



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

English as a Second Language • Unpacked Content

For the new Essential Standards that came into effect for ESL in all North Carolina schools in the 2008-09 School Year.

What is the purpose of this document?

To increase student achievement by ensuring educators understand what a student must know and be able to do, as expressed in the Essential Standards and their Clarifying Objectives.

What is in the document?

Descriptions of what each standard means a student will know and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this mean that a student must know and be able to do?” and to ensure the description is helpful to educators. Specific program and language notes are included in this document, but additional information, such as a detailed description of each program’s exit proficiency expectations and Assessment Prototypes for various programs and languages, will be shared in future documents.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

The current *K-12 NC English Language Development Standard Course of Study*, also referred to as the ESL Essential Standards, is the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards [approved by the State Board of Education June 5, 2008]. The WIDA Standards and this document are to be utilized by English as a Second Language (ESL) and content/subject area teachers of English Language Learners (ELLs).

The purpose of this document is to increase student achievement by ensuring educators understand what an English language learner must know and be able to do in social and academic contexts. The unpacked content standards are organized by:

- five grade spans according to the WIDA model: Kindergarten, Grades 1-2, Grades 3-5, Grades 6-8, and Grades 9-12;
- the four language domains of listening, speaking, reading, and writing; and
- five levels of English language proficiency (ELP): entering, beginning, developing, expanding, bridging. *ELP levels divide the second language acquisition continuum into stages of language development based upon the acquisition of three components of language: linguistic complexity, vocabulary usage, and language control. Various factors and life experiences influence the pace at which individual English learners acquire a new language and progress through these levels. The ELP levels are described in the WIDA Performance Definitions below. The Performance Definitions illustrate the continuum of language acquisition but make no distinctions between grade levels.*

Each standard is presented in a series of charts according to grade spans and language domains. “Can do” statements provide a sampling of language skills an English language learner should be able to do at each proficiency level and language domain.

WIDA Performance Definitions of English Language Proficiency (ELP) Levels

6- Reaching	- specialized or technical language reflective of the content areas at grade level - a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level - oral or written communication in English comparable to proficient English peers
5- Bridging	- specialized or technical language of the content areas - a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports - oral or written language approaching comparability to that of proficient English peers when presented with grade level material
4- Expanding	- specific and some technical language of the content areas - a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs - oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	- general and some specific language of the content areas - expanded sentences in oral interaction or written paragraphs - oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	- general language related to the content areas - phrases or short sentences - oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	- pictorial or graphic representation of the language of the content areas - words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

The ESL Essential Standards are clarified in this document in terms of the WIDA “Can Do Descriptors”, a resource developed to help educators operationalize the ESL standards into instructional goals and lessons with differentiated language objectives. These descriptors correspond with the leveled Performance Definitions as well as the WIDA standardized ELP assessment results in order to inform teaching and classroom practice.

English as a Second Language – Social and Instructional Language • Unpacked Content

Unpacking the Social and Instructional Language Essential Standard (What does this mean a child will know and be able to do?)

Essential Standard #1: English language learners communicate for Social and Instructional purposes within the school setting

Social language involves everyday topics including greetings, personal experiences, current events, community events, information about family and friends, health and safety, social events, and personal opinions.

Instructional language involves everyday classroom and academic topics including classroom materials/supplies, information gathering, school or classroom rules, instructions, directions, class discussion/discourse, school events, and requests for information.

Components and Strands

There are three components and four strands interwoven throughout the English as a Second Language (ESL) Essential Standards. The extent to which each component is exhibited within the communication of an English learner reflects the level of that student's English language proficiency, as evidenced in the Performance Definitions. Linguistic complexity, vocabulary usage, and language control increase incrementally as students progress from one ELP level into the next. The four strands designate the four domains of language at each proficiency level.

Components of Language Development

- Linguistic Complexity – extent of elaboration of written or spoken communication (discourse), the types and variety of grammatical structures, the organization and cohesion of ideas, and the use of text structures for specific genres (*example: “a shiny new convertible with music blaring raced down the lane” is more complex than “a car”*)
- Vocabulary Usage - ability to adjust word selection from general terms to more context specific language, and finally to specialized content-specific technical language (*example: people –population – demographics*)
- Language Control - comprehensibility of a communication based on the number and type of errors in grammar, spelling, fluency, pronunciation, or word choice (*example: our house v. are house*)

Strands by Language Domain

Listening – comprehension of spoken language, including

- sounds, stress, and intonation,
- directions,
- questions,
- discussions, and
- oral presentations and stories

Speaking – production of oral language, including

- sounds, stress, and intonation,
- directions and processes,
- questions,
- discussions, and
- oral presentations

Reading – comprehension of written language, including

- phonemic awareness,
- phonics and decoding,
- vocabulary development,
- fluency,
- reading comprehension, and
- comprehending text structure

Writing – production of written language, including

- focus,
- organization,
- support and elaboration,
- style, and
- conventions (spelling, punctuation, capitalization, grammar, paragraphing)

Although a student's expressive (speaking and writing) and receptive (listening and reading) language may be limited by his/her current ELP level, the teacher should instruct beyond a student's independent ELP level; that is, teach to a student's potential, not to his/her current level of language proficiency in a particular domain. Students must be exposed to the richness and complexity of the English language in order to acquire academic language skills. Appropriate supports and scaffolding allow the rigorous engagement necessary to move students beyond their independent levels, through the ELP continuum, toward the goal of attaining English language proficiency. Language proficiency level does not restrict a student's ability to participate in appropriately scaffolded, higher-order thinking activities.

Standard One – Kindergarten					
Essential Standard: English language learners communicate for Social and Instructional purposes within the school setting.					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	With visual, graphic or interactive support students can 1. Match oral language to classroom and everyday objects 2. Point to stated pictures in context 3. Respond non-verbally to oral directions (e.g., through physical movement) 4. Find familiar people and places named orally	With appropriate visual, graphic or interactive support students can 1. Sort pictures/objects given oral instructions 2. Match pictures/objects to oral description 3. Follow oral one-step directions (stand-up, sit down) 4. Identify simple patterns described orally 5. Respond orally to gestures, songs, or stories modeled by teacher	With visual, graphic or interactive support, as necessary, students can 1. Follow two-step oral directions 2. Draw pictures in response to oral directions 3. Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) 4. Act out songs or stories using body movements	With visual, graphic or interactive support, if necessary, students can 1. Find pictures that match oral descriptions. 2. Follow oral directions and compare with visual models (e.g., Draw a circle under the line.) 3. Distinguish between what happens first or next in oral activities or reading 4. Role play in response to stories read aloud	1. Order pictures of events according to sequential language 2. Arrange pictures or objects according to descriptive oral discourse 3. Identify pictures/realia associated with grade level academic concepts from oral descriptions 4. Make pictures from real objects based on detailed oral descriptions
Speaking	With visual, graphic or interactive support students can 1. Identify people or objects in illustrated short stories 2. Repeat words, simple phrases 3. Answer yes/no questions about personal information 4. Name classroom and everyday objects	With appropriate visual, graphic or interactive support students can 1. Restate some facts from illustrated short stories 2. Describe pictures, classroom objects or familiar people using simple phrases 3. Answer questions with one or two words (e.g., “Where is Sonia?”) 4. Complete phrases in rhymes, songs, and chants	With visual, graphic or interactive support, as necessary, students can 1. Retell short narrative stories through pictures 2. Repeat sentences from rhymes and patterned stories 3. Make predictions (e.g. “What will happen next?”) 4. Answer explicit questions from stories read aloud (e.g., who, what, or where)	With visual, graphic or interactive support, if necessary, students can 1. Retell narrative stories through pictures with emerging detail 2. Sing repetitive songs and chants independently 3. Compare attributes of real objects (e.g., size, shape, color) 4. Indicate spatial relations of real-life objects using phrases or short sentences	1. Tell original stories with emerging detail 2. Explain situations (e.g., involving feelings) 3. Offer personal opinions 4. Express likes, dislikes, or preferences with reasons
Reading	With visual, graphic or interactive support students can 1. Match icons and symbols to corresponding pictures 2. Identify name in print 3. Find matching words or pictures 4. Find labeled real-life classroom objects	With appropriate visual, graphic or interactive support students can 1. Match examples of the same form of print 2. Distinguish between same and different forms of print (e.g., single letters and symbols) 3. Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) 4. Match labeled pictures to those in illustrated scenes	With visual, graphic or interactive support, as necessary, students can 1. Use pictures to identify words 2. Classify visuals according to labels or icons (e.g., animals v. plants) 3. Demonstrate concepts of print (e.g., title, author, illustrator) 4. Sort labeled pictures by attribute (e.g., number, initial sound)	With visual, graphic or interactive support, if necessary, students can 1. Identify some high frequency words in context 2. Order a series of labeled pictures described orally to tell stories 3. Match pictures to phrases/ short sentences 4. Classify labeled pictures by two attributes (e.g., size and color)	1. Find school-related vocabulary items 2. Differentiate between letters, words, and sentences 3. String words together to make short sentences 4. Indicate features of words, phrases, or sentences that are the same and different

Writing	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	1. Create content-based representations through pictures and words
	1. Draw pictures and scribble	1. Connect oral language to print (e.g., language experience)	1. Communicate using letters, symbols, and numbers in context	1. Produce symbols and strings of letters associated with pictures	2. Make “story books” with drawings and words
	2. Circle or underline pictures, symbols, and numbers	2. Reproduce letters, symbols, and numbers from models in context	2. Make illustrated “notes” and cards with distinct letter combinations	2. Draw pictures and use words to tell a story	3. Produce words/phrases independently
	3. Trace figures and letters	3. Copy icons of familiar environmental print	3. Make connections between speech and writing	3. Label familiar people and objects from models	4. Relate everyday experiences using phrases/short sentences
	4. Make symbols, figures or letters from models and realia (e.g., straws, clay)	4. Draw objects from models and label with letters	4. Reproduce familiar words from labeled models	4. Produce familiar words/phrases from environmental print and illustrated text	

Standard One – Grades 1-2					
Essential Standard: English language learners communicate for Social and Instructional purposes within the school setting.					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	With visual, graphic or interactive support students can 1. Follow modeled, one-step oral directions (e.g., “Find a pencil.”) 2. Identify pictures of everyday objects as stated orally (e.g., in books) 3. Point to real-life objects reflective of content related vocabulary or oral statements 4. Mimic gestures or movement associated with statements (e.g., “This is my left hand.”)	With appropriate visual, graphic or interactive support students can 1. Match oral reading of stories to illustrations 2. Carry out two to three step oral commands (e.g., “Take out your book. Now turn to page 25.”) 3. Sequence a series of oral statements using real objects or pictures 4. Locate objects described orally	With visual, graphic or interactive support, as necessary, students can 1. Follow modeled multi-step oral directions 2. Sequence pictures of stories read aloud (e.g., beginning, middle, and end) 3. Match people with jobs or objects with functions based on oral descriptions 4. Classify objects according to descriptive oral statements	With visual, graphic or interactive support, if necessary, students can 1. Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information 2. Find details in illustrated, narrative, or expository text read aloud 3. Identify illustrated activities from oral descriptions 4. Locate objects, figures, places based on visuals and detailed oral descriptions	1. Use context clues to gain meaning from grade-level text read orally 2. Apply ideas from oral discussions to new situations 3. Interpret information from oral reading of narrative or expository text 4. Identify ideas/concepts expressed with grade-level content-specific language

Speaking	With visual, graphic or interactive support students can 1. Repeat simple words, phrases, and memorized chunks of language 2. Respond to visually supported (e.g., calendar) questions of academic content with one word or phrase 3. Identify and name everyday objects 4. Participate in whole group chants and songs	With appropriate visual, graphic or interactive support students can 1. Use first language to fill in gaps in oral English (code switch) 2. Repeat facts or statements 3. Describe what people do from action pictures (e.g., jobs of community workers) 4. Compare real-life objects (e.g., “smaller,” “biggest”)	With visual, graphic or interactive support, as necessary, students can 1. Ask questions of a social nature 2. Express feelings (e.g., “I’m happy because...”) 3. Retell simple stories from picture cues 4. Sort and explain grouping of objects (e.g., sink v. float) 5. Make predictions or hypotheses 6. Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)	With visual, graphic or interactive support, if necessary, students can 1. Ask questions for social and academic purposes 2. Participate in class discussions on familiar social and academic topics 3. Retell stories with details 4. Sequence stories with transitions	1. Use academic vocabulary in class discussions 2. Express and support ideas with examples 3. Give oral presentations on content-based topics approaching grade level 4. Initiate conversation with peers and teachers
Reading	With visual, graphic or interactive support students can 1. Identify symbols, icons, and environmental print 2. Connect print to visuals 3. Match real-life familiar objects to labels 4. Follow directions using diagrams or pictures	With appropriate visual, graphic or interactive support students can 1. Search for pictures associated with word patterns 2. Identify and interpret pretaught labeled diagrams 3. Match voice to print by pointing to icons, letters, or illustrated words 4. Sort words into word families	With visual, graphic or interactive support, as necessary, students can 1. Make text-to-self connections with prompting 2. Select titles to match a series of pictures 3. Sort illustrated content words into categories 4. Match phrases and sentences to pictures	With visual, graphic or interactive support, if necessary, students can 1. Put words in order to form sentences 2. Identify basic elements of fictional stories (e.g., title, setting, characters) 3. Follow sentence-level directions 4. Distinguish between general and specific language (e.g., flower v. rose) in context	1. Begin using features of non-fiction text to aid comprehension 2. Use learning strategies (e.g., context clues) 3. Identify main ideas 4. Match figurative language to illustrations (e.g., “as big as a house”)
Writing	With visual, graphic or interactive support students can 1. Copy written language 2. Use first language (L1, when L1 is a medium of instruction) to help form words in English 3. Communicate through drawings 4. Label familiar objects or pictures	With appropriate visual, graphic or interactive support students can 1. Provide information using graphic organizers 2. Generate lists of words/phrases from banks or walls 3. Complete modeled sentence starters (e.g., “I like ____.”) 4. Describe people, places, or objects from illustrated examples and models	With visual, graphic or interactive support, as necessary, students can 1. Engage in prewriting strategies (e.g., use of graphic organizers) 2. Form simple sentences using word/phrase banks 3. Participate in interactive journal writing 4. Give content-based information using visuals or graphics	With visual, graphic or interactive support, if necessary, students can 1. Produce original sentences 2. Create messages for social purposes (e.g., get well cards) 3. Compose journal entries about personal experiences 4. Use classroom resources (e.g., picture dictionaries) to compose sentences	1. Create a related series of sentences in response to prompts 2. Produce content-related sentences 3. Compose stories 4. Explain processes or procedures using connected sentences

Standard One – Grades 3-5					
Essential Standard: English language learners communicate for Social and Instructional purposes within the school setting.					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	With visual, graphic or interactive support students can 1. Point to stated pictures, words, or phrases 2. Follow one-step oral directions (e.g., physically or through drawings) 3. Identify objects, figures, people from oral statements or questions (e.g., “Which one is a rock?”) 4. Match classroom oral language to daily routines	With appropriate visual, graphic or interactive support students can 1. Categorize content-based pictures or objects from oral descriptions 2. Arrange pictures or objects per oral information 3. Follow two-step oral directions 4. Draw in response to oral descriptions 5. Evaluate oral information (e.g., about lunch options)	With visual, graphic or interactive support, as necessary, students can 1. Follow multi-step oral directions 2. Identify illustrated main ideas from paragraph-level oral discourse 3. Match literal meanings of oral descriptions or oral reading to illustrations 4. Sequence pictures from oral stories, processes, or procedures	With visual, graphic or interactive support, if necessary, students can 1. Interpret oral information and apply to new situations 2. Identify illustrated main ideas and supporting details from oral discourse 3. Infer from and act on oral information 4. Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	1. Carry out oral instructions containing grade-level, content-based language 2. Construct models or use manipulatives to problem solve based on oral discourse 3. Distinguish between literal and figurative language in oral discourse 4. Form opinions of people, places, or ideas from oral scenarios
Speaking	With visual, graphic or interactive support students can 1. Express basic needs or conditions 2. Name pre-taught objects, people, diagrams, or pictures 3. Recite words or phrases from pictures of everyday objects and oral modeling 4. Answer yes/no and choice questions	With appropriate visual, graphic or interactive support students can 1. Ask simple, everyday questions (e.g., “Who is absent?”) 2. Restate content-based facts 3. Describe pictures, events, objects, or people using phrases or short sentences 4. Share basic social information with peers	With visual, graphic or interactive support, as necessary, students can 1. Answer simple content based questions 2. Retell short stories or events 3. Make predictions or hypotheses from discourse 4. Offer solutions to social conflict 5. Present content-based information 6. Engage in problem-solving	With visual, graphic or interactive support, if necessary, students can 1. Answer opinion questions with supporting details 2. Discuss stories, issues, and concepts 3. Give content-based oral reports 4. Offer creative solutions to issues/problems 5. Compare/contrast content-based functions and relationships	1. Justify/defend opinions or explanations with evidence 2. Give content-based presentations using technical vocabulary 3. Sequence steps in grade level problem-solving 4. Explain in detail results of inquiry (e.g., scientific experiments)
Reading	With visual, graphic or interactive support students can 1. Match icons or diagrams with words/concepts 2. Identify cognates from first language, as applicable 3. Make sound/symbol/word relations 4. Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)	With appropriate visual, graphic or interactive support students can 1. Identify facts and explicit messages from illustrated text 2. Find changes to root words in context 3. Identify elements of story grammar (e.g., characters, setting) 4. Follow visually supported written directions (e.g., “Draw a star in the sky.”)	With visual, graphic or interactive support, as necessary, students can 1. Interpret information or data from charts and graphs 2. Identify main ideas and some details 3. Sequence events in stories or content-based processes 4. Use context clues and illustrations to determine meaning of words/phrases	With visual, graphic or interactive support, if necessary, students can 1. Classify features of various genres of text (e.g., “and they lived happily ever after”— fairy tales) 2. Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) 3. Find details that support main ideas 4. Differentiate between fact and opinion in narrative and expository text	1. Summarize information from multiple related sources 2. Answer analytical questions about grade-level text 3. Identify, explain, and give examples of figures of speech 4. Draw conclusions from explicit and implicit text at or near grade level

Writing	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	1. Produce extended responses of original text approaching grade level 2. Apply content-based information to new contexts 3. Connect or integrate personal experiences with literature/content 4. Create grade-level stories or reports
	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	

Standard One – Grades 6-8					
Essential Standard: English language learners communicate for Social and Instructional purposes within the school setting.					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	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 (e.g., “Use a sharpened pencil.”)	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 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)	With visual, graphic or interactive support, if necessary, students can 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	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	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. Communicate in social situations 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 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)	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 content-based concepts 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 social and academic contexts 4. Negotiate meaning in group discussions 5. Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)
Reading	With visual, graphic or interactive support students can 1. Associate letters with sounds and objects 2. Match content-related objects/pictures to words 3. Identify common symbols, signs, and words 4. Recognize concepts of print 5. Find single word responses to WH-questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text 6. Use picture dictionaries/illustrated glossaries	With appropriate visual, graphic or interactive support students can 1. Sequence illustrated text of fictional and non-fictional events 2. Locate main ideas in a series of simple sentences 3. Find information from text structure (e.g., titles, graphs, glossary) 4. Follow text read aloud (e.g., tapes, teacher, paired-readings) 5. Sort/group pre-taught words/phrases 6. Use pre-taught vocabulary (e.g., word banks) to complete simple sentences 7. Use L1 to support L2 (e.g., cognates) 8. Use bilingual dictionaries and glossaries	With visual, graphic or interactive support, as necessary, students can 1. Identify topic sentences, main ideas, and details in paragraphs 2. Identify multiple meanings of words in context (e.g., “cell,” “table”) 3. Use context clues 4. Make predictions based on illustrated text 5. Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”) 6. Differentiate between fact and opinion 7. Answer questions about explicit information in texts 8. Use English dictionaries and glossaries	With visual, graphic or interactive support, if necessary, students can 1. Order paragraphs 2. Identify summaries of passages 3. Identify figurative language (e.g., “dark as night”) 4. Interpret adapted classics or modified text 5. Match cause to effect 6. Identify specific language of different genres and informational texts 7. Use an array of strategies (e.g., skim and scan for information)	1. Differentiate and apply multiple meanings of words/phrases 2. Apply strategies to new situations 3. Infer meaning from modified grade-level text 4. Critique material and support argument 5. Sort grade-level text by genre

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

Standard One – Grades 9-12					
Essential Standard: English language learners communicate for Social and Instructional purposes within the school setting					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	With visual, graphic or interactive support students can 1. Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally 2. Match everyday oral information to pictures, diagrams, or photographs 3. Group visuals by common traits named orally (e.g., “These are polygons.”) 4. Identify resources, places, products, figures from oral statements, and visuals	With appropriate visual, graphic or interactive support students can 1. Match or classify oral descriptions to real-life experiences or visually represented, content-related examples 2. Sort oral language statements according to time frames 3. Sequence visuals according to oral directions	With visual, graphic or interactive support, as necessary, students can 1. Evaluate information in social and academic conversations 2. Distinguish main ideas from supporting points in oral, content-related discourse 3. Use learning strategies described orally 4. Categorize content-based examples described orally	With visual, graphic or interactive support, if necessary, students can 1. Distinguish between multiple meanings of oral words or phrases in social and academic contexts 2. Analyze content-related tasks or assignments based on oral discourse 3. Categorize examples of genres read aloud 4. Compare traits based on visuals and oral descriptions using specific and some technical language	1. Interpret cause and effect scenarios from oral discourse 2. Make inferences from oral discourse containing satire, sarcasm, or humor 3. Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) 4. Evaluate intent of speech and act accordingly

Speaking	With visual, graphic or interactive support students can 1. Answer yes/no or choice questions within context of lessons or personal experiences 2. Provide identifying information about self 3. Name everyday objects and pre-taught vocabulary 4. Repeat words, short phrases, memorized chunks of language	With appropriate visual, graphic or interactive support students can 1. Describe persons, places, events, or objects 2. Ask WH- questions to clarify meaning 3. Give features of content-based material (e.g., time periods) 4. Characterize issues, situations, regions shown in illustrations	With visual, graphic or interactive support, as necessary, students can 1. Suggest ways to resolve issues or pose solutions 2. Compare/contrast features, traits, characteristics using general and some specific language 3. Sequence processes, cycles, procedures, or events 4. Conduct interviews or gather information through oral interaction 5. Estimate, make predictions or pose hypotheses from models	With visual, graphic or interactive support, if necessary, students can 1. Take a stance and use evidence to defend it 2. Explain content-related issues and concepts 3. Compare and contrast points of view 4. Analyze and share pros and cons of choices 5. Use and respond to gossip, slang, and idiomatic expressions 6. Use speaking strategies (e.g., circumlocution)	1. Give multimedia oral presentations on grade-level material 2. Engage in debates on content-related issues using technical language 3. Explain metacognitive strategies for solving problems (e.g., “Tell me how you know it.”) 4. Negotiate meaning in pairs or group discussions
Reading	With visual, graphic or interactive support students can 1. Match visual representations to words/phrases 2. Read everyday signs, symbols, schedules, and school-related words/phrases 3. Respond to WH- questions related to illustrated text 4. Use references (e.g., picture dictionaries, bilingual glossaries, technology)	With appropriate visual, graphic or interactive support students can 1. Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) 2. Classify or organize information presented in visuals or graphs 3. Follow multi-step instructions supported by visuals or data 4. Match sentence-level descriptions to visual representations 5. Compare content-related features in visuals and graphics 6. Locate main ideas in a series of related sentences	With visual, graphic or interactive support, as necessary, students can 1. Apply multiple meanings of words/phrases to social and academic contexts 2. Identify topic sentences or main ideas and details in paragraphs 3. Answer questions about explicit information in texts 4. Differentiate between fact and opinion in text 5. Order paragraphs or sequence information within paragraphs	With visual, graphic or interactive support, if necessary, students can 1. Compare/contrast authors’ points of view, characters, information, or events 2. Interpret visually- or graphically-supported information 3. Infer meaning from text 4. Match cause to effect 5. Evaluate usefulness of data or information supported visually or graphically	1. Interpret grade-level literature 2. Synthesize grade-level expository text 3. Draw conclusions from different sources of informational text 4. Infer significance of data or information in grade-level material 5. Identify evidence of bias and credibility of source

Writing	With visual, graphic or interactive support students can 1. Label content-related diagrams, pictures from word/phrase banks 2. Provide personal information on forms read orally 3. Produce short answer responses to oral questions with visual support 4. Supply missing words in short sentences	With appropriate visual, graphic or interactive support students can 1. Make content-related lists of words, phrases, or expressions 2. Take notes using graphic organizers or models 3. Formulate yes/no, choice and WH- questions from models 4. Correspond for social purposes (e.g., memos, e-mails, notes)	With visual, graphic or interactive support, as necessary, students can 1. Complete reports from templates 2. Compose short narrative and expository pieces 3. Outline ideas and details using graphic organizers 4. Compare and reflect on performance against criteria (e.g., rubrics)	With visual, graphic or interactive support, if necessary, students can 1. Summarize content-related notes from lectures or text 2. Revise work based on narrative or oral feedback 3. Compose narrative and expository text for a variety of purposes 4. Justify or defend ideas and opinions 5. Produce content-related reports	1. Produce research reports from multiple sources 2. Create original pieces that represent the use of a variety of genres and discourses 3. Critique, peer-edit and make recommendations on others' writing from rubrics 4. Explain, with details, phenomena, processes, procedures
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Unpacking the Language of English Language Arts Essential Standard (What does this mean a child will know and be able to do?)

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

- Standard Two addresses the **explicit teaching** of the **academic language of language arts** in the **content and ESL classrooms**.

Instruction should engage ELLs in the vocabulary, writing, reading, and oral language necessary to participate meaningfully in the English language arts classroom. Academic language instruction is characterized by the staging of authentic opportunities to learn and practice with the situation-specific patterns of communication that students need in order to be successful language arts.

Academic language is the language of the classroom. It includes the language of textbooks, assessment, teacher-student discourse, and student-student discourse. Asking for clarification, stating an opinion, and expressing agreement are examples of such discourse. Academic language differs from everyday English in structure and vocabulary.

Academic language uses complex grammar found in expository structures:

- Description [_____ is made up of _____ and looks like _____.]
- Sequence [First, _____. Next, _____. Finally, _____.]
- Compare-contrast [Both _____ and _____ are _____. _____ is a _____, but _____ is not.]
- Cause-effect [_____ leads to _____ because _____.]
- Problem solution [One answer to _____ is _____.]
- Evaluate [Sample A is the best choice because _____]
- Analysis [A _____ is composed of _____ parts.]

Academic language also uses:

- Transition words (next, then, first, also)
- Supporting information
- Elaboration (I predict...., I predict _____ because, My prediction was confirmed/refuted because, I know from my own experience(s) _____ so I can predict/infer.

Vocabulary in academic language includes discipline-specific words and words that support or explain technical concepts such as criteria, required, and significant. It also includes

- Polysemous words [words with more than one meaning (example: table, face)]
- Synonyms and antonyms
- Prepositions [by, between, among]
- Word forms [like, likeable, likely, likelihood, liken, likeness, likewise]

- Prefixes and suffixes
- Cognates [words that are similar in spelling and pronunciation to words in another language such as fortunate/afortunado (Spanish), traditional – tradicional (Spanish)]
- Idioms [raining cats and dogs, cover all the bases]
- Pronunciation and spelling that change word forms [verb – organize and noun – organization]

The language of English language arts includes narrative and expository structures. Readings may reflect cultural values, shared knowledge, and discourse organization that differs from the English learner’s native culture. It may be necessary to help students build background knowledge of unfamiliar contexts.

Components and Strands

There are three components and four strands interwoven throughout the English as a Second Language (ESL) Essential Standards. The extent to which each component is exhibited within the communication of an English learner reflects the level of that student’s English language proficiency, as evidenced in the Performance Definitions. Linguistic complexity, vocabulary usage, and language control increase incrementally as students progress from one ELP level into the next. The four strands designate the four domains of language at each proficiency level.

Components of Language Development

- Linguistic Complexity – extent of elaboration of written or spoken communication (discourse), the types and variety of grammatical structures, the organization and cohesion of ideas and the use of text structures for specific genres (*example: “a shiny new convertible with music blaring raced down the lane” is more complex than “a car”*)
- Vocabulary Usage - ability to adjust word selection from general terms to more context specific language, and finally to specialized content-specific technical language (*example: person- character – protagonist*)
- Language Control - comprehensibility of a communication based on the number and type of errors in grammar, spelling, fluency, pronunciation, or word choice (*example: I am happy v. I be happy*)

Strands by Language Domain

Listening – comprehension of spoken language, including

- sounds, stress, and intonation,
- directions,
- questions,
- discussions, and
- oral presentations and stories

Speaking – production of oral language, including

- sounds, stress, and intonation,
- directions and processes,
- questions,
- discussions, and
- oral presentations

Reading – comprehension of written language, including

- phonemic awareness,
- phonics and decoding,
- vocabulary development,
- fluency,
- reading comprehension, and
- comprehending text structure

Writing – production of written language, including

- focus,
- organization,
- support and elaboration,
- style, and
- conventions (spelling, punctuation, capitalization, grammar, paragraphing)

Although a student's expressive (speaking and writing) and receptive (listening and reading) language may be limited by his/her current ELP level, the teacher should instruct beyond a student's independent ELP level; that is, teach to a student's potential, not to his/her current level of language proficiency in a particular domain. Students must be exposed to the richness and complexity of the English language in order to acquire academic language skills. Appropriate supports and scaffolding allow the rigorous engagement necessary to move students beyond their independent levels, through the ELP continuum, toward the goal of attaining English language proficiency. Language proficiency level does not restrict a student's ability to participate in appropriately scaffolded, higher-order thinking activities.

Standard Two – Kindergarten

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	With visual, graphic or interactive support students can 1. Match oral language to classroom and everyday objects 2. Point to stated pictures in context 3. Respond non-verbally to oral directions (e.g., through physical movement) 4. Find familiar people and places named orally	With appropriate visual, graphic or interactive support students can 1. Sort pictures/objects given oral instructions 2. Match pictures/objects to oral description 3. Follow oral one-step directions (stand-up, sit down) 4. Identify simple patterns described orally 5. Respond orally to gestures, songs, or stories modeled by teacher	With visual, graphic or interactive support, as necessary, students can 1. Follow two-step oral directions 2. Draw pictures in response to oral directions 3. Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) 4. Act out songs or stories using body movements	With visual, graphic or interactive support, if necessary, students can 1. Find pictures that match oral descriptions 2. Follow oral directions and compare with visual models (e.g., Draw a circle under the line.) 3. Distinguish between what happens first or next in oral activities or reading 4. Role play in response to stories read aloud	1. Order pictures of events according to sequential language 2. Arrange pictures or objects according to descriptive oral discourse 3. Identify pictures/realia associated with grade level academic concepts from oral descriptions 4. Make pictures from real objects based on detailed oral descriptions
Speaking	With visual, graphic or interactive support students can 1. Identify people or objects in illustrated short stories 2. Repeat words, simple phrases 3. Answer yes/no questions about personal information 4. Name classroom and everyday objects	With appropriate visual, graphic or interactive support students can 1. Restate some facts from illustrated short stories 2. Describe pictures, classroom objects or familiar people using simple phrases 3. Answer questions with one or two words (e.g., “Where is Sonia?”) 4. Complete phrases in rhymes, songs, and chants	With visual, graphic or interactive support, as necessary, students can 1. Retell short narrative stories through pictures 2. Repeat sentences from rhymes and patterned stories 3. Make predictions (e.g. “What will happen next?”) 4. Answer explicit questions from stories read aloud (e.g., who, what, or where)	With visual, graphic or interactive support, if necessary, students can 1. Retell narrative stories through pictures with emerging detail 2. Sing repetitive songs and chants independently 3. Compare attributes of real objects (e.g., size, shape, color) 4. Indicate spatial relations of real-life objects using phrases or short sentences	1. Tell original stories with emerging detail 2. Explain situations (e.g., involving feelings) 3. Offer personal opinions 4. Express likes, dislikes, or preferences with reasons
Reading	With visual, graphic or interactive support students can 1. Match icons and symbols to corresponding pictures 2. Identify name in print 3. Find matching words or pictures 4. Find labeled real-life classroom objects	With appropriate visual, graphic or interactive support students can 1. Match examples of the same form of print 2. Distinguish between same and different forms of print (e.g., single letters and symbols) 3. Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) 4. Match labeled pictures to those in illustrated scenes	With visual, graphic or interactive support, as necessary, students can 1. Use pictures to identify words 2. Classify visuals according to labels or icons (e.g., animals v. plants) 3. Demonstrate concepts of print (e.g., title, author, illustrator) 4. Sort labeled pictures by attribute (e.g., number, initial sound)	With visual, graphic or interactive support, if necessary, students can 1. Identify some high frequency words in context 2. Order a series of labeled pictures described orally to tell stories 3. Match pictures to phrases/ short sentences 4. Classify labeled pictures by two attributes (e.g., size and color)	1. Find school-related vocabulary items 2. Differentiate between letters, words, and sentences 3. String words together to make short sentences 4. Indicate features of words, phrases, or sentences that are the same and different

Writing	With visual, graphic or interactive support students can 1. Draw pictures and scribble 2. Circle or underline pictures, symbols, and numbers 3. Trace figures and letters 4. Make symbols, figures or letters from models and realia (e.g., straws, clay)	With appropriate visual, graphic or interactive support students can 1. Connect oral language to print (e.g., language experience) 2. Reproduce letters, symbols, and numbers from models in context 3. Copy icons of familiar environmental print 4. Draw objects from models and label with letters	With visual, graphic or interactive support, as necessary, students can 1. Communicate using letters, symbols, and numbers in context 2. Make illustrated “notes” and cards with distinct letter combinations 3. Make connections between speech and writing 4. Reproduce familiar words from labeled models	With visual, graphic or interactive support, if necessary, students can 1. Produce symbols and strings of letters associated with pictures 2. Draw pictures and use words to tell a story 3. Label familiar people and objects from models 4. Produce familiar words/phrases from environmental print and illustrated text	1. Create content-based representations through pictures and words 2. Make “story books” with drawings and words 3. Produce words/phrases independently 4. Relate everyday experiences using phrases/short sentences
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Standard Two – Grades 1-2					
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	With visual, graphic or interactive support students can 1. Follow modeled, one-step oral directions (e.g., “Find a pencil.”) 2. Identify pictures of everyday objects as stated orally (e.g., in books) 3. Point to real-life objects reflective of content related vocabulary or oral statements 4. Mimic gestures or movement associated with statements (e.g., “This is my left hand.”)	With appropriate visual, graphic or interactive support students can 1. Match oral reading of stories to illustrations 2. Carry out two- to three step oral commands (e.g., “Take out your reading book. Now turn to page 25.”) 3. Sequence a series of oral statements using real objects or pictures 4. Locate objects described orally	With visual, graphic or interactive support, as necessary, students can 1. Follow modeled multi-step oral directions 2. Sequence pictures of stories read aloud (e.g., beginning, middle, and end) 3. Match people with jobs or objects with functions based on oral descriptions 4. Classify objects according to descriptive oral statements	With visual, graphic or interactive support, if necessary, students can 1. Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information 2. Find details in illustrated, narrative, or expository text read aloud 3. Identify illustrated activities from oral descriptions 4. Locate objects, figures, places based on visuals and detailed oral descriptions	1. Use context clues to gain meaning from grade-level text read orally 2. Apply ideas from oral discussions to new situations 3. Interpret information from oral reading of narrative or expository text 4. Identify ideas/concepts expressed with grade-level content-specific language
Speaking	With visual, graphic or interactive support students can 1. Repeat simple words, phrases, and memorized chunks of language 2. Respond to visually supported (e.g., calendar) questions of academic content with one word or phrase 3. Identify and name everyday objects 4. Participate in whole group chants and songs	With appropriate visual, graphic or interactive support students can 1. Use first language to fill in gaps in oral English (code switch) 2. Repeat facts or statements 3. Describe what people do from action pictures (e.g., jobs of community workers) 4. Compare real-life objects (e.g., “smaller,” “biggest”)	With visual, graphic or interactive support, as necessary, students can 1. Ask questions of a social nature 2. Express feelings (e.g., “I’m happy because...”) 3. Retell simple stories from picture cues 4. Sort and explain grouping of objects (e.g., sink v. float) 5. Make predictions or hypotheses 6. Distinguish features of content-based phenomena (e.g., prose, poetry)	With visual, graphic or interactive support, if necessary, students can 1. Ask questions for social and academic purposes 2. Participate in class discussions on familiar social and academic topics 3. Retell stories with details 4. Sequence stories with transitions	1. Use academic vocabulary in class discussions 2. Express and support ideas with examples 3. Give oral presentations on content-based topics approaching grade level 4. Initiate conversation with peers and teachers
Reading	With visual, graphic or interactive support students can 1. Identify symbols, icons, and environmental print 2. Connect print to visuals 3. Match real-life familiar objects to labels 4. Follow directions using diagrams or pictures	With appropriate visual, graphic or interactive support students can 1. Search for pictures associated with word patterns 2. Identify and interpret pretaught labeled diagrams 3. Match voice to print by pointing to icons, letters, or illustrated words 4. Sort words into word families	With visual, graphic or interactive support, as necessary, students can 1. Make text-to-self connections with prompting 2. Select titles to match a series of pictures 3. Sort illustrated content words into categories 4. Match phrases and sentences to pictures	With visual, graphic or interactive support, if necessary, students can 1. Put words in order to form sentences 2. Identify basic elements of fictional stories (e.g., title, setting, characters) 3. Follow sentence-level directions 4. Distinguish between general and specific language (e.g., flower v. rose) in context	1. Begin using features of non-fiction text to aid comprehension 2. Use learning strategies (e.g., context clues) 3. Identify main ideas 4. Match figurative language to illustrations (e.g., “as big as a house”)

Writing	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	1. Create a related series of sentences in response to prompts
	1. Copy written language	1. Provide information using graphic organizers	1. Engage in prewriting strategies (e.g., use of graphic organizers)	1. Produce original sentences	2. Produce content-related sentences
	2. Use first language (L1, when L1 is a medium of instruction) to help form words in English	2. Generate lists of words/phrases from banks or walls	2. Form simple sentences using word/phrase banks	2. Create messages for social purposes (e.g., get well cards)	3. Compose stories
	3. Communicate through drawings	3. Complete modeled sentence starters (e.g., “I like ____.”)	3. Participate in interactive journal writing	3. Compose journal entries about personal experiences	4. Explain processes or procedures using connected sentences
	4. Label familiar objects or pictures	4. Describe people, places, or objects from illustrated examples and models	4. Give content-based information using visuals or graphics	4. Use classroom resources (e.g., picture dictionaries) to compose sentences	

Standard Two – Grades 3-5					
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	With visual, graphic or interactive support students can 1. Point to stated pictures, words, or phrases 2. Follow one-step oral directions (e.g., physically or through drawings) 3. Identify objects, figures, people from oral statements or questions (e.g., “Which one is the main character?”) 4. Match classroom oral language to daily routines	With appropriate visual, graphic or interactive support students can 1. Categorize content-based pictures or objects from oral descriptions 2. Arrange pictures or objects per oral information 3. Follow two-step oral directions 4. Draw in response to oral descriptions 5. Evaluate oral information (e.g., about book/reading options)	With visual, graphic or interactive support, as necessary, students can 1. Follow multi-step oral directions 2. Identify illustrated main ideas from paragraph-level oral discourse 3. Match literal meanings of oral descriptions or oral reading to illustrations 4. Sequence pictures from oral stories, processes, or procedures	With visual, graphic or interactive support, if necessary, students can 1. Interpret oral information and apply to new situations 2. Identify illustrated main ideas and supporting details from oral discourse 3. Infer from and act on oral information 4. Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	1. Carry out oral instructions containing grade-level, content-based language 2. Construct models or use manipulatives to problem solve based on oral discourse 3. Distinguish between literal and figurative language in oral discourse 4. Form opinions of people, places, or ideas from oral scenarios

Speaking	With visual, graphic or interactive support students can 1. Express basic needs or conditions 2. Name pre-taught objects, people, diagrams, or pictures 3. Recite words or phrases from pictures of everyday objects and oral modeling 4. Answer yes/no and choice questions	With appropriate visual, graphic or interactive support students can 1. Ask simple, everyday questions (e.g., “Who is the author?”) 2. Restate content-based facts 3. Describe pictures, events, objects, or people using phrases or short sentences 4. Share basic social information with peers	With visual, graphic or interactive support, as necessary, students can 1. Answer simple content based questions 2. Retell short stories or events 3. Make predictions or hypotheses from discourse 4. Offer solutions to social conflict 5. Present content-based information 6. Engage in problem-solving	With visual, graphic or interactive support, if necessary, students can 1. Answer opinion questions with supporting details 2. Discuss stories, issues, and concepts 3. Give content-based oral reports 4. Offer creative solutions to issues/problems 5. Compare/contrast content-based functions and relationships	1. Justify/defend opinions or explanations with evidence 2. Give content-based presentations using technical vocabulary 3. Sequence steps in grade level problem-solving 4. Explain in detail results of inquiry (e.g., quantitative information in text)
Reading	With visual, graphic or interactive support students can 1. Match icons or diagrams with words/concepts 2. Identify cognates from first language, as applicable 3. Make sound/symbol/word relations 4. Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)	With appropriate visual, graphic or interactive support students can 1. Identify facts and explicit messages from illustrated text 2. Find changes to root words in context 3. Identify elements of story grammar (e.g., characters, setting) 4. Follow visually supported written directions (e.g., “Draw a star in the sky.”)	With visual, graphic or interactive support, as necessary, students can 1. Interpret information or data from charts and graphs 2. Identify main ideas and some details 3. Sequence events in stories or content-based processes 4. Use context clues and illustrations to determine meaning of words/phrases	With visual, graphic or interactive support, if necessary, students can 1. Classify features of various genres of text (e.g., “and they lived happily ever after”— fairy tales) 2. Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) 3. Find details that support main ideas 4. Differentiate between fact and opinion in narrative and expository text	1. Summarize information from multiple related sources 2. Answer analytical questions about grade-level text 3. Identify, explain, and give examples of figures of speech 4. Draw conclusions from explicit and implicit text at or near grade level
Writing	With visual, graphic or interactive support students can 1. Label objects, pictures, or diagrams from word/phrase banks 2. Communicate ideas by drawing 3. Copy words, phrases, and short sentences 4. Answer oral questions with single words	With appropriate visual, graphic or interactive support students can 1. Make lists from labels or with peers 2. Complete/produce sentences from word/phrase banks or walls 3. Fill in graphic organizers, charts, and tables 4. Make comparisons using real-life or visually supported materials	With visual, graphic or interactive support, as necessary, students can 1. Produce simple expository or narrative text 2. String related sentences together 3. Compare/contrast content based information 4. Describe events, people, processes, procedures	With visual, graphic or interactive support, if necessary, students can 1. Take notes using graphic organizers 2. Summarize content-based information 3. Author multiple forms of writing (e.g., expository, narrative, persuasive) from models 4. Explain strategies or use of information in solving problems	1. Produce extended responses of original text approaching grade level 2. Apply content-based information to new contexts 3. Connect or integrate personal experiences with literature/content 4. Create grade-level stories or reports

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	With visual, graphic or interactive support students can - Follow one-step oral commands/instructions - Match social language to visual/graphic displays - Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) - Match instructional language with visual representation (e.g., “Use a sharpened pencil.”)	With appropriate visual, graphic or interactive support students can - Follow multi-step oral commands/instructions - Classify/sort content-related visuals per oral descriptions - Sequence visuals per oral directions - Identify information on charts or tables based on oral statements	With visual, graphic or interactive support, as necessary, students can - Categorize content-based examples from oral directions - Match main ideas of familiar text read aloud to visuals - Use learning strategies described orally - Identify everyday examples of content-based concepts described orally - Associate oral language with different time frames (e.g., past, present, future)	With visual, graphic or interactive support, if necessary, students can - Identify main ideas and details of oral discourse - Complete content-related tasks or assignments based on oral discourse - Apply learning strategies to new situations - Role play, dramatize, or re-enact scenarios from oral reading	- Use oral information to accomplish grade-level tasks - Evaluate intent of speech and act accordingly - Make inferences from grade-level text read aloud - Discriminate among multiple genres read orally
Speaking	With visual, graphic or interactive support students can - Answer yes/no and choice questions - Begin to use general and high frequency vocabulary - Repeat words, short phrases, memorized chunks - 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 - Convey content through high frequency words/phrases - State big/main ideas of classroom conversation - Describe situations from modeled sentences - Describe routines and everyday events - Express everyday needs and wants - Communicate in social situations - Make requests	With visual, graphic or interactive support, as necessary, students can - Begin to express time through multiple tenses - Retell/rephrase ideas from speech - Give brief oral content-based presentations - State opinions - Connect ideas in discourse using transitions (e.g., “but,” “then”) - Use different registers inside and outside of class - State big/main ideas with some supporting details - Ask for clarification (e.g., self-monitor)	With visual, graphic or interactive support, if necessary, students can - Paraphrase and summarize ideas presented orally - Defend a point of view - Explain outcomes - Explain and compare content-based concepts - Connect ideas with supporting details/evidence - Substantiate opinions with reasons and evidence	- Defend a point of view and give reasons - Use and explain metaphors and similes - Communicate with fluency in social and academic contexts - Negotiate meaning in group discussions - Discuss and give examples of abstract, content-based ideas (e.g., figurative language, etymology)

Reading	With visual, graphic or interactive support students can 1. Associate letters with sounds and objects 2. Match content-related objects/pictures to words 3. Identify common symbols, signs, and words 4. Recognize concepts of print 5. Find single word responses to WH-questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text 6. Use picture dictionaries/illustrated glossaries	With appropriate visual, graphic or interactive support students can 1. Sequence illustrated text of fictional and non-fictional events 2. Locate main ideas in a series of simple sentences 3. Find information from text structure (e.g., titles, graphs, glossary) 4. Follow text read aloud (e.g., tapes, teacher, paired-readings) 5. Sort/group pre-taught words/phrases 6. Use pre-taught vocabulary (e.g., word banks) to complete simple sentences 7. Use L1 to support L2 (e.g., cognates) 8. Use bilingual dictionaries and glossaries	With visual, graphic or interactive support, as necessary, students can 1. Identify topic sentences, main ideas, and details in paragraphs 2. Identify multiple meanings of words in context (e.g., “cell,” “table”) 3. Use context clues 4. Make predictions based on illustrated text 5. Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”) 6. Differentiate between fact and opinion 7. Answer questions about explicit information in texts 8. Use English dictionaries and glossaries	With visual, graphic or interactive support, if necessary, students can 1. Order paragraphs 2. Identify summaries of passages 3. Identify figurative language (e.g., “dark as night”) 4. Interpret adapted classics or modified text 5. Match cause to effect 6. Identify specific language of different genres and informational texts 7. Use an array of strategies (e.g., skim and scan for information)	1. Differentiate and apply multiple meanings of words/phrases 2. Apply strategies to new situations 3. Infer meaning from modified grade-level text 4. Critique material and support argument 5. Sort grade-level text by genre
Writing	With visual, graphic or interactive support students can 1. Draw content-related pictures 2. Produce high frequency words 3. Label pictures and graphs 4. Create vocabulary/concept cards 5. Generate lists from pretaught words/phrases and word banks (e.g., create menu from list of food groups)	With appropriate visual, graphic or interactive support students can 1. Complete pattern sentences 2. Extend “sentence starters” with original ideas 3. Connect simple sentences 4. Complete graphic organizers/forms with personal information 5. Respond to yes/no, choice, and some WH- questions	With visual, graphic or interactive support, as necessary, students can 1. Produce short paragraphs with main ideas and some details (e.g., column notes) 2. Create compound sentences (e.g., with conjunctions) 3. Explain steps in problem-solving 4. Compare/contrast information, events, characters 5. Give opinions, preferences, and reactions along with reasons	With visual, graphic or interactive support, if necessary, students can 1. Create multiple-paragraph essays 2. Justify ideas 3. Produce content-related reports 4. Use details/examples to support ideas 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)	1. Create expository text to explain graphs/charts 2. Produce research reports using multiple sources/citations 3. Begin using analogies 4. Critique literary essays or articles

Standard Two – Grades 9-12					
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	With visual, graphic or interactive support students can 1. Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally 2. Match everyday oral information to pictures, diagrams, or photographs 3. Group visuals by common traits named orally (e.g., “These are text features.”) 4. Identify resources, places, products, figures from oral statements, and visuals	With appropriate visual, graphic or interactive support students can 1. Match or classify oral descriptions to real-life experiences or visually represented, content-related examples 2. Sort oral language statements according to time frames 3. Sequence visuals according to oral directions	With visual, graphic or interactive support, as necessary, students can 1. Evaluate information in social and academic conversations 2. Distinguish main ideas from supporting points in oral, content-related discourse 3. Use learning strategies described orally 4. Categorize content-based examples described orally	With visual, graphic or interactive support, if necessary, students can 1. Distinguish between multiple meanings of oral words or phrases in social and academic contexts 2. Analyze content-related tasks or assignments based on oral discourse 3. Categorize examples of genres read aloud 4. Compare traits based on visuals and oral descriptions using specific and some technical language	1. Interpret cause and effect scenarios from oral discourse 2. Make inferences from oral discourse containing satire, sarcasm, or humor 3. Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) 4. Evaluate intent of speech and act accordingly
Speaking	With visual, graphic or interactive support students can 1. Answer yes/no or choice questions within context of lessons or personal experiences 2. Provide identifying information about self 3. Name everyday objects and pre-taught vocabulary 4. Repeat words, short phrases, memorized chunks of language	With appropriate visual, graphic or interactive support students can 1. Describe persons, places, events, or objects 2. Ask WH- questions to clarify meaning 3. Give features of content-based material (e.g., setting) 4. Characterize issues, situations, regions shown in illustrations	With visual, graphic or interactive support, as necessary, students can 1. Suggest ways to resolve issues or pose solutions 2. Compare/contrast features, traits, characteristics using general and some specific language 3. Sequence processes, cycles, procedures, or events 4. Conduct interviews or gather information through oral interaction 5. Estimate, make predictions or pose hypotheses from models	With visual, graphic or interactive support, if necessary, students can 1. Take a stance and use evidence to defend it 2. Explain content-related issues and concepts 3. Compare and contrast points of view 4. Analyze and share pros and cons of choices 5. Use and respond to gossip, slang, and idiomatic expressions 6. Use speaking strategies (e.g., circumlocution)	1. Give multimedia oral presentations on grade-level material 2. Engage in debates on content-related issues using technical language 3. Explain metacognitive strategies for solving problems (e.g., “Tell me how you know it.”) 4. Negotiate meaning in pairs or group discussions

Reading	With visual, graphic or interactive support students can 1. Match visual representations to words/phrases 2. Read everyday signs, symbols, schedules, and school-related words/phrases 3. Respond to WH- questions related to illustrated text 4. Use references (e.g., picture dictionaries, bilingual glossaries, technology)	With appropriate visual, graphic or interactive support students can 1. Match data or information with its source or genre (e.g., list of dates in an historical text) 2. Classify or organize information presented in visuals or graphs 3. Follow multi-step instructions supported by visuals or data 4. Match sentence-level descriptions to visual representations 5. Compare content-related features in visuals and graphics 6. Locate main ideas in a series of related sentences	With visual, graphic or interactive support, as necessary, students can 1. Apply multiple meanings of words/phrases to social and academic contexts 2. Identify topic sentences or main ideas and details in paragraphs 3. Answer questions about explicit information in texts 4. Differentiate between fact and opinion in text 5. Order paragraphs or sequence information within paragraphs	With visual, graphic or interactive support, if necessary, students can 1. Compare/contrast authors' points of view, characters, information, or events 2. Interpret visually- or graphically-supported information 3. Infer meaning from text 4. Match cause to effect 5. Evaluate usefulness of data or information supported visually or graphically	1. Interpret grade-level literature 2. Synthesize grade-level expository text 3. Draw conclusions from different sources of informational text 4. Infer significance of data or information in grade-level material 5. Identify evidence of bias and credibility of source
Writing	With visual, graphic or interactive support students can 1. Label content-related diagrams, pictures from word/phrase banks 2. Provide personal information on forms read orally 3. Produce short answer responses to oral questions with visual support 4. Supply missing words in short sentences	With appropriate visual, graphic or interactive support students can 1. Make content-related lists of words, phrases, or expressions 2. Take notes using graphic organizers or models 3. Formulate yes/no, choice and WH- questions from models 4. Correspond for social purposes (e.g., memos, e-mails, notes)	With visual, graphic or interactive support, as necessary, students can 1. Complete reports from templates 2. Compose short narrative and expository pieces 3. Outline ideas and details using graphic organizers 4. Compare and reflect on performance against criteria (e.g., rubrics)	With visual, graphic or interactive support, if necessary, students can 1. Summarize content-related notes from lectures or text 2. Revise work based on narrative or oral feedback 3. Compose narrative and expository text for a variety of purposes 4. Justify or defend ideas and opinions 5. Produce content-related reports	1. Produce research reports from multiple sources 2. Create original pieces that represent the use of a variety of genres and discourses 3. Critique, peer-edit and make recommendations on others' writing from rubrics 4. Explain, with details, phenomena, processes, procedures

Unpacking the Language of Mathematics Essential Standard (What does this mean a child will know and be able to do?)

Essential Standard #3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics

- Standard Three addresses the **explicit teaching** of the **academic language of mathematics** in the **content and ESL classrooms**.

Instruction should engage ELLs in the vocabulary, writing, reading, and oral language necessary to participate meaningfully in the mathematics classroom. Academic language instruction is characterized by the staging of authentic opportunities to learn and practice with the situation-specific patterns of communication that students need in order to be successful in mathematics.

Academic language is the language of the classroom. It includes the language of textbooks, assessment, teacher-student discourse, and student-student discourse. Asking for clarification, stating an opinion, and expressing agreement are examples of such discourse. Academic language differs from everyday English in structure and vocabulary.

Academic language uses complex grammar found in expository structures:

- Description [_____ is made up of _____ and looks like _____.]
- Sequence [First, _____. Next, _____. Finally, _____.]
- Compare-contrast [Both _____ and _____ are _____. _____ is a _____, but _____ is not.]
- Cause-effect [_____ leads to _____ because _____.]
- Problem solution [One answer to _____ is _____.]
- Evaluate [Sample A is the best choice because _____.]
- Analysis [A _____ is composed of _____ parts.]

Academic language also uses:

- Transition words (next, then, first, also)
- Supporting information
- Elaboration (I predict..., I predict _____ because ..., My prediction was confirmed/refuted because ..., I know from my own experience(s) _____ so I can predict/infer.)

Vocabulary in academic language includes discipline-specific words and those words that support or explain technical concepts such as refer, required, significant. It also includes,

- Polysemous words [words with more than one meaning (example: table, face)]
- Synonyms and antonyms
- Prepositions [*divided* by, *divided* into, between, among]
- Word forms [like, likeable, likely, likelihood, liken, likeness, likewise]
- Prefixes/suffixes

- Cognates [words that are similar in spelling and pronunciation to words in another language such as angle/el ángulo (Spanish), negative/ negativo (Spanish)]
- Idioms [stumbling block, cover all the bases]
- Pronunciation and spelling that change word forms [verb – organize and noun – organization]

The language of mathematics uses complex structures not typically found in everyday activities:

- comparatives [7 is 3 greater than 4; x is three times as dense as y]
- prepositions [divided into, divided by, multiplied by, x exceeds 3 by 5]
- passive voice [when 3 is added to a number, the result is 8]
- reversals [the number b is 6 less than c]

In addition, the language of math lacks redundancy. There are no repetitions to allow students to confirm meaning. There is also a lack of one-to-one correspondence between symbols and words. For example, “*The number a is 7 less than the number b* is not $a = 7 - b$ ”.

When reading equations and word problems, students must be able to comprehend dense vocabulary and symbols. Frequently two or more concepts are used to form a new concept such as “least common denominator”. Also, several words can signal the same mathematical operation [add, sum, total, and, plus, and combine].

Students must be taught to read math texts, databases, spreadsheets, and graphical information, including

- maps
- tables and charts
- diagrams
- graphs (line, column, pie, bar) and
- timelines

Cultural differences also pose difficulties for LEP students learning mathematics. Measurement may be challenging, as prior knowledge may be based upon the metric system, not the English system of measurement. Likewise, fractions may be unfamiliar, as previous instruction most likely focused on decimals. The use of periods and commas in numeric expressions may be another source of confusion. Some languages use periods, whereas English uses commas in writing multiples of 1000 (7.532 v. 7,532) and a comma instead of a period in decimals (6,5 v. 6.5).

Components and Strands

There are three components and four strands interwoven throughout the English as a Second Language (ESL) Essential Standards. The extent to which each component is exhibited within the communication of an English learner reflects the level of that student’s English language proficiency, as evidenced in the Performance Definitions. Linguistic complexity, vocabulary usage, and language control increase incrementally as students progress from one ELP level into the next. The four strands designate the four domains of language at each proficiency level.

Components of Language Development

- Linguistic Complexity – extent of elaboration of written or spoken communication (discourse), the types and variety of grammatical structures, the organization and cohesion of ideas and the use of text structures for specific genres (*example: " frequently repeated patterns " is more complex than " a pattern and a pattern again "*)
- Vocabulary Usage - ability to adjust word selection from general terms to more context specific language, and finally to specialized content-specific technical language (*example: box – rectangle – quadrilateral*)
- Language Control - comprehensibility of a communication based on the number and type of errors in grammar, spelling, fluency, pronunciation, or word choice (*example: 5 circles v. 5 circle*)

Strands by Language Domain

Listening – comprehension of spoken language, including

- sounds, stress, and intonation,
- directions,
- questions,
- discussions, and
- oral presentations and stories

Speaking – production of oral language, including

- sounds, stress, and intonation,
- directions and processes,
- questions,
- discussions, and
- oral presentations

Reading – comprehension of written language, including

- phonemic awareness,
- phonics and decoding,
- vocabulary development,
- fluency,
- reading comprehension, and
- comprehending text structure

Writing – production of written language, including

- focus,
- organization,
- support and elaboration,
- style, and
- conventions (spelling, punctuation, capitalization, grammar, paragraphing)

Although a student's expressive (speaking and writing) and receptive (listening and reading) language may be limited by his/her current ELP level, the teacher should instruct beyond a student's independent ELP level; that is, teach to a student's potential, not to his/her current level of language proficiency in a particular domain. Students must be exposed to the richness and complexity of the English language in order to acquire academic language skills. Appropriate supports and scaffolding allow the rigorous engagement necessary to move students beyond their independent levels, through the ELP continuum, toward the goal of attaining English language proficiency. Language proficiency level does not restrict a student's ability to participate in appropriately scaffolded, higher-order thinking activities.

Standard Three – Kindergarten					
Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	With visual, graphic or interactive support students can 1. Match oral language to classroom and everyday objects 2. Point to stated pictures in context 3. Respond non-verbally to oral directions (e.g., through physical movement) 4. Find familiar people and places named orally	With appropriate visual, graphic or interactive support students can 1. Sort pictures/objects given oral instructions 2. Match pictures/objects to oral description 3. Follow oral one-step directions (stand-up, sit down) 4. Identify simple patterns described orally 5. Respond orally to gestures, songs, or stories modeled by teacher	With visual, graphic or interactive support, as necessary, students can 1. Follow two-step oral directions 2. Draw pictures in response to oral directions 3. Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) 4. Act out songs or stories using body movements	With visual, graphic or interactive support, if necessary, students can 1. Find pictures that match oral descriptions 2. Follow oral directions and compare with visual models (e.g., Draw a circle under the line.) 3. Distinguish between what happens first or next in oral activities or reading 4. Role play in response to stories read aloud	1. Order pictures of events according to sequential language 2. Arrange pictures or objects according to descriptive oral discourse 3. Identify pictures/realia associated with grade level academic concepts from oral descriptions 4. Make pictures from real objects based on detailed oral descriptions
Speaking	With visual, graphic or interactive support students can 1. Identify people or objects in illustrated story problems 2. Repeat words, simple phrases 3. Answer yes/no questions about personal information 4. Name classroom and everyday objects	With appropriate visual, graphic or interactive support students can 1. Restate some facts from illustrated story problems 2. Describe pictures, classroom objects or familiar people using simple phrases 3. Answer questions with one or two words (e.g., “Where is the circle?”) 4. Complete phrases in rhymes, songs, and chants	With visual, graphic or interactive support, as necessary, students can 1. Retell short story problems through pictures 2. Repeat sentences from rhymes and patterned stories 3. Make predictions (e.g. “What will happen next?”) 4. Answer explicit questions from story problems read aloud (e.g., who, what, or where)	With visual, graphic or interactive support, if necessary, students can 1. Retell story problems through pictures with emerging detail 2. Sing repetitive songs and chants independently 3. Compare attributes of real objects (e.g., size, shape, color) 4. Indicate spatial relations of real-life objects using phrases or short sentences	1. Tell original story problems with emerging detail 2. Explain situations (e.g., involving feelings) 3. Offer personal opinions 4. Express likes, dislikes, or preferences with reasons
Reading	With visual, graphic or interactive support students can 1. Match icons and symbols to corresponding pictures 2. Identify name in print 3. Find matching words or pictures 4. Find labeled real-life classroom objects	With appropriate visual, graphic or interactive support students can 1. Match examples of the same form of print 2. Distinguish between same and different forms of print (e.g., single letters and symbols) 3. Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) 4. Match labeled pictures to those in illustrated scenes	With visual, graphic or interactive support, as necessary, students can 1. Use pictures to identify words 2. Classify visuals according to labels or icons (e.g., animals v. plants) 3. Demonstrate concepts of print (e.g., symbols, numbers) 4. Sort labeled pictures by attribute (e.g., number, size, initial sound)	With visual, graphic or interactive support, if necessary, students can 1. Identify some high frequency words in context 2. Order a series of labeled pictures described orally to tell a word problem 3. Match pictures to phrases/ short sentences 4. Classify labeled pictures by two attributes (e.g., size and color)	1. Find school-related vocabulary items 2. Differentiate between letters, words, and sentences 3. String words together to make short sentences 4. Indicate features of words, phrases, or sentences that are the same and different

Writing	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	1. Create content-based representations through pictures and words 2. Make “story books” with drawings and words 3. Produce words/phrases independently 4. Relate everyday experiences using phrases/short sentences
	1. Draw pictures and scribble	1. Connect oral language to print (e.g., language experience)	1. Communicate using letters, symbols, and numbers in context	1. Produce symbols and strings of letters associated with pictures	
	2. Circle or underline pictures, symbols, and numbers	2. Reproduce letters, symbols, and numbers from models in context	2. Make illustrated “notes” and cards with distinct letter combinations	2. Draw pictures and use words to tell a story	
	3. Trace figures and letters	3. Copy icons of familiar environmental print	3. Make connections between speech and writing	3. Label familiar people and objects from models	
	4. Make symbols, figures or letters from models and realia (e.g., straws, clay)	4. Draw objects from models and label with letters	4. Reproduce familiar words from labeled models	4. Produce familiar words/phrases from environmental print and illustrated text	

Standard Three – Grades 1-2					
Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	With visual, graphic or interactive support students can 1. Follow modeled, one-step oral directions (e.g., “Find a pencil.”) 2. Identify pictures of everyday objects as stated orally (e.g., in books) 3. Point to real-life objects reflective of content related vocabulary or oral statements 4. Mimic gestures or movement associated with statements (e.g., “This is my left hand.”)	With appropriate visual, graphic or interactive support students can 1. Match oral reading of stories to illustrations 2. Carry out two- to three step oral commands (e.g., “Take out your math book. Now turn to page 25.”) 3. Sequence a series of oral statements using real objects or pictures 4. Locate objects described orally	With visual, graphic or interactive support, as necessary, students can 1. Follow modeled multi-step oral directions 2. Sequence pictures of stories read aloud (e.g., beginning, middle, and end) 3. Match people with jobs or objects with functions based on oral descriptions 4. Classify objects according to descriptive oral statements	With visual, graphic or interactive support, if necessary, students can 1. Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information 2. Find details in illustrated, narrative, or expository text read aloud 3. Identify illustrated activities from oral descriptions 4. Locate objects, figures, places based on visuals and detailed oral descriptions	1. Use context clues to gain meaning from grade-level text read orally 2. Apply ideas from oral discussions to new situations 3. Interpret information from oral reading of narrative or expository text 4. Identify ideas/concepts expressed with grade-level content-specific language

Speaking	With visual, graphic or interactive support students can 1. Repeat simple words, phrases, and memorized chunks of language 2. Respond to visually supported (e.g., calendar) questions of academic content with one word or phrase 3. Identify and name everyday objects 4. Participate in whole group chants and songs	With appropriate visual, graphic or interactive support students can 1. Use first language to fill in gaps in oral English (code switch) 2. Repeat facts or statements 3. Describe what people do from action pictures (e.g., jobs of mathematicians) 4. Compare real-life objects (e.g., “smaller,” “biggest”)	With visual, graphic or interactive support, as necessary, students can 1. Ask questions of a social nature 2. Express feelings (e.g., “I’m happy because...”) 3. Retell simple word problems from picture cues 4. Sort and explain grouping of objects (e.g., hexagons v. quadrilaterals) 5. Make predictions or hypotheses 6. Distinguish features of content-based phenomena (e.g., pentagons, cubes)	With visual, graphic or interactive support, if necessary, students can 1. Ask questions for social and academic purposes 2. Participate in class discussions on familiar social and academic topics 3. Retell stories with details 4. Sequence stories with transitions	1. Use academic vocabulary in class discussions 2. Express and support ideas with examples 3. Give oral presentations on content-based topics approaching grade level 4. Initiate conversation with peers and teachers
Reading	With visual, graphic or interactive support students can 1. Identify symbols, icons, and environmental print 2. Connect print to visuals 3. Match real-life familiar objects to labels 4. Follow directions using diagrams or pictures	With appropriate visual, graphic or interactive support students can 1. Search for pictures associated with word patterns 2. Identify and interpret pretaught labeled diagrams 3. Match voice to print by pointing to icons, letters, or illustrated words 4. Sort words into word families	With visual, graphic or interactive support, as necessary, students can 1. Make text-to-self connections with prompting 2. Select titles to match a series of pictures 3. Sort illustrated content words into categories 4. Match phrases and sentences to pictures	With visual, graphic or interactive support, if necessary, students can 1. Put words in order to form sentences 2. Identify basic elements of word problems 3. Follow sentence-level directions 4. Distinguish between general and specific language (e.g., quadrilateral v. square) in context	1. Begin using features of non-fiction text to aid comprehension 2. Use learning strategies (e.g., context clues) 3. Identify main ideas 4. Match figurative language to illustrations (e.g., “as big as a house”)
Writing	With visual, graphic or interactive support students can 1. Copy written language 2. Use first language (L1, when L1 is a medium of instruction) to help form words in English 3. Communicate through drawings 4. Label familiar objects or pictures	With appropriate visual, graphic or interactive support students can 1. Provide information using graphic organizers 2. Generate lists of words/phrases from banks or walls 3. Complete modeled sentence starters (e.g., “The sum is _.”) 4. Describe people, places, or objects from illustrated examples and models	With visual, graphic or interactive support, as necessary, students can 1. Engage in prewriting strategies (e.g., use of graphic organizers) 2. Form simple sentences using word/phrase banks 3. Participate in interactive journal writing 4. Give content-based information using visuals or graphics	With visual, graphic or interactive support, if necessary, students can 1. Produce original sentences 2. Create messages for social purposes (e.g., invitation) 3. Compose journal entries about personal experiences 4. Use classroom resources (e.g., picture dictionaries) to compose sentences	1. Create a related series of sentences in response to prompts 2. Produce content-related sentences 3. Compose word problems 4. Explain processes or procedures using connected sentences

Standard Three – Grades 3-5

Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	With visual, graphic or interactive support students can 1. Point to stated pictures, words, or phrases 2. Follow one-step oral directions (e.g., physically or through drawings) 3. Identify objects, figures, people from oral statements or questions (e.g., “Which one is a rhombus?”) 4. Match classroom oral language to daily routines	With appropriate visual, graphic or interactive support students can 1. Categorize content-based pictures or objects from oral descriptions 2. Arrange pictures or objects per oral information 3. Follow two-step oral directions 4. Draw in response to oral descriptions 5. Evaluate oral information (e.g., about cost of lunch options)	With visual, graphic or interactive support, as necessary, students can 1. Follow multi-step oral directions 2. Identify illustrated main ideas from paragraph-level oral discourse 3. Match literal meanings of oral descriptions or oral reading to illustrations 4. Sequence pictures from oral word problems, processes, or procedures	With visual, graphic or interactive support, if necessary, students can 1. Interpret oral information and apply to new situations 2. Identify illustrated main ideas and supporting details from oral discourse 3. Infer from and act on oral information 4. Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	1. Carry out oral instructions containing grade-level, content-based language 2. Construct models or use manipulatives to problem solve based on oral discourse 3. Distinguish between literal and figurative language in oral discourse 4. Form opinions of people, places, or ideas from oral scenarios
Speaking	With visual, graphic or interactive support students can 1. Express basic needs or conditions 2. Name pre-taught objects, people, diagrams, or pictures 3. Recite words or phrases from pictures of everyday objects and oral modeling 4. Answer yes/no and choice questions	With appropriate visual, graphic or interactive support students can 1. Ask simple, everyday questions (e.g., “Who is absent?”) 2. Restate content-based facts 3. Describe pictures, events, objects, or people using phrases or short sentences 4. Share basic social information with peers	With visual, graphic or interactive support, as necessary, students can 1. Answer simple content based questions 2. Retell short stories or events 3. Make predictions or hypotheses from discourse 4. Offer solutions to social conflict 5. Present content-based information 6. Engage in problem-solving	With visual, graphic or interactive support, if necessary, students can 1. Answer opinion questions with supporting details 2. Discuss word problems, issues, and concepts 3. Give content-based oral reports 4. Offer creative solutions to issues/problems 5. Compare/contrast content-based functions and relationships	1. Justify/defend opinions or explanations with evidence 2. Give content-based presentations using technical vocabulary 3. Sequence steps in grade level problem-solving 4. Explain in detail results of inquiry (e.g., quantitative information in text)
Reading	With visual, graphic or interactive support students can 1. Match icons or diagrams with words/concepts 2. Identify cognates from first language, as applicable 3. Make sound/symbol/word relations 4. Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)	With appropriate visual, graphic or interactive support students can 1. Identify facts and explicit messages from illustrated text 2. Find changes to root words in context 3. Identify elements of word problems 4. Follow visually supported written directions (e.g., “Draw a rhombus on the table.”)	With visual, graphic or interactive support, as necessary, students can 1. Interpret information or data from charts and graphs 2. Identify main ideas and some details 3. Sequence events in stories or content-based processes 4. Use context clues and illustrations to determine meaning of words/phrases	With visual, graphic or interactive support, if necessary, students can 1. Classify features of various genres of text (e.g., identify graphical information in reading) 2. Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) 3. Find details that support main ideas 4. Differentiate between fact and opinion in narrative and expository text	1. Summarize information from multiple related sources 2. Answer analytical questions about grade-level text 3. Identify, explain, and give examples of figures of speech 4. Draw conclusions from explicit and implicit text at or near grade level

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

Standard Three – Grades 6-8					
Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	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 (e.g., “Use a sharpened pencil.”)	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 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)	With visual, graphic or interactive support, if necessary, students can 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	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	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. Communicate in social situations 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 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)	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 content-based concepts 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 social and academic contexts 4. Negotiate meaning in group discussions 5. Discuss and give examples of abstract, content-based ideas (e.g., symbol, variable)
Reading	With visual, graphic or interactive support students can 1. Associate letters with sounds and objects 2. Match content-related objects/pictures to words 3. Identify common symbols, signs, and words 4. Recognize concepts of print 5. Find single word responses to WH-questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text 6. Use picture dictionaries/illustrated glossaries	With appropriate visual, graphic or interactive support students can 1. Sequence illustrated text of fictional and non-fictional events 2. Locate main ideas in a series of simple sentences 3. Find information from text structure (e.g., titles, graphs, glossary) 4. Follow text read aloud (e.g., tapes, teacher, paired-readings) 5. Sort/group pre-taught words/phrases 6. Use pre-taught vocabulary (e.g., word banks) to complete simple sentences 7. Use L1 to support L2 (e.g., cognates) 8. Use bilingual dictionaries and glossaries	With visual, graphic or interactive support, as necessary, students can 1. Identify topic sentences, main ideas, and details in paragraphs 2. Identify multiple meanings of words in context (e.g., “cell,” “table”) 3. Use context clues 4. Make predictions based on illustrated text 5. Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”) 6. Differentiate between fact and opinion 7. Answer questions about explicit information in texts 8. Use English dictionaries and glossaries	With visual, graphic or interactive support, if necessary, students can 1. Order paragraphs 2. Identify summaries of passages 3. Identify figurative language (e.g., “tall tale, tall as a giraffe”) 4. Interpret adapted classics or modified text 5. Match cause to effect 6. Identify specific language of different genres and informational texts 7. Use an array of strategies (e.g., skim and scan for information)	1. Differentiate and apply multiple meanings of words/phrases 2. Apply strategies to new situations 3. Infer meaning from modified grade-level text 4. Critique material and support argument 5. Sort grade-level text by genre

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

Standard Three – Grades 9-12					
Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	With visual, graphic or interactive support students can 1. Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally 2. Match everyday oral information to pictures, diagrams, or photographs 3. Group visuals by common traits named orally (e.g., “These are polygons.”) 4. Identify resources, places, products, figures from oral statements, and visuals	With appropriate visual, graphic or interactive support students can 1. Match or classify oral descriptions to real-life experiences or visually represented, content-related examples 2. Sort oral language statements according to time frames 3. Sequence visuals according to oral directions	With visual, graphic or interactive support, as necessary, students can 1. Evaluate information in social and academic conversations 2. Distinguish main ideas from supporting points in oral, content-related discourse 3. Use learning strategies described orally 4. Categorize content-based examples described orally	With visual, graphic or interactive support, if necessary, students can 1. Distinguish between multiple meanings of oral words or phrases in social and academic contexts 2. Analyze content-related tasks or assignments based on oral discourse 3. Categorize examples of genres read aloud 4. Compare traits based on visuals and oral descriptions using specific and some technical language	1. Interpret cause and effect scenarios from oral discourse 2. Make inferences from oral discourse containing satire, sarcasm, or humor 3. Identify and react to subtle differences in speech and register (e.g., box, square, quadrilateral) 4. Evaluate intent of speech and act accordingly

Speaking	With visual, graphic or interactive support students can 1. Answer yes/no or choice questions within context of lessons or personal experiences 2. Provide identifying information about self 3. Name everyday objects and pre-taught vocabulary 4. Repeat words, short phrases, memorized chunks of language	With appropriate visual, graphic or interactive support students can 1. Describe persons, places, events, or objects 2. Ask WH- questions to clarify meaning 3. Give features of content-based material (e.g., time periods) 4. Characterize issues, situations, regions shown in illustrations	With visual, graphic or interactive support, as necessary, students can 1. Suggest ways to resolve issues or pose solutions 2. Compare/contrast features, traits, characteristics using general and some specific language 3. Sequence processes, cycles, procedures, or events 4. Conduct interviews or gather information through oral interaction 5. Estimate, make predictions or pose hypotheses from models	With visual, graphic or interactive support, if necessary, students can 1. Take a stance and use evidence to defend it 2. Explain content-related issues and concepts 3. Compare and contrast points of view 4. Analyze and share pros and cons of choices 5. Use and respond to gossip, slang, and idiomatic expressions 6. Use speaking strategies (e.g., circumlocution)	1. Give multimedia oral presentations on grade-level material 2. Engage in debates on content-related issues using technical language 3. Explain metacognitive strategies for solving problems (e.g., “Tell me how you know it.”) 4. Negotiate meaning in pairs or group discussions
Reading	With visual, graphic or interactive support students can 1. Match visual representations to words/phrases 2. Read everyday signs, symbols, schedules, and school-related words/phrases 3. Respond to WH- questions related to illustrated text 4. Use references (e.g., picture dictionaries, bilingual glossaries, technology)	With appropriate visual, graphic or interactive support students can 1. Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) 2. Classify or organize information presented in visuals or graphs 3. Follow multi-step instructions supported by visuals or data 4. Match sentence-level descriptions to visual representations 5. Compare content-related features in visuals and graphics 6. Locate main ideas in a series of related sentences	With visual, graphic or interactive support, as necessary, students can 1. Apply multiple meanings of words/phrases to social and academic contexts 2. Identify topic sentences or main ideas and details in paragraphs 3. Answer questions about explicit information in texts 4. Differentiate between fact and opinion in text 5. Order paragraphs or sequence information within paragraphs	With visual, graphic or interactive support, if necessary, students can 1. Compare/contrast authors’ points of view, characters, information, or events 2. Interpret visually- or graphically-supported information 3. Infer meaning from text 4. Match cause to effect 5. Evaluate usefulness of data or information supported visually or graphically	1. Interpret grade-level literature 2. Synthesize grade-level expository text 3. Draw conclusions from different sources of informational text 4. Infer significance of data or information in grade-level material 5. Identify evidence of bias and credibility of source

Writing	With visual, graphic or interactive support students can 1. Label content-related diagrams, pictures from word/phrase banks 2. Provide personal information on forms read orally 3. Produce short answer responses to oral questions with visual support 4. Supply missing words in short sentences	With appropriate visual, graphic or interactive support students can 1. Make content-related lists of words, phrases, or expressions 2. Take notes using graphic organizers or models 3. Formulate yes/no, choice and WH- questions from models 4. Correspond for social purposes (e.g., memos, e-mails, notes)	With visual, graphic or interactive support, as necessary, students can 1. Complete reports from templates 2. Compose short narrative and expository pieces 3. Outline ideas and details using graphic organizers 4. Compare and reflect on performance against criteria (e.g., rubrics)	With visual, graphic or interactive support, if necessary, students can 1. Summarize content-related notes from lectures or text 2. Revise work based on narrative or oral feedback 3. Compose narrative and expository text for a variety of purposes 4. Justify or defend ideas and opinions 5. Produce content-related reports	1. Produce research reports from multiple sources 2. Create original pieces that represent the use of a variety of genres and discourses 3. Critique, peer-edit and make recommendations on others' writing from rubrics 4. Explain, with details, phenomena, processes, procedures
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Unpacking the Language of Science Essential Standard (What does this mean a child will know and be able to do?)

Essential Standard #4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science

- Standard Four addresses the **explicit teaching** of the **academic language of science** in the **content and ESL classroom. Instruction** should engage ELLs in the vocabulary, writing, reading, and oral language necessary to participate meaningfully in the science classroom. Academic language instruction is characterized by the staging of authentic opportunities to learn and practice with the situation-specific patterns of communication that students need in order to be successful in science.

Academic language is the language of the classroom. It includes the language of textbooks, assessment, teacher-student discourse, and student-student discourse. Asking for clarification, stating an opinion, and expressing agreement are examples of such discourse. Academic language differs from everyday English in structure and vocabulary.

Academic language uses complex grammar found in expository structures:

- Description [_____ is made up of _____ and looks like _____.]
- Sequence [First, _____. Next, _____. Finally, _____.]
- Compare-contrast [Both _____ and _____ are _____. _____ is a _____, but _____ is not.]
- Cause-effect [_____ leads to _____ because _____.]
- Problem solution [One answer to _____ is _____.]
- Evaluate [Sample A is the best choice because_____]
- Analysis [A _____ is composed of _____ parts.]

Academic language also uses:

- Transition words (next, then, first, also)
- Supporting information
- Elaboration (I predict...., I predict _____ because, My prediction was confirmed/refuted because, I know from my own experience(s) _____ so I can predict/infer.

Vocabulary in academic language includes discipline-specific words and those words that support or explain technical concepts such as criteria, required, significant. It also includes:

- Polysemous words [words with more than one meaning (example: table, face)]
- Synonyms and antonyms

- Prepositions [by, between, among]
- Word forms [like, likeable, likely, likelihood, liken, likeness, likewise]
- Prefixes, suffixes, and root words from Greek and Latin
- Cognates [words that are similar in spelling and pronunciation to words in another language such as [photosynthesis /fotosíntesis (Spanish)/ photosynthèse (French)/Photosynthese (German)]
- Idioms [raining cats and dogs, cover all the bases]
- Pronunciation and spelling that change word forms [verb – organize and noun – organization]

The language of science includes complex grammatical forms and structures:

- Passive voice [Prokaryotes are identified by their ...]
- Multiple embeddings [...a new procedure that combines two different technologies with digital processing...]
- Long noun phrases [Growing a new plant from a cutting of another plant....]
- If...then constructions [If the ____, then ____.]

Academic language in science is more comprehensible when students:

- Chunk language
- Identify sentence structures
- Take notes
- Read text features
 - illustrations
 - captions
 - headings
 - subheadings
 - sidebars
 - key words
 - bold print
 - table of contents
 - index
 - glossary
- Read databases
- Read spreadsheets
- Read graphical information
 - maps
 - tables or chart
 - diagrams (scale, cutaway, cross-section)
 - graphs (line, column, pie, bar)
 - timelines

Components and Strands

There are three components and four strands interwoven throughout the English as a Second Language (ESL) Essential Standards. The extent to which each component is exhibited within the communication of an English learner reflects the level of that student's English language proficiency, as evidenced in the Performance Definitions. Linguistic complexity, vocabulary usage, and language control increase incrementally as students progress from one ELP level into the next. The four strands designate the four domains of language at each proficiency level.

Components of Language Development

- Linguistic Complexity – extent of elaboration of written or spoken communication (discourse), the types and variety of grammatical structures, the organization and cohesion of ideas and the use of text structures for specific genres (*example: "The earth's core is spherical in shape" is more complex than "round"*)
- Vocabulary Usage - ability to adjust word selection from general terms to more context specific language, and finally to specialized content-specific technical language (*example: knee – kneecap – patella*)
- Language Control - comprehensibility of a communication based on the number and type of errors in grammar, spelling, fluency, pronunciation, or word choice (*example: the child's hands v. the children's hands*)

Strands by Language Domain

Listening – comprehension of spoken language, including

- sounds, stress, and intonation,
- directions,
- questions,
- discussions, and
- oral presentations and stories

Speaking – production of oral language, including

- sounds, stress, and intonation,
- directions and processes,
- questions,
- discussions, and
- oral presentations

Reading – comprehension of written language, including

- phonemic awareness,
- phonics and decoding,
- vocabulary development,

- fluency,
- reading comprehension, and
- comprehending text structure

Writing – production of written language, including

- focus,
- organization,
- support and elaboration,
- style, and
- conventions (spelling, punctuation, capitalization, grammar, paragraphing)

Although a student’s expressive (speaking and writing) and receptive (listening and reading) language may be limited by his/her current ELP level, the teacher should instruct beyond a student’s independent ELP level; that is, teach to a student’s potential, not to his/her current level of language proficiency in a particular domain. Students must be exposed to the richness and complexity of the English language in order to acquire academic language skills. Appropriate supports and scaffolding allow the rigorous engagement necessary to move students beyond their independent levels, through the ELP continuum, toward the goal of attaining English language proficiency. Language proficiency level does not restrict a student’s ability to participate in appropriately scaffolded, higher-order thinking activities.

Standard Four – Kindergarten

Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	With visual, graphic or interactive support students can 1. Match oral language to classroom and everyday objects 2. Point to stated pictures in context 3. Respond non-verbally to oral directions (e.g., through physical movement) 4. Find familiar people and places named orally	With appropriate visual, graphic or interactive support students can 1. Sort pictures/objects given oral instructions 2. Match pictures/objects to oral description 3. Follow oral one-step directions (stand-up, sit down) 4. Identify simple patterns described orally 5. Respond orally to gestures, songs, or stories modeled by teacher	With visual, graphic or interactive support, as necessary, students can 1. Follow two-step oral directions 2. Draw pictures in response to oral directions 3. Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) 4. Act out songs or stories using body movements	With visual, graphic or interactive support, if necessary, students can 1. Find pictures that match oral descriptions 2. Follow oral directions and compare with visual models (e.g., Draw a circle under the line.) 3. Distinguish between what happens first or next in oral activities or reading 4. Role play in response to stories read aloud	1. Order pictures of events according to sequential language 2. Arrange pictures or objects according to descriptive oral discourse 3. Identify pictures/realia associated with grade level academic concepts from oral descriptions 4. Make pictures from real objects based on detailed oral descriptions

Speaking	With visual, graphic or interactive support students can 1. Identify people or objects in illustrated texts 2. Repeat words, simple phrases 3. Answer yes/no questions about familiar information 4. Name familiar objects used in lesson	With appropriate visual, graphic or interactive support students can 1. Restate some facts from illustrated text 2. Describe pictures, classroom objects or a science concept using simple phrases 3. Answer questions with one or two words (e.g., “Where is the plant?”) 4. Complete phrases in rhymes, songs, and chants	With visual, graphic or interactive support, as necessary, students can 1. Retell short narrative stories through pictures 2. Repeat sentences from rhymes and patterned stories 3. Make predictions (e.g. “What will happen next?”) 4. Answer explicit questions from an oral lesson (e.g., who, what, or where)	With visual, graphic or interactive support, if necessary, students can 1. Retell non-fiction texts through pictures with emerging detail 2. Sing repetitive songs and chants independently 3. Compare attributes of real objects (e.g., size, shape, color) 4. Indicate spatial relations of real-life objects using phrases or short sentences	1. Tell original predictions with emerging detail 2. Explain situations (e.g., Purpose of activity) 3. Offer personal opinions 4. Express likes, dislikes, or preferences with reasons
Reading	With visual, graphic or interactive support students can 1. Match icons and symbols to corresponding pictures 2. Identify name in print 3. Find matching words or pictures 4. Find labeled real-life classroom objects	With appropriate visual, graphic or interactive support students can 1. Match examples of the same form of print 2. Distinguish between same and different forms of print (e.g., single letters and symbols) 3. Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) 4. Match labeled pictures to those in illustrated scenes	With visual, graphic or interactive support, as necessary, students can 1. Use pictures to identify words 2. Classify visuals according to labels or icons (e.g., animals v. plants) 3. Demonstrate concepts of print (e.g., symbols) 4. Sort labeled pictures by attribute (e.g., number, color)	With visual, graphic or interactive support, if necessary, students can 1. Identify some high frequency words in context 2. Order a series of labeled pictures described orally to explain process 3. Match pictures to phrases/ short sentences 4. Classify labeled pictures by two attributes (e.g., size and color)	1. Find science-related vocabulary items 2. Differentiate between letters, words, and sentences 3. String words together to make short sentences 4. Indicate features of words, phrases, or sentences that are the same and different
Writing	With visual, graphic or interactive support students can 1. Draw pictures and scribble 2. Circle or underline pictures, symbols, and numbers 3. Trace figures and letters 4. Make symbols, figures or letters from models and realia (e.g., straws, clay)	With appropriate visual, graphic or interactive support students can 1. Connect oral language to print (e.g., language experience) 2. Reproduce letters, symbols, and numbers from models in context 3. Copy icons of familiar environmental print 4. Draw objects from models and label with letters	With visual, graphic or interactive support, as necessary, students can 1. Communicate using letters, symbols, and numbers in context 2. Make illustrated “notes” and cards with distinct letter combinations 3. Make connections between speech and writing 4. Reproduce familiar words from labeled models	With visual, graphic or interactive support, if necessary, students can 1. Produce symbols and strings of letters associated with pictures 2. Draw pictures and use words to tell a story 3. Label familiar people and objects from models 4. Produce familiar words/phrases from environmental print and illustrated text	1. Create content-based representations through pictures and words 2. Make “story books” with drawings and words 3. Produce words/phrases independently 4. Relate everyday experiences using phrases/short sentences

Standard Four – Grades 1-2					
Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	With visual, graphic or interactive support students can 1. Follow modeled, one-step oral directions (e.g., “Find a pencil.”) 2. Identify pictures of everyday objects as stated orally (e.g., in books) 3. Point to real-life objects reflective of content related vocabulary or oral statements 4. Mimic gestures or movement associated with statements (e.g., “This is my left hand.”)	With appropriate visual, graphic or interactive support students can 1. Match oral reading of stories to illustrations 2. Carry out two- to three step oral commands (e.g., “Take out your science book. Now turn to page 25.”) 3. Sequence a series of oral statements using real objects or pictures 4. Locate objects described orally	With visual, graphic or interactive support, as necessary, students can 1. Follow modeled multi-step oral directions 2. Sequence pictures of stories read aloud (e.g., beginning, middle, and end) 3. Match people with jobs or objects with functions based on oral descriptions 4. Classify objects according to descriptive oral statements	With visual, graphic or interactive support, if necessary, students can 1. Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information 2. Find details in illustrated, narrative, or expository text read aloud 3. Identify illustrated activities from oral descriptions 4. Locate objects, figures, places based on visuals and detailed oral descriptions	1. Use context clues to gain meaning from grade-level text read orally 2. Apply ideas from oral discussions to new situations 3. Interpret information from oral reading of narrative or expository text 4. Identify ideas/concepts expressed with grade-level content-specific language
Speaking	With visual, graphic or interactive support students can 1. Repeat simple words, phrases, and memorized chunks of language 2. Respond to visually supported (e.g., chart) questions of academic content with one word or phrase 3. Identify and name everyday science objects 4. Participate in whole group chants and repetition	With appropriate visual, graphic or interactive support students can 1. Use first language to fill in gaps in oral English (code switch) 2. Repeat facts or statements 3. Describe what people do from action pictures (e.g., jobs of community workers) 4. Compare real-life objects (e.g., “smaller,” “biggest”)	With visual, graphic or interactive support, as necessary, students can 1. Ask questions of a scientific nature 2. Express feelings 3. Retell familiar concepts with picture cues 4. Sort and explain grouping of objects (e.g., sink v. float) 5. Make predictions or hypotheses 6. Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)	With visual, graphic or interactive support, if necessary, students can 1. Ask questions for social and academic purposes 2. Participate in class discussions on familiar topics 3. Retell procedures with details Sequence steps of a process with transitions	1. Use academic vocabulary in class discussions 2. Express and support ideas with examples 3. Give oral presentations on science topics approaching grade level 4. Initiate conversation with peers and teachers
Reading	With visual, graphic or interactive support students can 1. Identify symbols, icons, and environmental print 2. Connect print to visuals 3. Match real-life familiar objects to labels 4. Follow directions using diagrams or pictures	With appropriate visual, graphic or interactive support students can 1. Search for pictures associated with key vocabulary 2. Identify and interpret pretaught labeled diagrams 3. Match voice to print by pointing to icons, letters, or illustrated words 4. Sort words into word families	With visual, graphic or interactive support, as necessary, students can 1. Make text-to-self connections with prompting 2. Select titles to match a series of pictures 3. Sort illustrated content words into categories 4. Match phrases and sentences to pictures	With visual, graphic or interactive support, if necessary, students can 1. Put words in order to form sentences 2. Identify basic elements of fictional stories (e.g., title, setting, characters) 3. Follow sentence-level directions 4. Distinguish between general and specific language (e.g., flower v. rose) in context	1. Begin using features of non-fiction text to aid comprehension 2. Use learning strategies (e.g., context clues) 3. Identify main ideas 4. Match figurative language to illustrations (e.g., “as big as a house”)

Writing	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	1. Create a related series of sentences in response to prompts
	1. Copy written language	1. Provide information using graphic organizers	1. Engage in prewriting strategies (e.g., use of graphic organizers)	1. Produce original sentences	2. Produce content-related sentences
	2. Use first language (L1, when L1 is a medium of instruction) to help form words in English	2. Generate lists of words/phrases from banks or walls	2. Form simple sentences using word/phrase banks	2. Create messages for social purposes (e.g., get well cards)	3. Compose stories
	3. Communicate through drawings	3. Complete modeled sentence starters (e.g., “I like ____.”)	3. Participate in interactive journal writing	3. Compose journal entries about personal experiences	4. Explain processes or procedures using connected sentences
	4. Label familiar objects or pictures	4. Describe people, places, or objects from illustrated examples and models	4. Give content-based information using visuals or graphics	4. Use classroom resources (e.g., picture dictionaries) to compose sentences	

Standard Four – Grades 3-5					
Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	With visual, graphic or interactive support students can 1. Point to stated pictures, words, or phrases 2. Follow one-step oral directions (e.g., physically or through drawings) 3. Identify objects, figures, people from oral statements or questions (e.g., “Which one is a rock?”) 4. Match classroom oral language to daily routines	With appropriate visual, graphic or interactive support students can 1. Categorize content-based pictures or objects from oral descriptions 2. Arrange pictures or objects per oral information 3. Follow two-step oral directions 4. Draw in response to oral descriptions 5. Evaluate oral information (e.g., about lunch options)	With visual, graphic or interactive support, as necessary, students can 1. Follow multi-step oral directions 2. Identify illustrated main ideas from paragraph-level oral discourse 3. Match literal meanings of oral descriptions or oral reading to illustrations 4. Sequence pictures from oral stories, processes, or procedures	With visual, graphic or interactive support, if necessary, students can 1. Interpret oral information and apply to new situations 2. Identify illustrated main ideas and supporting details from oral discourse 3. Infer from and act on oral information 4. Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	1. Carry out oral instructions containing grade-level, content-based language 2. Construct models or use manipulatives to problem solve based on oral discourse 3. Distinguish between literal and figurative language in oral discourse 4. Form opinions of people, places, or ideas from oral scenarios

Speaking	With visual, graphic or interactive support students can 1. Express basic needs or conditions 2. Name pre-taught objects, people, diagrams, or pictures 3. Recite words or phrases from pictures of everyday objects and oral modeling 4. Answer yes/no and choice questions	With appropriate visual, graphic or interactive support students can 1. Ask simple, everyday questions (e.g., “Who is absent?”) 2. Restate content-based facts 3. Describe pictures, events, objects, or people using phrases or short sentences 4. Share basic social information with peers	With visual, graphic or interactive support, as necessary, students can 1. Answer simple content based questions 2. Retell short stories or events 3. Make predictions or hypotheses from discourse 4. Offer solutions to social conflict 5. Present content-based information 6. Engage in problem-solving	With visual, graphic or interactive support, if necessary, students can 1. Answer opinion questions with supporting details 2. Discuss stories, issues, and concepts 3. Give content-based oral reports 4. Offer creative solutions to issues/problems 5. Compare/contrast science-based functions and relationships	1. Justify/defend hypothesis or explanation with evidence 2. Give content-based presentations using technical vocabulary 3. Sequence steps in grade level problem-solving 4. Explain in detail results of inquiry (e.g., scientific experiments)
Reading	With visual, graphic or interactive support students can 1. Match icons or diagrams with words/concepts 2. Identify cognates from first language, as applicable 3. Make sound/symbol/word relations 4. Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)	With appropriate visual, graphic or interactive support students can 1. Identify facts and explicit messages from illustrated text 2. Find changes to root words in context 3. Identify elements of story grammar (e.g., characters, setting) 4. Follow visually supported written directions (e.g., “Draw a star in the sky.”)	With visual, graphic or interactive support, as necessary, students can 1. Interpret information or data from charts and graphs 2. Identify main ideas and some details 3. Sequence events in a scientific process 4. Use context clues and illustrations to determine meaning of words/phrases	With visual, graphic or interactive support, if necessary, students can 1. Classify features of various genres of text (e.g., “and they lived happily ever after”—fairy tales) 2. Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) 3. Find details that support main ideas 4. Differentiate between fact and opinion in narrative and expository text	1. Summarize information from multiple related sources 2. Answer analytical questions about grade-level text 3. Identify, explain, and give examples of figures of speech 4. Draw conclusions from explicit and implicit text at or near grade level
Writing	With visual, graphic or interactive support students can 1. Label objects, pictures, or diagrams from word/phrase banks 2. Communicate ideas by drawing 3. Copy words, phrases, and short sentences 4. Answer oral questions with single words	With appropriate visual, graphic or interactive support students can 1. Make lists from labels or with peers 2. Complete/produce sentences from word/phrase banks or walls 3. Fill in graphic organizers, charts, and tables 4. Make comparisons using real-life or visually supported materials	With visual, graphic or interactive support, as necessary, students can 1. Produce simple expository or narrative text 2. String related sentences together 3. Compare/contrast information about a topic 4. Describe events, people, processes, procedures	With visual, graphic or interactive support, if necessary, students can 1. Take notes using graphic organizers 2. Summarize content-based information 3. Author multiple forms of writing (e.g., expository, persuasive) from models 4. Explain strategies or use of information in predicting outcomes	1. Produce extended responses of original text approaching grade level expectations 2. Apply content-based information to new contexts 3. Connect or integrate personal experiences with topic/content 4. Create grade-level stories or reports

Standard Four – Grades 6-8					
Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	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
Speaking	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)

Reading	With visual, graphic or interactive support students can 1. Associate letters with sounds and objects 2. Match content-related objects/pictures to words 3. Identify common symbols, signs, and words 4. Recognize concepts of print 5. Find single word responses to WH-questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text 6. Use picture dictionaries/illustrated glossaries	With appropriate visual, graphic or interactive support students can 1. Sequence illustrated text of fictional and non-fictional events 2. Locate main ideas in a series of simple sentences 3. Find information from text structure (e.g., titles, graphs, glossary) 4. Follow text read aloud (e.g., tapes, teacher, paired-readings) 5. Sort/group pre-taught words/phrases 6. Use pre-taught vocabulary (e.g., word banks) to complete simple sentences 7. Use L1 to support L2 (e.g., cognates) 8. Use bilingual dictionaries and glossaries	With visual, graphic or interactive support, as necessary, students can 1. Identify topic sentences, main ideas, and details in paragraphs 2. Identify multiple meanings of words in context (e.g., “cell,” “table”) 3. Use context clues 4. Make predictions based on illustrated text 5. Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”) 6. Differentiate between fact and opinion 7. Answer questions about explicit information in texts 8. Use English dictionaries and glossaries	With visual, graphic or interactive support, if necessary, students can 1. Order paragraphs 2. Identify summaries of passages 3. Identify figurative language (e.g., “dark as night”) 4. Interpret modified text 5. Match cause to effect 6. Identify specific language of different types of informational texts 7. Use an array of strategies (e.g., skim and scan for information)	1. Differentiate and apply multiple meanings of words/phrases 2. Apply strategies to new situations 3. Infer meaning from modified grade-level text 4. Critique material and support argument 5. Sort grade-level text by genre
Writing	With visual, graphic or interactive support students can 1. Draw content-related pictures 2. Produce high frequency words 3. Label pictures and graphs 4. Create vocabulary/concept cards 5. Generate lists from pretaught words/phrases and word banks (e.g., create menu from list of food groups)	With appropriate visual, graphic or interactive support students can 1. Complete pattern sentences 2. Extend “sentence starters” with original ideas 3. Connect simple sentences 4. Complete graphic organizers/forms with information 5. Respond to yes/no, choice, and some WH- questions	With visual, graphic or interactive support, as necessary, students can 1. Produce short paragraphs with main ideas and some details (e.g., column notes) 2. Create compound sentences (e.g., with conjunctions) 3. Explain steps in problem-solving 4. Compare/contrast information, events, phenomena 5. Give opinions, preferences, and reactions along with reasons	With visual, graphic or interactive support, if necessary, students can 1. Create multiple-paragraph reports 2. Justify hypotheses 3. Produce science reports 4. Use details/examples to support ideas 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)	1. Create expository text to explain graphs/charts 2. Produce research reports using multiple sources/citations 3. Begin using analogies 4. Critique media or articles

Standard Four – Grades 9-12

Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	With visual, graphic or interactive support students can 1. Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally 2. Match everyday oral information to pictures, diagrams, or photographs 3. Group visuals by common traits named orally (e.g., "These are mammals.") 4. Identify resources, places, products, figures from oral statements, and visuals	With appropriate visual, graphic or interactive support students can 1. Match or classify oral descriptions to real-life experiences or visually represented, science-related examples 2. Sort oral language statements according to time frames 3. Sequence visuals according to oral directions	With visual, graphic or interactive support, as necessary, students can 1. Evaluate information in academic conversations 2. Distinguish main ideas from supporting points in oral, content-related discourse 3. Use learning strategies described orally 4. Categorize content-based examples described orally	With visual, graphic or interactive support, if necessary, students can 1. Distinguish between multiple meanings of oral words or phrases in academic contexts 2. Analyze science tasks or assignments based on oral discourse 3. Compare traits based on visuals and oral descriptions using specific and some technical language	1. Interpret cause and effect scenarios from oral discourse 2. Make inferences from oral discourse containing personal values 3. Identify and react to subtle differences in speech and register (e.g., differences in speaking/writing to an academic audience v. non-academic group on a scientific topic) 4. Evaluate intent of speech and act accordingly
Speaking	With visual, graphic or interactive support students can 1. Answer yes/no or choice questions within context of lessons or personal experiences 2. Provide identifying information about self 3. Name everyday objects and pre-taught vocabulary 4. Repeat words, short phrases, memorized chunks of language	With appropriate visual, graphic or interactive support students can 1. Describe persons, places, events, or objects 2. Ask WH- questions to clarify meaning 3. Give features of content-based material (e.g., time periods) 4. Characterize issues, situations, regions shown in illustrations	With visual, graphic or interactive support, as necessary, students can 1. Suggest ways to resolve issues or pose solutions 2. Compare/contrast features, traits, characteristics using general and some specific language 3. Sequence processes, cycles, procedures, or events 4. Conduct interviews or gather information through oral interaction 5. Estimate, make predictions or pose hypotheses from models	With visual, graphic or interactive support, if necessary, students can 1. Take a stance and use evidence to defend it 2. Explain content-related issues and concepts 3. Compare and contrast points of view 4. Analyze and share pros and cons of choices 5. Use and respond to gossip, slang, and idiomatic expressions 6. Use speaking strategies (e.g., circumlocution)	1. Give multimedia oral presentations on grade-level material 2. Engage in debates on content-related issues using technical language 3. Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") 4. Negotiate meaning in pairs or group discussions

Reading	With visual, graphic or interactive support students can 1. Match visual representations to words/phrases 2. Read everyday signs, symbols, schedules, and school-related words/phrases 3. Respond to WH- questions related to illustrated text 4. Use references (e.g., picture dictionaries, bilingual glossaries, technology)	With appropriate visual, graphic or interactive support students can 1. Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) 2. Classify or organize information presented in visuals or graphs 3. Follow multi-step instructions supported by visuals or data 4. Match sentence-level descriptions to visual representations 5. Compare content-related features in visuals and graphics 6. Locate main ideas in a series of related sentences	With visual, graphic or interactive support, as necessary, students can 1. Apply multiple meanings of words/phrases to social and academic contexts 2. Identify topic sentences or main ideas and details in paragraphs 3. Answer questions about explicit information in texts 4. Differentiate between fact and opinion in text 5. Order paragraphs or sequence information within paragraphs	With visual, graphic or interactive support, if necessary, students can 1. Compare/contrast authors' points of view, information, or events 2. Interpret visually- or graphically-supported information 3. Infer meaning from text 4. Match cause to effect 5. Evaluate usefulness of data or information supported visually or graphically	1. Interpret grade-level test 2. Synthesize grade-level expository text 3. Draw conclusions from different sources of informational text 4. Infer significance of data or information in grade-level material 5. Identify evidence of bias and credibility of source
Writing	With visual, graphic or interactive support students can 1. Label content-related diagrams, pictures from word/phrase banks 2. Provide personal information on forms read orally 3. Produce short answer responses to oral questions with visual support 4. Supply missing words in short sentences about comprehensible content	With appropriate visual, graphic or interactive support students can 1. Make content-related lists of words, phrases, or expressions 2. Take notes using graphic organizers or models 3. Formulate yes/no, choice and WH- questions from models 4. Correspond for informal purposes on science issues (e.g., memos, e-mails, notes)	With visual, graphic or interactive support, as necessary, students can 1. Complete reports from templates 2. Compose short narrative and expository pieces 3. Outline ideas and details using graphic organizers 4. Compare and reflect on performance against criteria (e.g., rubrics)	With visual, graphic or interactive support, if necessary, students can 1. Summarize content-related notes from lectures or text 2. Revise work based on narrative or oral feedback 3. Compose narrative and expository text for a variety of purposes 4. Justify or defend ideas and opinions 5. Produce content-related reports	1. Produce research reports from multiple sources 2. Create original pieces that represent the use of a variety of genres and discourses 3. Critique, peer-edit and make recommendations on others' writing from rubrics 4. Explain, with details, phenomena, processes, procedures

Unpacking Language of Social Studies Essential Standard (What does this mean a child will know and be able to do?)

Essential Standard #5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

- Standard Five addresses the **explicit teaching** of the **academic language of social studies** in the **content and ESL classroom**.

Instruction should engage ELLS in the vocabulary, writing, reading, and oral language necessary to participate meaningfully in the social studies classroom. Academic language instruction is characterized by the staging of authentic opportunities to learn and practice with the situation-specific patterns of communication that students need in order to be successful in social studies.

Academic language is the language of the classroom. It includes the language of textbooks, assessment, and teacher-student and student-student discourse. Asking for clarification, stating an opinion, and expressing agreement are examples of such discourse. Academic language differs from everyday English in structure and vocabulary.

Academic language uses complex grammar drawing extensively on expository structures:

- Description [_____ is made up of _____ and looks like _____.]
- Sequence [First, _____. Next, _____. Finally, _____.]
- Compare-contrast [Both _____ and _____ are _____. _____ is a _____, but _____ is not.]
- Cause-effect [_____ leads to _____ because _____.]
- Problem solution [One answer to _____ is _____.]
- Evaluate [Sample A is the best choice because ____]
- Analysis [A _____ is composed of _____ parts.]

Academic language also uses:

- Transition words (next, then, first, also)
- Supporting information
- Elaboration (I predict...., I predict _____ because, My prediction was confirmed/refuted because, I know from my own experience(s) _____ so I can predict/infer.

Vocabulary in academic language includes discipline-specific words and those words that support or explain technical concepts such as criteria, required, and significant. It also includes

- Polysemous words [words with more than one meaning (example: table, face)]
- Synonyms and antonyms
- Prepositions [by, between, among]
- Tentativeness or modals [would, might possibly, might be]

- Word forms [like, likeable, likely, likelihood, liken, likeness, likewise]
- Prefixes, suffixes, and root words from Greek and Latin
- Cognates [words that are similar in spelling and pronunciation to words in another language, such as [revolt/revuelta (Spanish), located/localizado (Spanish)]
- Idioms [raining cats and dogs, cover all the bases]
- Phrasal verbs [back down, break up]
- Pronunciation and spelling that change word forms [verb – organize and noun – organization]

The language of social studies assumes a high level of literacy and includes complex grammatical structures:

- Long sentences
- Multiple embeddings [...the officer who fought in the conflict, which was the first act of defiance before an alliance was forged...]
- Complex past tense forms
- Extensive use of pronouns as referents
- Cause – effect with “Because” at the beginning of the sentence [Because of the cold winters, New England has a short growing season.]

Academic language in social studies is more comprehensible when students:

- Chunk language
- Identify sentence structures
- Take notes
- Read text features
 - captions
 - headings
 - subheadings
 - sidebars
 - key words
 - bold print
 - table of contents
 - index
 - glossary
- Read databases
- Read spreadsheets
- Read graphical information
 - maps
 - tables or chart
 - diagrams (scale, cutaway, cross-section, close-up, flow chart)
 - graphs (line, column, pie, bar)
 - timelines
 - photographs/illustrations

Additionally, teachers must close gaps ELLs may have regarding U.S. history, institutions, geography, and the culture of the U.S. They must build background in concept formation (freedom, representation, exploration), as well as in topic development (Boston Tea Party, Marshall Plan, Roman Empire).

Components and Strands

There are three components and four strands interwoven throughout the English as a Second Language (ESL) Essential Standards. The extent to which each component is exhibited within the communication of an English learner reflects the level of that student's English language proficiency, as evidenced in the Performance Definitions. Linguistic complexity, vocabulary usage, and language control increase incrementally as students progress from one ELP level into the next. The four strands designate the four domains of language at each proficiency level.

Components of Language Development

- Linguistic Complexity – extent of elaboration of written or spoken communication (discourse), the types and variety of grammatical structures, the organization and cohesion of ideas and the use of text structures for specific genres (*example: "Explorers from England, France, and Spain came to the Americas" is more complex than "Explorers came here"*)
- Vocabulary Usage - ability to adjust word selection from general terms to more context specific language, and finally to specialized content-specific technical language (*example: people – population – demographics*)
- Language Control - comprehensibility of a communication based on the number and type of errors in grammar, spelling, fluency, pronunciation, or word choice (*example: raleigh northcarolina v. Raleigh, North Carolina*)

Strands by Language Domain

Listening – comprehension of spoken language, including

- sounds, stress, and intonation,
- directions,
- questions,
- discussions, and
- oral presentations and stories

Speaking – production of oral language, including

- sounds, stress, and intonation,
- directions and processes
- questions,
- discussions, and
- oral presentations

Reading – comprehension of written language, including

- phonemic awareness,
- phonics and decoding,
- vocabulary development,
- fluency,
- reading comprehension, and
- comprehending text structure

Writing – production of written language, including

- focus,
- organization,
- support and elaboration,
- style, and
- conventions (spelling, punctuation, capitalization, grammar, paragraphing)

Although a student's expressive (speaking and writing) and receptive (listening and reading) language may be limited by his/her current ELP level, the teacher should instruct beyond a student's independent ELP level; that is, teach to a student's potential, not to his/her current level of language proficiency in a particular domain. Students must be exposed to the richness and complexity of the English language in order to acquire academic language skills. Appropriate supports and scaffolding allow the rigorous engagement necessary to move students beyond their independent levels, through the ELP continuum, toward the goal of attaining English language proficiency. Language proficiency level does not restrict a student's ability to participate in appropriately scaffolded, higher-order thinking activities.

Standard Five – Kindergarten

Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	With visual, graphic or interactive support students can 1. Match oral language to classroom and everyday objects 2. Point to stated pictures in context 3. Respond non-verbally to oral directions (e.g., through physical movement) 4. Find familiar people and places named orally	With appropriate visual, graphic or interactive support students can 1. Sort pictures/objects given oral instructions 2. Match pictures/objects to oral description 3. Follow oral one-step directions (stand-up, sit down) 4. Identify simple patterns described orally 5. Respond orally to gestures, songs, or stories modeled by teacher	With visual, graphic or interactive support, as necessary, students can 1. Follow two-step oral directions 2. Draw pictures in response to oral directions 3. Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) 4. Act out songs or stories using body movements	With visual, graphic or interactive support, if necessary, students can 1. Find pictures that match oral descriptions 2. Follow oral directions and compare with visual models (e.g., Draw a house under the line.) 3. Distinguish between what happens first or next in oral activities or reading 4. Role play in response to stories read aloud	1. Order pictures of events according to sequential language 2. Arrange pictures or objects according to descriptive oral discourse 3. Identify pictures/realia associated with grade level social studies concepts from oral descriptions 4. Make pictures from real objects based on detailed oral descriptions
Speaking	With visual, graphic or interactive support students can 1. Identify people or objects in illustrated text 2. Repeat words, simple phrases 3. Answer yes/no questions about personal information 4. Name classroom and everyday objects	With appropriate visual, graphic or interactive support students can 1. Restate some facts from illustrated text 2. Describe pictures, classroom objects or familiar people using simple phrases 3. Answer questions with one or two words (e.g., “Where is the globe?”) 4. Complete phrases in rhymes, songs, and chants	With visual, graphic or interactive support, as necessary, students can 1. Retell short events through pictures 2. Repeat sentences from rhymes and patterned stories 3. Make predictions (e.g. “What will happen next?”) 4. Answer explicit questions from text read aloud (e.g., who, what, or where)	With visual, graphic or interactive support, if necessary, students can 1. Retell historical events through pictures with emerging detail 2. Sing repetitive songs and chants independently 3. Compare attributes of real objects (e.g., size, shape, age, color) 4. Indicate spatial relations of real-life objects using phrases or short sentences	1. Tell original stories with emerging detail 2. Explain situations 3. Offer personal opinions 4. Express likes, dislikes, or preferences with reasons
Reading	With visual, graphic or interactive support students can 1. Match icons and symbols to corresponding pictures 2. Identify name in print 3. Find matching words or pictures 4. Find labeled real-life classroom objects	With appropriate visual, graphic or interactive support students can 1. Match examples of the same form of print 2. Distinguish between same and different forms of print (e.g., single letters and symbols) 3. Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) 4. Match labeled pictures to those in illustrated scenes	With visual, graphic or interactive support, as necessary, students can 1. Use pictures to identify words 2. Classify visuals according to labels or icons (e.g., store v. hospital) 3. Demonstrate concepts of print (e.g., title, author, illustrator) 4. Sort labeled pictures by attribute (e.g., location, time)	With visual, graphic or interactive support, if necessary, students can 1. Identify some high frequency words in context 2. Order a series of labeled pictures described orally to explain an event 3. Match pictures to phrases/ short sentences 4. Classify labeled pictures by two attributes (e.g., location and distance)	1. Find social studies vocabulary items 2. Differentiate between letters, words, and sentences 3. String words together to make short sentences 4. Indicate features of words, phrases, or sentences that are the same and different

Writing	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	1. Create content-based representations through pictures and words 2. Make “story books” with drawings and words 3. Produce words/phrases independently 4. Relate everyday experiences using phrases/short sentences
	1. Draw pictures and scribble 2. Circle or underline pictures, symbols, and numbers 3. Trace figures and letters 4. Make symbols, figures or letters from models and realia (e.g., straws, clay)	1. Connect oral language to print (e.g., language experience) 2. Reproduce letters, symbols, and numbers from models in context 3. Copy icons of familiar environmental print 4. Draw objects from models and label with letters	1. Communicate using letters, symbols, and numbers in context 2. Make illustrated “notes” and cards with distinct letter combinations 3. Make connections between speech and writing 4. Reproduce familiar words from labeled models	1. Produce symbols and strings of letters associated with pictures 2. Draw pictures and use words to tell a story 3. Label familiar people and objects from models 4. Produce familiar words/phrases from environmental print and illustrated text	

Standard Five – Grades 1-2					
Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	With visual, graphic or interactive support students can 1. Follow modeled, one-step oral directions (e.g., “Find a pencil.”) 2. Identify pictures of everyday objects as stated orally (e.g., in books) 3. Point to real-life objects reflective of content related vocabulary or oral statements 4. Mimic gestures or movement associated with statements (e.g., “This is my left hand.”)	With appropriate visual, graphic or interactive support students can 1. Match oral reading of stories to illustrations 2. Carry out two- to three step oral commands (e.g., “Take out your social studies book. Now turn to page 25.”) 3. Sequence a series of oral statements using real objects or pictures 4. Locate objects described orally	With visual, graphic or interactive support, as necessary, students can 1. Follow modeled multi-step oral directions 2. Sequence pictures of events read aloud (e.g., beginning, middle, and end) 3. Match people with jobs or objects with functions based on oral descriptions 4. Classify objects according to descriptive oral statements	With visual, graphic or interactive support, if necessary, students can 1. Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information 2. Find details in illustrated, narrative, or expository text read aloud 3. Identify illustrated activities from oral descriptions 4. Locate objects, figures, places based on visuals and detailed oral descriptions	1. Use context clues to gain meaning from grade-level text read orally 2. Apply ideas from oral discussions to new situations 3. Interpret information from oral reading of narrative or expository text 4. Identify ideas/concepts expressed with grade-level content-specific language

Speaking	With visual, graphic or interactive support students can 1. Repeat simple words, phrases, and memorized chunks of language 2. Respond to visually supported (e.g., map) questions of academic content with one word or phrase 3. Identify and name everyday objects 4. Participate in whole group chants and songs	With appropriate visual, graphic or interactive support students can 1. Use first language to fill in gaps in oral English (code switch) 2. Repeat facts or statements 3. Describe what people do from action pictures (e.g., jobs of community workers) 4. Compare real-life objects (e.g., “smaller,” “biggest”)	With visual, graphic or interactive support, as necessary, students can 1. Ask questions 2. Express feelings (e.g., “I’m happy because...”) 3. Retell simple stories from picture cues 4. Sort and explain grouping of objects (e.g., airplanes v. boats) 5. Make predictions or hypotheses 6. Distinguish features of content-based phenomena (e.g., family, community)	With visual, graphic or interactive support, if necessary, students can 1. Ask questions for academic purposes 2. Participate in class discussions on familiar academic topics 3. Retell stories with details 4. Sequence explanations with transitions	1. Use academic vocabulary in class discussions 2. Express and support ideas with examples 3. Give oral presentations on social studies topics approaching grade level 4. Initiate conversation with peers and teachers
Reading	With visual, graphic or interactive support students can 1. Identify symbols, icons, and environmental print 2. Connect print to visuals 3. Match real-life familiar objects to labels 4. Follow directions using diagrams or pictures	With appropriate visual, graphic or interactive support students can 1. Search for pictures associated with word patterns 2. Identify and interpret pretaught labeled diagrams 3. Match voice to print by pointing to icons, letters, or illustrated words 4. Sort words into word families	With visual, graphic or interactive support, as necessary, students can 1. Make text-to-self connections with prompting 2. Select titles to match a series of pictures 3. Sort illustrated content words into categories 4. Match phrases and sentences to pictures	With visual, graphic or interactive support, if necessary, students can 1. Put words in order to form sentences 2. Identify basic elements of fiction and non-fiction (e.g., title, setting, characters) 3. Follow sentence-level directions 4. Distinguish between general and specific language (e.g., shelter v. log cabin) in context	1. Begin using features of non-fiction text to aid comprehension 2. Use learning strategies (e.g., context clues) 3. Identify main ideas 4. Match figurative language to illustrations (e.g., “as big as a house”)
Writing	With visual, graphic or interactive support students can 1. Copy written language 2. Use first language (L1, when L1 is a medium of instruction) to help form words in English 3. Communicate through drawings 4. Label familiar objects or pictures	With appropriate visual, graphic or interactive support students can 1. Provide information using graphic organizers 2. Generate lists of words/phrases from banks or walls 3. Complete modeled sentence starters (e.g., “I see ____.”) 4. Describe people, places, or objects from illustrated examples and models	With visual, graphic or interactive support, as necessary, students can 1. Engage in prewriting strategies (e.g., use of graphic organizers) 2. Form simple sentences using word/phrase banks 3. Participate in interactive journal writing 4. Give content-based information using visuals or graphics	With visual, graphic or interactive support, if necessary, students can 1. Produce original sentences 2. Create messages for informal purposes (e.g., congratulatory e-mail) 3. Compose journal entries about personal experiences 4. Use classroom resources (e.g., picture dictionaries) to compose sentences	1. Create a related series of sentences in response to prompts 2. Produce content-related sentences 3. Compose essays 4. Explain processes or procedures using connected sentences

Standard Five – Grades 3-5					
Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	With visual, graphic or interactive support students can 1. Point to stated pictures, words, or phrases 2. Follow one-step oral directions (e.g., physically or through drawings) 3. Identify objects, figures, people from oral statements or questions (e.g., “Which one is a leader?”) 4. Match classroom oral language to daily routines	With appropriate visual, graphic or interactive support students can 1. Categorize content-based pictures or objects from oral descriptions 2. Arrange pictures or objects per oral information 3. Follow two-step oral directions 4. Draw in response to oral descriptions 5. Evaluate oral information (e.g., about travel options)	With visual, graphic or interactive support, as necessary, students can 1. Follow multi-step oral directions 2. Identify illustrated main ideas from paragraph-level oral discourse 3. Match literal meanings of oral descriptions or oral reading to illustrations 4. Sequence pictures from oral stories, processes, or procedures	With visual, graphic or interactive support, if necessary, students can 1. Interpret oral information and apply to new situations 2. Identify illustrated main ideas and supporting details from oral discourse 3. Infer from and act on oral information 4. Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	1. Carry out oral instructions containing grade-level, content-based language 2. Construct models or use manipulatives to problem solve based on oral discourse 3. Distinguish between literal and figurative language in oral discourse 4. Form opinions of people, places, or ideas from oral scenarios
Speaking	With visual, graphic or interactive support students can 1. Express basic needs or conditions 2. Name pre-taught objects, people, diagrams, or pictures 3. Recite words or phrases from pictures of everyday objects and oral modeling 4. Answer yes/no and choice questions	With appropriate visual, graphic or interactive support students can 1. Ask simple, everyday questions 2. Restate social studies facts 3. Describe pictures, events, objects, or people using phrases or short sentences Share basic information with peers	With visual, graphic or interactive support, as necessary, students can 1. Answer simple content based questions 2. Retell short stories or events 3. Offer solutions to social conflict 4. Present content-based information 5. Engage in problem-solving	With visual, graphic or interactive support, if necessary, students can 1. Answer opinion questions with supporting details 2. Discuss text, issues, and concepts 3. Give content-based oral reports 4. Offer creative solutions to issues/problems 5. Compare/contrast content-based functions and relationships	1. Justify/defend opinions or explanations with evidence 2. Give content-based presentations using technical vocabulary 3. Sequence steps in grade level problem-solving 4. Explain in detail results of inquiry (e.g., student survey)
Reading	With visual, graphic or interactive support students can 1. Match icons or diagrams with words/concepts 2. Identify cognates from first language, as applicable 3. Make sound/symbol/word relations 4. Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)	With appropriate visual, graphic or interactive support students can 1. Identify facts and explicit messages from illustrated text 2. Find changes to root words in context 3. Identify elements of story grammar (e.g., characters, setting) 4. Follow visually supported written directions (e.g., “Draw a house on the land.”)	With visual, graphic or interactive support, as necessary, students can 1. Interpret information or data from charts and graphs 2. Identify main ideas and some details 3. Sequence events in stories or content-based processes 4. Use context clues and illustrations to determine meaning of words/phrases	With visual, graphic or interactive support, if necessary, students can 1. Classify features of various genres of text (e.g., facts v. opinions) 2. Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) 3. Find details that support main ideas 4. Differentiate between fact and opinion in narrative and expository text	1. Summarize information from multiple related sources 2. Answer analytical questions about grade-level text 3. Identify, explain, and give examples of figures of speech 4. Draw conclusions from explicit and implicit text at or near grade level

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

Standard Five – Grades 6-8					
Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	With visual, graphic or interactive support students can 1. Follow one-step oral commands/instructions 2. Match familiar 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 map.”)	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 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 familiar examples of content-based 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 from 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 information presented orally	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 texts read or presented orally

Speaking	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. Communicate in social situations 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 speech 3. Give brief oral content-based presentations 4. State opinions 5. Connect ideas in discourse using transitions (e.g., “but,” “then”) 6. Use appropriate registers in formal and informal contexts 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 content-based concepts 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 in primary sources 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., democracy, justice)
Reading	With visual, graphic or interactive support students can 1. Associate letters with sounds and objects 2. Match content-related objects/pictures to words 3. Identify common symbols, signs, and words 4. Recognize concepts of print 5. Find single word responses to WH-questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text 6. Use picture dictionaries/illustrated glossaries	With appropriate visual, graphic or interactive support students can 1. Sequence illustrated text of fictional and non-fictional events 2. Locate main ideas in a series of simple sentences 3. Find information from text structure (e.g., titles, graphs, glossary) 4. Follow text read aloud (e.g., tapes, teacher, paired-readings) 5. Sort/group pre-taught words/phrases 6. Use pre-taught vocabulary (e.g., word banks) to complete simple sentences 7. Use L1 to support L2 (e.g., cognates) 8. Use bilingual dictionaries and glossaries	With visual, graphic or interactive support, as necessary, students can 1. Identify topic sentences, main ideas, and details in paragraphs 2. Identify multiple meanings of words in context (e.g., “cell,” “table”) 3. Use context clues 4. Make predictions based on illustrated text 5. Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”) 6. Differentiate between fact and opinion 7. Answer questions about explicit information in texts 8. Use English dictionaries and glossaries	With visual, graphic or interactive support, if necessary, students can 1. Order paragraphs 2. Identify summaries of passages 3. Identify figurative language (e.g., “dark as night”) 4. Interpret adapted classics or modified text 5. Match cause to effect 6. Identify specific language of different genres and informational texts 7. Use an array of strategies (e.g., skim and scan for information)	1. Differentiate and apply multiple meanings of words/phrases 2. Apply strategies to new situations 3. Infer meaning from modified grade-level text 4. Critique material and support argument 5. Sort grade-level text by genre

Writing	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	1. Create expository text to explain graphs/charts 2. Produce research reports using multiple sources/citations 3. Begin using analogies 4. Critique social studies essays or articles
	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 brochure from list of travel attractions)	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)	

Standard Five – Grades 9-12					
Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	With visual, graphic or interactive support students can 1. Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally 2. Match everyday oral information to pictures, diagrams, or photographs 3. Group visuals by common traits named orally (e.g., “These are monarchies.”) 4. Identify resources, places, products, figures from oral statements, and visuals	With appropriate visual, graphic or interactive support students can 1. Match or classify oral descriptions to real-life experiences or visually represented, content-related examples 2. Sort oral language statements according to time frames 3. Sequence visuals according to oral directions	With visual, graphic or interactive support, as necessary, students can 1. Evaluate information in social and academic conversations 2. Distinguish main ideas from supporting points in oral, content-related discourse 3. Use learning strategies described orally 4. Categorize content-based examples described orally	With visual, graphic or interactive support, if necessary, students can 1. Distinguish between multiple meanings of oral words or phrases in social and academic contexts 2. Analyze content-related tasks or assignments based on oral discourse 3. Categorize examples of informational texts read aloud (e.g., primary or secondary sources) 4. Compare traits based on visuals and oral descriptions using specific and some technical language	1. Interpret cause and effect scenarios from oral discourse 2. Make inferences from political cartoons containing satire, sarcasm, or humor 3. Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy in news reports/political speeches) 4. Evaluate intent of speech and act accordingly

Speaking	With visual, graphic or interactive support students can 1. Answer yes/no or choice questions within context of lessons or personal experiences 2. Provide identifying information about self 3. Name everyday objects and pre-taught vocabulary 4. Repeat words, short phrases, memorized chunks of language	With appropriate visual, graphic or interactive support students can 1. Describe persons, places, events, or objects 2. Ask WH- questions to clarify meaning 3. Give features of content-based material (e.g., time periods, primary source) 4. Characterize issues, situations, regions shown in illustrations	With visual, graphic or interactive support, as necessary, students can 1. Suggest ways to resolve issues or pose solutions 2. Compare/contrast features, traits, characteristics using general and some specific language 3. Sequence processes, cycles, procedures, or events 4. Conduct interviews or gather information through oral interaction 5. Estimate, make predictions or pose hypotheses from models	With visual, graphic or interactive support, if necessary, students can 1. Take a stance and use evidence to defend it 2. Explain content-related issues and concepts 3. Compare and contrast points of view 4. Analyze and share pros and cons of choices 5. Use and respond to gossip, slang, and idiomatic expressions 6. Use speaking strategies (e.g., rehearsal)	1. Give multimedia oral presentations on grade-level material 2. Engage in debates on content-related issues using technical language 3. Explain metacognitive strategies for solving problems (e.g., “Tell me how you know it.”) 4. Negotiate meaning in pairs or group discussions
Reading	With visual, graphic or interactive support students can 1. Match visual representations to words/phrases 2. Read everyday signs, symbols, schedules, and school-related words/phrases 3. Respond to WH- questions related to illustrated text 4. Use references (e.g., picture dictionaries, bilingual glossaries, technology)	With appropriate visual, graphic or interactive support students can 1. Match data or information with its source (e.g., map symbols and descriptions) 2. Classify or organize information presented in visuals or graphs 3. Follow multi-step instructions supported by visuals or data 4. Match sentence-level descriptions to visual representations 5. Compare content-related features in visuals and graphics 6. Locate main ideas in a series of related sentences	With visual, graphic or interactive support, as necessary, students can 1. Apply multiple meanings of words/phrases to social and academic contexts 2. Identify topic sentences or main ideas and details in paragraphs 3. Answer questions about explicit information in texts 4. Differentiate between fact and opinion in text 5. Order paragraphs or sequence information within paragraphs	With visual, graphic or interactive support, if necessary, students can 1. Compare/contrast authors’ points of view, characters, information, or events 2. Interpret visually- or graphically-supported information 3. Infer meaning from text 4. Match cause to effect 5. Evaluate usefulness of data or information supported visually or graphically	1. Interpret grade-level literature 2. Synthesize grade-level expository text 3. Draw conclusions from different sources of informational text 4. Infer significance of data or information in grade-level material 5. Identify evidence of bias and credibility of source

Writing	With visual, graphic or interactive support students can 1. Label content-related diagrams, pictures from word/phrase banks 2. Provide personal information on forms read orally 3. Produce short answer responses to oral questions with visual support 4. Supply missing words in short sentences	With appropriate visual, graphic or interactive support students can 1. Make content-related lists of words, phrases, or expressions 2. Take notes using graphic organizers or models 3. Formulate yes/no, choice and WH- questions from models 4. Correspond for social purposes (e.g., memos, e-mails, notes)	With visual, graphic or interactive support, as necessary, students can 1. Complete reports from templates 2. Compose short narrative and expository pieces 3. Outline ideas and details using graphic organizers 4. Compare and reflect on performance against criteria (e.g., rubrics)	With visual, graphic or interactive support, if necessary, students can 1. Summarize content-related notes from lectures or text 2. Revise work based on narrative or oral feedback 3. Compose narrative and expository text for a variety of purposes 4. Justify or defend ideas and opinions 5. Produce content-related reports	1. Produce research reports from multiple sources 2. Create original pieces that represent the use of a variety of genres and discourses 3. Critique, peer-edit and make recommendations on others' writing from rubrics 4. Explain, with details, phenomena, processes, procedures
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