed to problem solve through drawings and labels</li> </ul> | <ul style="list-style-type: none"> <li>dictate, draw, or make notes of examples of everyday <b>math</b></li> <li>show process of problem solving through drawings and sequential language (e.g., "First... Second...")</li> </ul> | <ul style="list-style-type: none"> <li>keep an illustrated log or journal of examples of everyday <b>math</b></li> <li>give step-by-step process of how to problem solve and check work</li> </ul> | <ul style="list-style-type: none"> <li>describe uses of everyday <b>math</b> with illustrated examples</li> <li>describe strategies to use in the process of <b>math</b> problem solving (such as mental math or use of calculators)</li> </ul> | <ul style="list-style-type: none"> <li>explain how you use everyday <b>math</b> (such as when shopping or cooking)</li> <li>analyze and evaluate strategies to use in the process of <b>math</b> problem solving</li> </ul> |
| <b>3-5</b>          | <ul style="list-style-type: none"> <li>record and label outcomes of events involving chance (such as coin flips or rolling cubes)</li> </ul>  | <ul style="list-style-type: none"> <li>estimate probability with words or illustrations from a sample of observed outcomes</li> </ul>   | <ul style="list-style-type: none"> <li>estimate probability with sentences and illustrations from a sample of observed outcomes and describe results</li> </ul>                                    | <ul style="list-style-type: none"> <li>describe combinations possible based on probability</li> </ul>   | <ul style="list-style-type: none"> <li>explain and justify which combinations are most likely based on probability</li> </ul>   |
| <b>6-8</b>          | <ul style="list-style-type: none"> <li>produce information related to data presented in graphs, tables, or charts depicting practical situations (e.g., "This shows rain in summer.")</li> </ul>              | <ul style="list-style-type: none"> <li>make generalizations related to data presented in graphs, tables, or charts depicting practical situations (e.g., "It rains more in June than July.")</li> </ul>                           | <ul style="list-style-type: none"> <li>summarize information related to data from graphs, tables, or charts taken from everyday sources (such as newspapers and magazines)</li> </ul>              | <ul style="list-style-type: none"> <li>draw conclusions related to data from graphs, tables, or charts from everyday sources</li> </ul>   | <ul style="list-style-type: none"> <li>provide a rationale and explain use of data presented in graphs, tables, or charts</li> </ul>  |
| <b>9-12</b>         |   |   |  |   |   |



English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Domain: **LISTENING** — process, understand, interpret, and evaluate spoken language in a variety of situations

| Grade Level Cluster | Level 1 Entering  | Level 2 Beginning   | Level 3 Developing  | Level 4 Expanding  | Level 5 Bridging   |
|---------------------|---|---|---|--|--|
| <b>K-2</b>          | <ul style="list-style-type: none"> <li>explore movement of real-life objects by following commands (e.g., “Roll the ball.”)</li> </ul>  | <ul style="list-style-type: none"> <li>follow movement of real-life objects by following multiple step directions (e.g. “The car goes backwards then forwards.”)</li> </ul>                                       | <ul style="list-style-type: none"> <li>compare movement of objects based on oral statements by pointing to pictures or objects (e.g., “Which goes fastest, bikes, buses, or airplanes?”)</li> </ul> | <ul style="list-style-type: none"> <li>predict movement of objects by pointing to pictures or demonstration based on oral statements (e.g., “Show what happens when you let go of balloons.”)</li> </ul> | <ul style="list-style-type: none"> <li>interpret the effects of force on motion by pointing or demonstration based on oral descriptions</li> </ul> |
| <b>3-5</b>          | <ul style="list-style-type: none"> <li>differentiate between healthy and unhealthy foods or lifestyles from realia, magazines, or newspapers following oral directions</li> </ul> | <ul style="list-style-type: none"> <li>select/draw healthy choices for meals or lifestyles from realia, magazines, or newspapers following oral directions</li> </ul>   | <ul style="list-style-type: none"> <li>compare choices for meals or lifestyles by following oral directions (e.g., “Choose the healthier food for dinner: banana bread or carrots.”)</li> </ul>     | <ul style="list-style-type: none"> <li>categorize choices for meals or lifestyles and chart following oral directions</li> </ul>   | <ul style="list-style-type: none"> <li>evaluate choices for meals or lifestyles by following oral descriptions</li> </ul>                          |
| <b>6-8</b>          | <ul style="list-style-type: none"> <li>match oral statements of <b>scientific</b> facts with illustrations (e.g., “White is made up of all colors.”)</li> </ul>                   | <ul style="list-style-type: none"> <li>create <b>scientific</b> models based on illustrations and oral directions (e.g., “Show how light or sound travels,” “Show how the earth goes around the sun.”)</li> </ul> | <ul style="list-style-type: none"> <li>classify examples of properties (of light, sound, stars or planets) based on illustrations and oral directions</li> </ul>                                    | <ul style="list-style-type: none"> <li>apply oral descriptions of properties (of light, sound, stars or planets) to everyday life</li> </ul>   | <ul style="list-style-type: none"> <li>seek explanations of the properties (of light, sound, stars or planets) through oral scenarios</li> </ul>   |
| <b>9-12</b>         | <ul style="list-style-type: none"> <li>collect and prepare real-life materials needed for <b>scientific</b> experiments based on oral directions</li> </ul>                       | <ul style="list-style-type: none"> <li>replicate <b>scientific</b> experiments using real-life materials based on oral directions</li> </ul>  | <ul style="list-style-type: none"> <li>build different hypotheses based on oral descriptions of <b>science</b> issues</li> </ul>  | <ul style="list-style-type: none"> <li>match different oral explanations of the results with evidence of the findings</li> </ul>   | <ul style="list-style-type: none"> <li>conduct <b>scientific</b> inquiry using multimedia resources that include oral input</li> </ul>             |



English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Domain: **SPEAKING** — engage in oral communication in a variety of situations for a variety of purposes and audiences

| Grade Level Cluster | Level 1 Entering  | Level 2 Beginning  | Level 3 Developing   | Level 4 Expanding   | Level 5 Bridging  |
|---------------------|---|--|--|---|---|
| <b>K-2</b>          | <ul style="list-style-type: none"> <li>associate body parts with senses and physical actions</li> </ul>   | <ul style="list-style-type: none"> <li>give examples of how or when you use your senses or other body parts</li> </ul>   | <ul style="list-style-type: none"> <li>describe a series of activities that involve using your senses or other body parts</li> </ul>   | <ul style="list-style-type: none"> <li>explain why senses or other body parts are useful</li> </ul>   | <ul style="list-style-type: none"> <li>predict what you would do if one of your senses or other body parts was injured</li> </ul>             |
| <b>3-5</b>          | <ul style="list-style-type: none"> <li>make collections, organize, and identify natural phenomena (such as leaves, insects, or rocks)</li> </ul>                                | <ul style="list-style-type: none"> <li>describe natural phenomena from real-life examples (e.g., “This leaf has five points.”)</li> </ul>  | <ul style="list-style-type: none"> <li>describe the step-by-step process of making and organizing collections of natural phenomena (e.g., “First, I went to the park.”)</li> </ul> | <ul style="list-style-type: none"> <li>compare features of natural phenomena (e.g., “This leaf has five points while this one has two.”)</li> </ul> | <ul style="list-style-type: none"> <li>report on the physical relationships among natural phenomena</li> </ul>                                |
| <b>6-8</b>          | <ul style="list-style-type: none"> <li>chart change over time and offer information from charts or graphs (such as phases of the moon, temperatures, daylight hours)</li> </ul> | <ul style="list-style-type: none"> <li>describe differences over time based on information from charts or graphs</li> </ul>  | <ul style="list-style-type: none"> <li>compare differences based on information from charts or graphs</li> </ul>   | <ul style="list-style-type: none"> <li>summarize and present information from charts or graphs related to change</li> </ul>                         | <ul style="list-style-type: none"> <li>explain patterns of change over time based on evidence from charts or graphs</li> </ul>                |
| <b>9-12</b>         | <ul style="list-style-type: none"> <li>create and present collages or depictions of <b>scientific</b> issues</li> </ul>   | <ul style="list-style-type: none"> <li>brainstorm ideas based on illustrations of <b>scientific</b> issues that affect everyday life (e.g., “What are some examples of pollution?”)</li> </ul> | <ul style="list-style-type: none"> <li>describe ways in which <b>scientific</b> issues can be resolved (e.g., “How can we reduce pollution?”)</li> </ul>                           | <ul style="list-style-type: none"> <li>discuss pros and cons of <b>scientific</b> issues using graphic organizers</li> </ul>                        | <ul style="list-style-type: none"> <li>engage in debates on <b>scientific</b> issues (such as genetic engineering, nuclear energy)</li> </ul> |

English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

| Grade Level Cluster | Level 1 Entering   | Level 2 Beginning   | Level 3 Developing  | Level 4 Expanding   | Level 5 Bridging   |
|---------------------|--|---|---|---|--|
| <b>K-2</b>          | <ul style="list-style-type: none"> <li>make posters from magazine pictures labeled with different forms of water or other natural resources</li> </ul>   | <ul style="list-style-type: none"> <li>search for words in big books or trade books associated with water or other natural resources (such as rain, ice, hot)</li> </ul>                | <ul style="list-style-type: none"> <li>distinguish activities that use water or other natural resources from those that don't, based on written phrases and pictures (such as "brush hair" or "take a bath")</li> </ul> | <ul style="list-style-type: none"> <li>classify activities that you do with water or other natural resources from those you do in water (such as brush teeth or go swimming)</li> </ul> | <ul style="list-style-type: none"> <li>sequence sentences to show how to do activities that involve water or other natural resources (such as cooking rice)</li> </ul>   |
| <b>3-5</b>          | <ul style="list-style-type: none"> <li>collect, sort, and recycle materials or use other energy sources based on labels and realia</li> </ul>  | <ul style="list-style-type: none"> <li>find ways to conserve water and energy from pictures and written text (e.g., "Stop leaving lights on," "Stop leaving the shower on.")</li> </ul> | <ul style="list-style-type: none"> <li>sequence descriptive sentences and pictures to illustrate the recycling process or other forms of conservation</li> </ul>  | <ul style="list-style-type: none"> <li>find solutions to environmental problems presented in texts</li> </ul>   | <ul style="list-style-type: none"> <li>compile a class portfolio of agencies and organizations that deal with conservation from grade level reading material</li> </ul>  |
| <b>6-8</b>          | <ul style="list-style-type: none"> <li>chart time and places of natural disasters (such as hurricanes, tornadoes, floods, typhoons, or earthquakes) based on headlines and pictures</li> </ul> | <ul style="list-style-type: none"> <li>respond to WH-questions regarding natural disasters based on graphic organizers and pictures</li> </ul>  | <ul style="list-style-type: none"> <li>identify characteristics and conditions related to natural disasters based on text and pictures</li> </ul>   | <ul style="list-style-type: none"> <li>compare natural disasters using multiple written sources, including the Internet and graphic organizers</li> </ul>                               | <ul style="list-style-type: none"> <li>interpret impact of natural disasters on people and places from grade level text</li> </ul>   |
| <b>9-12</b>         | <ul style="list-style-type: none"> <li>match pictures of scientific equipment with their uses (such as telescope-see stars)</li> </ul>   | <ul style="list-style-type: none"> <li>match pictures of scientific equipment with descriptions of kinds of scientists (e.g., "Biologists use this tool to see cells.")</li> </ul>      | <ul style="list-style-type: none"> <li>identify scientific equipment needed for scientific investigations (e.g., "You are examining the migratory patterns of birds. Which scientific tools will help you?")</li> </ul> | <ul style="list-style-type: none"> <li>identify scientific equipment associated with descriptions of scientific investigations</li> </ul>   | <ul style="list-style-type: none"> <li>evaluate relative use of scientific equipment based on readings from scientific investigations (e.g., "Which works best to predict weather patterns and why?")</li> </ul> |

English Language Proficiency Standard 4: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE**

Domain: **WRITING** — engage in written communication in a variety of forms for a variety of purposes and audiences

| Grade Level Cluster | Level 1 Entering  | Level 2 Beginning   | Level 3 Developing   | Level 4 Expanding  | Level 5 Bridging  |
|---------------------|---|---|--|--|---|
| <b>K-2</b>          | <ul style="list-style-type: none"> <li>collect, identify, label (and make collages of) objects made of different materials and textures (such as paper, cotton, or wool)</li> </ul> | <ul style="list-style-type: none"> <li>match objects or pictures of different materials or textures with their sources (such as rubber with trees)</li> </ul> | <ul style="list-style-type: none"> <li>describe objects made of different materials or textures from pictures or realia (e.g., “Silk is shiny and smooth.”)</li> </ul> | <ul style="list-style-type: none"> <li>produce a sequence of the process for making different natural and synthetic materials</li> </ul> | <ul style="list-style-type: none"> <li>evaluate the usefulness of different produced goods from natural and synthetic materials</li> </ul>      |
| <b>3-5</b>          | <ul style="list-style-type: none"> <li>draw pictures and label <b>scientific</b> phenomena based on observations (such as life cycles)</li> </ul>                                   | <ul style="list-style-type: none"> <li>draw pictures and note observations of <b>scientific</b> phenomena</li> </ul>  | <ul style="list-style-type: none"> <li>describe observations, with visuals, of <b>scientific</b> phenomena (in learning logs)</li> </ul>                               | <ul style="list-style-type: none"> <li>maintain <b>scientific</b> journals based on observations</li> </ul>                              | <ul style="list-style-type: none"> <li>maintain <b>scientific</b> journals with explanations of observations</li> </ul>                         |
| <b>6-8</b>          | <ul style="list-style-type: none"> <li>make posters or label diagrams related to scientific questions (such as force or motion)</li> </ul>  | <ul style="list-style-type: none"> <li>make posters or label diagrams following the <b>scientific</b> method</li> </ul>                                       | <ul style="list-style-type: none"> <li>create <b>science</b> exhibits with statements for each step of the <b>scientific</b> method</li> </ul>                         | <ul style="list-style-type: none"> <li>create science exhibits with descriptions of each step of the <b>scientific</b> method</li> </ul> | <ul style="list-style-type: none"> <li>create <b>science</b> exhibits with explanations of each step of the <b>scientific</b> method</li> </ul> |
| <b>9-12</b>         | <ul style="list-style-type: none"> <li>use drawings, words, and phrases to answer WH-questions on lab reports based on experiments</li> </ul>                                       | <ul style="list-style-type: none"> <li>use phrases, sentences, and diagrams to answer questions on lab reports based on experiments</li> </ul>                | <ul style="list-style-type: none"> <li>complete lab reports following step-by-step procedures based on experiments</li> </ul>  | <ul style="list-style-type: none"> <li>produce lab reports from outlines or learning logs based on <b>science</b> experiments</li> </ul> | <ul style="list-style-type: none"> <li>produce narrative lab reports based on grade level <b>science</b> experiments</li> </ul>                 |

English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

Domain: **LISTENING** — process, understand, interpret, and evaluate spoken language in a variety of situations

| Grade Level Cluster | Level 1 Entering  | Level 2 Beginning   | Level 3 Developing   | Level 4 Expanding  | Level 5 Bridging   |
|---------------------|---|---|--|--|--|
| <b>K-2</b>          | <ul style="list-style-type: none"> <li>identify neighborhood signs from pictures (such as traffic lights, schools or railroad crossings)</li> </ul>   | <ul style="list-style-type: none"> <li>identify buildings in neighborhoods from pictures (e.g., “Firefighters work here.”)</li> </ul>   | <ul style="list-style-type: none"> <li>locate places in neighborhoods from maps (e.g., “The house is next to the park.”)</li> </ul>                          | <ul style="list-style-type: none"> <li>find locations using maps of neighborhoods (e.g., “The school is at the corner of First and Oak.”)</li> </ul>                     | <ul style="list-style-type: none"> <li>construct maps or reproductions of neighborhoods based on field trips or oral directions</li> </ul>   |
| <b>3-5</b>          | <ul style="list-style-type: none"> <li>identify prehistoric animals or tools from pictures and oral statements (e.g., “This animal looked like a horse.”)</li> </ul>                        | <ul style="list-style-type: none"> <li>identify prehistoric animals or tools from pictures and oral descriptions (e.g., “This animal was taller than a 5 story building.”)</li> </ul> | <ul style="list-style-type: none"> <li>match pictures of prehistoric animals or tools and their environments with oral scenarios</li> </ul>                  | <ul style="list-style-type: none"> <li>re-enact the lives of prehistoric animals or events surrounding the creation or use of tools based on videos or movies</li> </ul> | <ul style="list-style-type: none"> <li>interpret the work of paleontologists and anthropologists through oral readings, videos, or movies</li> </ul>                                       |
| <b>6-8</b>          | <ul style="list-style-type: none"> <li>locate places using a variety of geographic representations (such as globes, maps, aerial photos, or satellite images) from oral commands</li> </ul> | <ul style="list-style-type: none"> <li>select appropriate maps to identify regions, countries, or land forms from oral statements</li> </ul>  | <ul style="list-style-type: none"> <li>select appropriate maps based on oral information about regions, countries, land forms, or highways</li> </ul>        | <ul style="list-style-type: none"> <li>compare and contrast different types of maps from oral descriptions</li> </ul>  | <ul style="list-style-type: none"> <li>evaluate the usefulness of different types of maps for different purposes from oral descriptions</li> </ul>   |
| <b>9-12</b>         | <ul style="list-style-type: none"> <li>identify distribution of natural resources around the world from maps or graphs and oral statements</li> </ul>                                       | <ul style="list-style-type: none"> <li>indicate availability of natural resources from oral statements by constructing graphs or maps</li> </ul>                                      | <ul style="list-style-type: none"> <li>compare availability of natural resources of two or more countries from maps or graphs and oral statements</li> </ul> | <ul style="list-style-type: none"> <li>analyze distribution of products from natural resources among global markets from maps or graphs and oral descriptions</li> </ul> | <ul style="list-style-type: none"> <li>interpret implications of distribution of products from natural resources among global markets from maps or graphs and oral descriptions</li> </ul> |

English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

Domain: **SPEAKING** — engage in oral communication in a variety of situations for a variety of purposes and audiences

| Grade Level Cluster | Level 1 Entering  | Level 2 Beginning  | Level 3 Developing  | Level 4 Expanding   | Level 5 Bridging  |
|---------------------|---|--|---|---|---|
| <b>K-2</b>          | <ul style="list-style-type: none"> <li>participate in brainstorm of classroom or school rules based on models</li> </ul>                            | <ul style="list-style-type: none"> <li>state classroom or school rules based on models</li> </ul>  | <ul style="list-style-type: none"> <li>provide suggestions for classroom or school rules based on pictures, lists, models, and experiences</li> </ul>   | <ul style="list-style-type: none"> <li>discuss the importance of classroom or school rules</li> </ul>   | <ul style="list-style-type: none"> <li>explain consequences of breaking classroom or school rules</li> </ul>                                      |
| <b>3-5</b>          | <ul style="list-style-type: none"> <li>locate and show places on maps by pointing (e.g., “Here is Delaware.”)</li> </ul>                            | <ul style="list-style-type: none"> <li>describe locations of places on maps (e.g., “Wisconsin is between Minnesota and Michigan.”)</li> </ul>              | <ul style="list-style-type: none"> <li>share locations of places on maps with partners (such as two-way tasks where each student has a map with half of the locations indicated)</li> </ul>   | <ul style="list-style-type: none"> <li>give directions from place to place on maps using sequential language (e.g., “First, next, finally.”)</li> </ul> | <ul style="list-style-type: none"> <li>give explanations for places on maps (e.g., “I know it’s the capital because there is a star.”)</li> </ul> |
| <b>6-8</b>          | <ul style="list-style-type: none"> <li>identify historical, governmental, or social figures or events from photographs and illustrations</li> </ul> | <ul style="list-style-type: none"> <li>describe historical, governmental, or social figures or events from photographs, illustrations and video</li> </ul> | <ul style="list-style-type: none"> <li>role play scenes from historical events or the lives of governmental or social figures from photographs, illustrations, video, and readings</li> </ul> | <ul style="list-style-type: none"> <li>re-enact historical events or the lives of governmental or social figures based on multi-media</li> </ul>        | <ul style="list-style-type: none"> <li>participate in plays or give monologues of historical events or people</li> </ul>                          |
| <b>9-12</b>         | <ul style="list-style-type: none"> <li>state current events (in the news) supported visually</li> </ul>   | <ul style="list-style-type: none"> <li>restate or orally sketch current or past events supported visually</li> </ul>                                       | <ul style="list-style-type: none"> <li>discuss current or past events or situations and their personal impact</li> </ul>  | <ul style="list-style-type: none"> <li>analyze current or past events, situations, or issues</li> </ul>   | <ul style="list-style-type: none"> <li>critique current or past events, situations, issues, or policies giving pros and cons</li> </ul>           |



English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

| Grade Level Cluster | Level 1 Entering  | Level 2 Beginning  | Level 3 Developing   | Level 4 Expanding  | Level 5 Bridging  |
|---------------------|---|--|--|--|---|
| <b>K-2</b>          | <ul style="list-style-type: none"> <li>distinguish among colors associated with seasons from pictures (such as by making collages or murals with pictures and color words)</li> </ul>     | <ul style="list-style-type: none"> <li>find weather related words and pictures associated with seasons (such as in illustrated trade books)</li> </ul>                 | <ul style="list-style-type: none"> <li>categorize characteristics of different seasons (such as from open sorts of phrases and pictures)</li> </ul>                                      | <ul style="list-style-type: none"> <li>compare characteristics and activities associated with different seasons (e.g., “It’s colder in winter.”)</li> </ul>  | <ul style="list-style-type: none"> <li>draw pictures of seasons described in grade level text or match seasons with written descriptions</li> </ul>   |
| <b>3-5</b>          | <ul style="list-style-type: none"> <li>trace immigration or migration routes on globes or maps</li> </ul>   | <ul style="list-style-type: none"> <li>compare immigration or migration routes based on globes or maps (e.g., “Asia is farther from the U.S. than Mexico.”)</li> </ul> | <ul style="list-style-type: none"> <li>organize information about students’ home cultures or immigration patterns through investigation (using graphic support)</li> </ul>               | <ul style="list-style-type: none"> <li>compare information about students’ home cultures and the U.S. through investigation (on the Internet or in newspapers, libraries)</li> </ul>                             | <ul style="list-style-type: none"> <li>identify reasons and explanations for immigration or migration based on grade level multicultural stories</li> </ul>   |
| <b>6-8</b>          | <ul style="list-style-type: none"> <li>chart trends based on statements with graphic support (such as changes in crop production or population shifts over a five-year period)</li> </ul> | <ul style="list-style-type: none"> <li>compare data based on same year information from text and charts (e.g., “Which state has the most people today?”)</li> </ul>    | <ul style="list-style-type: none"> <li>compare data from year-to-year based on information from text and charts (e.g., “Which crop is produced less today than 5 years ago?”)</li> </ul> | <ul style="list-style-type: none"> <li>predict data for upcoming years based on information from text and charts (e.g., “If this trend continues, which state will have the most people in 5 years?”)</li> </ul> | <ul style="list-style-type: none"> <li>interpret data from year-to-year based on information from grade level text and charts (e.g., “Why do you think X crop has increased over the past 5 years?”)</li> </ul> |
| <b>9-12</b>         | <ul style="list-style-type: none"> <li>locate visually supported information from photographs, headlines, and bylines in newspapers, magazines, or the Internet</li> </ul>                | <ul style="list-style-type: none"> <li>locate visually supported information in newspaper articles, magazines, or on the Internet</li> </ul>                           | <ul style="list-style-type: none"> <li>process information in newspaper and magazine articles or on the Internet</li> </ul>  | <ul style="list-style-type: none"> <li>compare and contrast information from various news sources</li> </ul>   | <ul style="list-style-type: none"> <li>evaluate authenticity or bias in information from various news sources</li> </ul>  |



English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES

Domain: **WRITING** — engage in written communication in a variety of forms for a variety of purposes and audiences

| Grade Level Cluster | Level 1 Entering  | Level 2 Beginning  | Level 3 Developing   | Level 4 Expanding  | Level 5 Bridging   |
|---------------------|---|--|--|--|--|
| <b>K-2</b>          | <ul style="list-style-type: none"> <li>draw, select, or label pictures of animals or plants (such as at the zoo or on a farm)</li> </ul>                                | <ul style="list-style-type: none"> <li>match pictures of animals or plants and their habitats or characteristics (e.g., “Birds live in nests.”)</li> </ul>   | <ul style="list-style-type: none"> <li>describe features of animals or plants from visual prompts (e.g., “Dogs bark. Birds fly.”)</li> </ul>                               | <ul style="list-style-type: none"> <li>describe favorite animals or plants and defend your choice</li> </ul>   | <ul style="list-style-type: none"> <li>maintain logs about caring for classroom animals, personal pets, or plants</li> </ul>   |
| <b>3-5</b>          | <ul style="list-style-type: none"> <li>reproduce historical highlights from timelines or visually supported newspaper headlines</li> </ul>                              | <ul style="list-style-type: none"> <li>produce entries for historical journals from timelines or visually supported newspaper headlines</li> </ul>           | <ul style="list-style-type: none"> <li>maintain historical journals in chronological order based on timelines or newspaper headlines</li> </ul>                            | <ul style="list-style-type: none"> <li>produce reports from historical journals (using technology)</li> </ul>  | <ul style="list-style-type: none"> <li>produce historical documentaries from multiple sources (using technology)</li> </ul>  |
| <b>6-8</b>          | <ul style="list-style-type: none"> <li>use graphic organizers to produce features of historical periods</li> </ul>  | <ul style="list-style-type: none"> <li>use graphic organizers to compare features of historical periods</li> </ul>   | <ul style="list-style-type: none"> <li>use graphic organizers to produce descriptions of historical periods</li> </ul>   | <ul style="list-style-type: none"> <li>use graphic organizers to produce contrastive summaries of historical periods</li> </ul>  | <ul style="list-style-type: none"> <li>use graphic organizers to produce historical essays</li> </ul>  |
| <b>9-12</b>         | <ul style="list-style-type: none"> <li>label results of visually supported surveys related to <b>social studies</b> using yes/no questions (in small groups)</li> </ul> | <ul style="list-style-type: none"> <li>plot and describe results of surveys related to <b>social studies</b> using WH-questions (in small groups)</li> </ul> | <ul style="list-style-type: none"> <li>develop and administer surveys related to <b>social studies</b> using WH-questions and analyze results (in small groups)</li> </ul> | <ul style="list-style-type: none"> <li>develop, analyze, plot results of surveys related to <b>social studies</b>, and summarize responses to interview questions (in small groups)</li> </ul> | <ul style="list-style-type: none"> <li>develop, analyze, and plot results of surveys related to <b>social studies</b>, summarize, and explain results (in small groups)</li> </ul> |