

SAU #39 ESOL Compliance Manual

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SAU #39 ESOL Compliance Manual

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SAU #39
ESOL Compliance Manual

Program Introduction

Mission Statement

The goal for the SAU 39 ESOL program is to produce language learners who are socially and academically prepared to be successful students.

Belief Statements

We believe:

- Language learning is developmental and acquired in stages.
- Learning strategies and literacy in the first language facilitate learning and literacy in the second language.
- Language is best acquired through purposeful practice in the target language.
- Rate of language acquisition differs among language learners.
- Language learners acquire language best when their level of instruction narrowly supersedes the level of their comprehension.
- ELs (English Learners) need to develop basic interpersonal communication skills (BICS)
- ELs need to develop cognitive academic language proficiency (CALP)
- Content based instruction (CBI) reflects best practice on how to develop ELs who are proficient in both BICS and CALP
- Quality CBI contains the following components:
 - Simulates the conditions and demands of the subject matter in the classroom
 - Allows language learners to deeply engage with content
 - Allows language learners to acquire the academic vocabulary and language skills needed for mainstream classroom work
- Use of native language in the home enhances second language acquisition
- Use of native language in the home strengthens familial and cultural bonds, which improves self esteem and identity
- Students need to be proficient in all four English language domains (listening, speaking, reading and writing)
- ELs are proficient in English when they are able to participate at the level of their peers in the general education classroom

- Planned, focused practice of a language is necessary to achieve the level of proficiency needed to be successful in the general education classroom.
- Cultural differences enrich the lives of all school community members

English Development Standards

Adopted from the 2006 TESOL student proficiency standards

Standard 1: English learners communicate for **social, intercultural and instructional** purposes within the school setting.

Standard 2: English learners communicate information, ideas, and concepts necessary for academic success in the area of **Language Arts**.

Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the area of **Mathematics**.

Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in the area of **Science**.

Standard 5: English learners communicate information, ideas, and concepts necessary for academic success in the area of **Social Studies**.

English Language Domains

Within each proficiency standard, students will use each of the following language domains.

- Listening
- Speaking
- Reading
- Writing

Educational Theory and Goals

The ESOL (English Speakers of Other Languages) program for English Learners (ELs) in SAU 39 is an avenue of access to the regular education program. EL students are required to meet the same rigorous standards and benchmarks as all other general education students. Therefore, there is not a separate EL curriculum in SAU 39. However, there are specialized materials and teaching strategies that will assist ELs in meeting SAU goals. Current theory in teaching and learning of English as an additional language stresses the need for students to learn content and language at the same time. This will enable them to maximize their opportunity to be successful in all-English classrooms with their English-speaking peers. It typically takes 5-7 years or more for students to score on par with English-speaking peers on standardized achievement tests (Thomas & Collier, <http://www.ncela.gwa.edu/pubs/resource/effectiveness/thomas-collier97.pdf>, p. 33). For this reason, regular education teachers need support and resources for being most effective with ELs. ESOL teachers in the SAU 39 can support classroom teachers as necessary. ESOL teachers may provide in-class support, individual instruction, small group instruction, sheltered content instruction, and any other research-based instructional approach that is deemed appropriate by the ESOL team. ESOL teachers will also support the families of ELs with integrating into the school community, providing resources and information as necessary about school culture, expectations, and events.

Specific ESOL program goals:

- ELs will develop proficient academic English in the areas of listening, speaking, reading and writing at an age appropriate level, as measured by the ACCESS for ELs Assessment.
- ELs will develop the conversational English needed to communicate with classmates, teachers, and other building staff at an age appropriate level, as measured by observation and the ACCESS for ELs Assessment.
- ELs will be supported as necessary in learning content at a grade appropriate level.
- Families of ELs will be supported as necessary in becoming part of the school community.
- Students will be able to perform comparably to their native-speaking peers on content area assessments and standardized assessment such as the NECAP.

New Hampshire Department of Education

ESOL Program

Statement of Beliefs

- Language:
 - All classrooms have students with different dialects and different levels of experience with school language.
 - These differences are greater with ELs because language is the basic medium of communication in the classroom. Second languages must be taught and learned; it is every teacher's responsibility to help students who are still learning English.

- Culture:
 - Any group has multiple cultures and sub-cultures, often determined by ethnicity, but also by family background, interests and abilities, or social class.
 - Cultural differences among students from different language backgrounds are greater than differences among students who all speak the same language because cultures are closely related to languages. ELs should be encouraged to maintain their native culture as they learn to live comfortably within a new culture, just as they should be encouraged to maintain their native language as they learn English.

- Family and friends:
 - Teachers recognize the influence of students' families and peers on their behavior, and how this influence creates differences in achievement.
 - ELs may demonstrate greater differences because they are living with two languages and cultures. Some strongly identify with their family's language and culture, and resist assimilation. Others are so anxious to be "American" that they create communication difficulties with their families. Teachers need to be aware of these issues and help students work through them.

- School experiences:
 - All students come to a particular classroom with different school experiences and expectations. For example, some students are used to independent group learning, while others have never done anything except teacher-directed individual work.
 - ELs may have ways of learning that are very different from any found in U. S. schools, because classroom organization and participation are culturally-determined. Teachers need to respect the school customs that ELs bring with them, while at the same time helping them learn to participate in different ways.

- Prior knowledge:
 - What one student learns during school is never the same as what another student learns, even if both have gone through the same school.
 - These differences increase greatly for ELs. They may have gone to schools that put very different emphases on what is important to learn; they may have lost continuity because of attending many different schools; they may have been out of school completely because of wars or other disasters. When teaching ELs, it is essential to find out what they already know about each new topic introduced, and to provide whatever background knowledge they need to be successful.

- Physical or emotional barriers:
 - Any classroom contains students with special physical, emotional, or learning needs.
 - ELs may also have physical challenges, emotional problems, or learning difficulties. In addition, language disorders may not be recognized if they are confused with normal second language acquisition processes. Emotional barriers may have been created by trauma or through being uprooted from everything familiar in their lives. Teachers must remember that strategies and accommodations must be adapted for each student's individual needs.

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Student Identification

Identification of ESOL Students SAU #39

Upon registering for school, all families will be asked if a language other than English is spoken in the home. If the answer is yes, or there are any other indications (adoption from a non-English country), the family will be given a home language survey by the ESOL teacher. The ESOL teachers will communicate with office administrative assistants at the beginning of the school year to gather information on families identified as needing a home language survey. Interpreters or translations for families will be provided by the school SAU if requested or if the need is apparent. The ESOL teacher will use information provided from the teacher, the survey and the student to determine it is appropriate to administer the W-APT screener. The ESOL teacher will administer the W-APT screener to determine English proficiency level in the domains of reading, writing, listening and speaking. The ESOL teachers are familiar with screener procedures as described by WIDA and will follow the test publishers' guidelines for use of the W-APT screener. Assessment scores combined with parent and teacher input will determine eligibility for and level of services. Please refer to the ESOL Eligibility Chart on the next page for specific eligibility guidelines.

Any exchange students that are enrolling in our schools will be treated as any other student, entitled to ESOL services if found to be eligible.

All home language surveys and W-APT screener scores will be kept in the student's cumulative folder and/or ESOL folder, even if the W-APT was not administered, the parents declined services or the student was found to be ineligible for services. Also, all data on eligible students will be entered in the NHDOE ESOL Fall or Midyear roster report by ESOL teachers or administrators familiar with the ESOL program.

Home Language Survey

School: _____ SAU: _____ Date: _____

Student Information			
First name:	Last name:	Date of Birth:	Gender: <input type="checkbox"/> female <input type="checkbox"/> male
Country of Birth:	Date of entry in U.S.:	Date first enrolled in a U.S. school: Month _____ Year _____	Current grade:

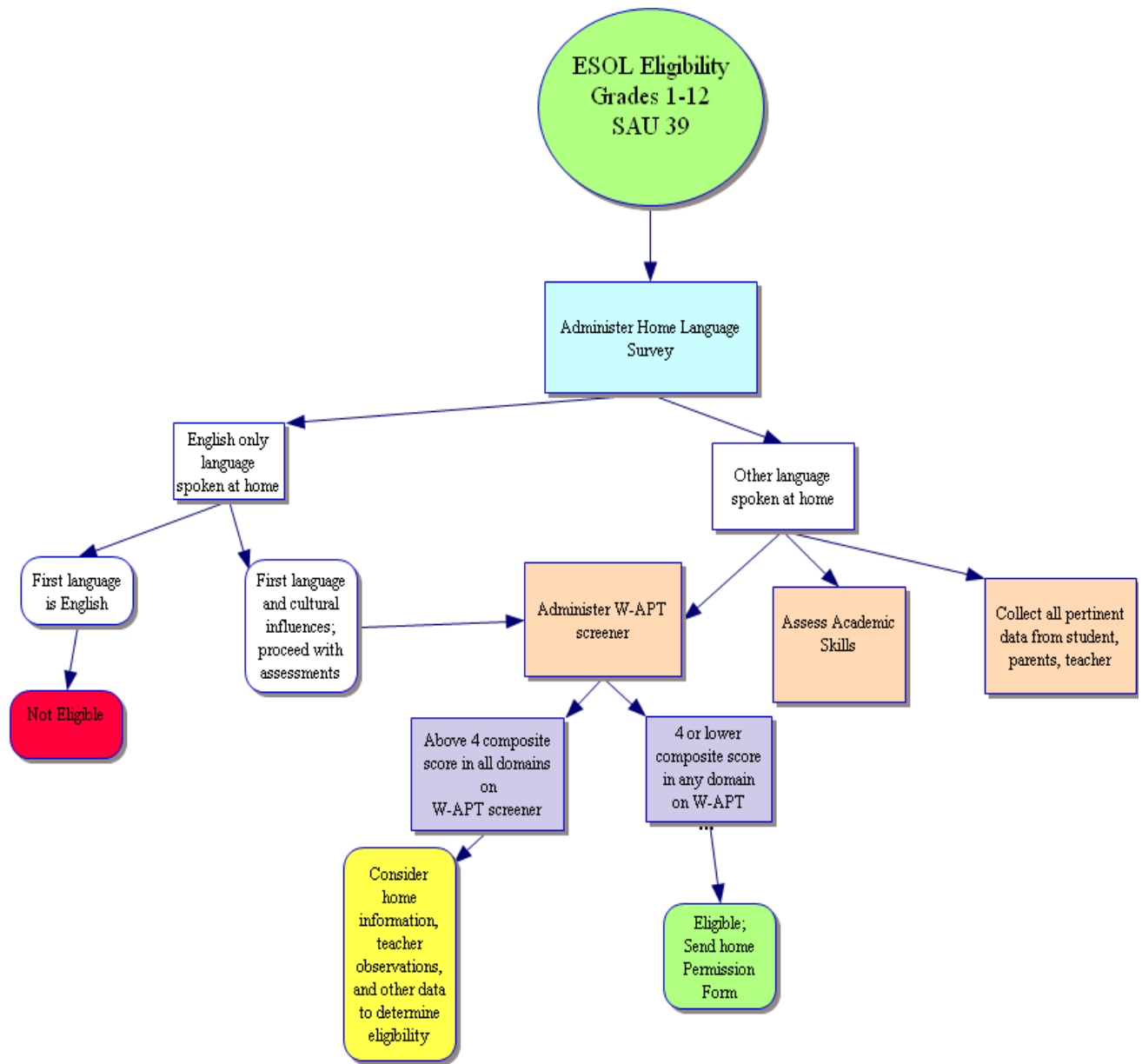
Family Information	
Name of parent/legal guardian:	Phone number:
Address:	<input type="checkbox"/> Please translate school notices. Language _____

Questions for Parents/Guardians	Response
Please list all languages spoken in your home.	
Which language did your child first hear or speak?	
If English is the only language listed, stop here. If another language is listed; please answer the rest of the questions.	
Which language(s) do you speak to your child?	
Which language(s) does your child speak at home with adults?	
Which language(s) does your child speak at home with other children?	

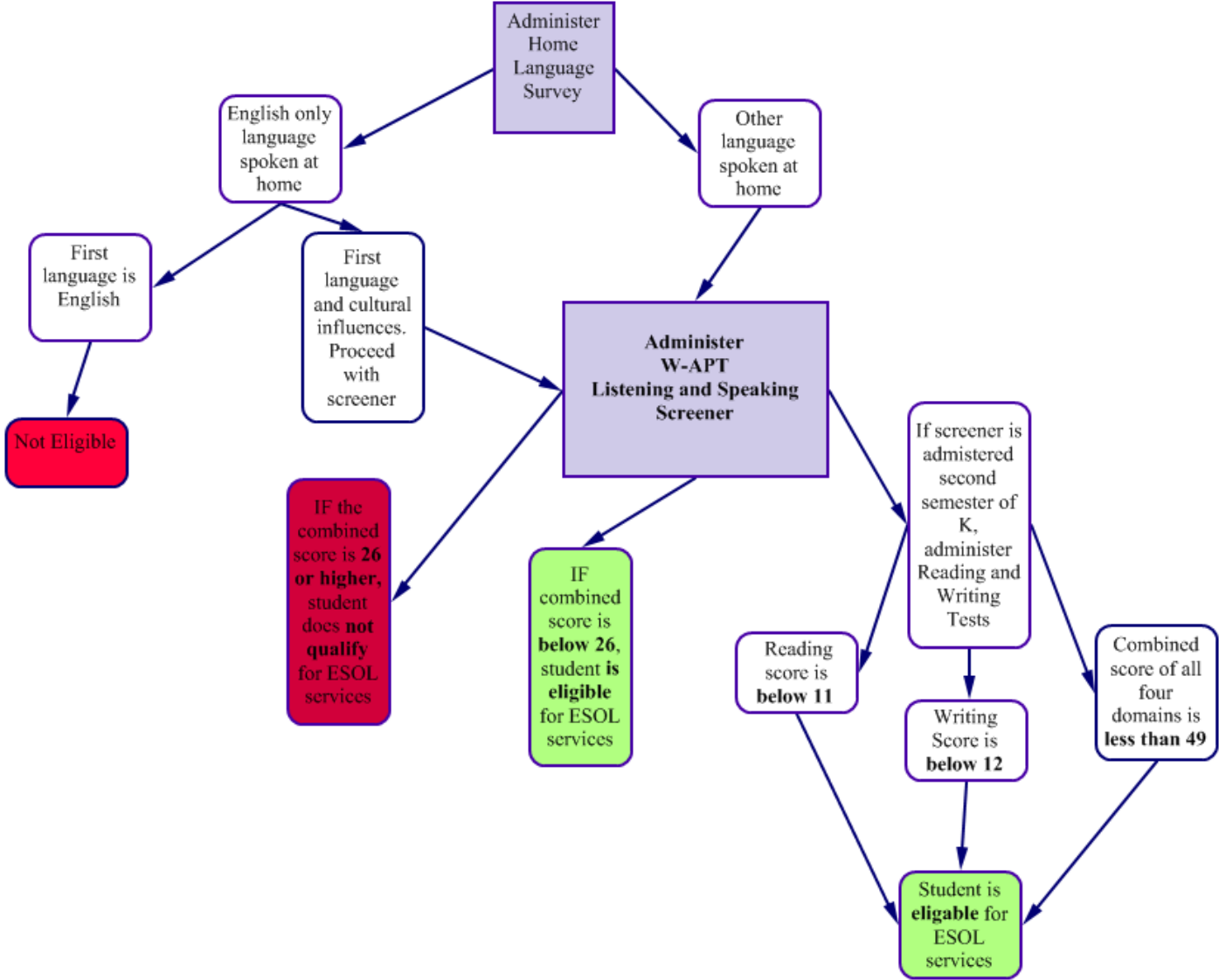
For parents and guardians: If a language other than English is listed above, an ESOL teacher will test your child to find out if he or she can speak, understand, read, and write well in English. The results will be sent to you within 30 days. Based on the results of the test, your child may be eligible to enroll in an English language (ESOL) class at school. Parents/guardians may accept or decline ESOL program services for their child.

Instructions for survey administrator:

1. Please provide an interpreter when necessary.
2. If responses indicate a language other than English, please contact the ESOL teacher and provide her/him with a copy of this survey. Date of referral to ESOL teacher: _____
3. File original Home Language Survey in student's cumulative folder.



**SAU #39, NH
ESOL Services
Kindergarten Eligibility Chart**



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Student Placement

Placement of Eligible ESOL Students

SAU #39

Students who are found eligible for ESOL services (see previous section on identification of students) will be placed in classrooms with their age peers or, in exceptional cases, within one year of their age-peers.

An ESOL team will be created to plan the student's course of services. This team will include the ESOL teacher and the classroom teacher. It may also contain an administrator or counselor and any other involved parties.

Parents will be notified of their child's eligibility within 30 days of the start of the school year, or within 14 days of enrollment. They will be given an explanation of the ESOL program and a permission/decline form. Interpreters and/or translations will be provided as needed or requested. This form will be kept in the student's cumulative folder. Free online translations can be found at www.babelfish.com or www.freetranslations.com

Parents have the right to remove the student from ESOL services at any time. They may also choose to enter their student in the program if they had previously declined.

Upon placement in the ESOL program, the ESOL teacher will gather background information on the student to assist all teachers involved in addressing the student's needs. This may include, but is not limited to cultural information, academic information, social information and familial background. Please refer to the New ESOL Student Checklist. This information will be kept in the student's ESOL file.

A letter of continuing services, transition into monitored status, or exit from the program will be sent to the parents annually in the spring. Interpreters and/or translations will be provided as necessary or requested.

New EL Student Checklist
SAU #39

- Home Language Parent Survey
- Parent conference
- Teacher conference
- W-APT Language Screener Administered
- Academic skills assessments
- Eligibility Flow Chart
- Home culture fact sheet
- Individual Learning Plan
- Background and skills summary sheet for classroom teacher
- English buddy assigned
- Parent/Teacher/Counselor Meeting – explanation of W-APT, number of service hours provided, focus of services
- Funds request to SAU

ESOL Checklist for Student ESOL File
SAU # 39

**indicates a copy also remains in cumulative file*

Name _____

Date entering program _____

First Language _____

- Home Language Survey *
- W-apt Screener Scores *
- Introduction to ESOL letter sent
- Permission to receive services signed *
- Initial background information
- ESOL services determined
- Individual Learning Plan
- Initial classroom teacher and ESOL teacher meeting
- Long-term background information form
- Progress reports *
- Teacher update reports
- Periodic oral language assessments
- Periodic writing samples
- ACCESS for ELs score report *
- Monitor progress form *
- Full exit report *
- End of year report

LONG-TERM BACKGROUND INFORMATION

Student name: _____ **Date** _____

How was the child as an infant? Any special problems? (late speaking, very sick, etc.)

How old was the child when she/he started school? _____

Where did the child go to school? (in neighborhood? far away?)

What Country? _____

What language? _____

Did the child miss a significant amount of schooling?

Was the child happy in school? _____ Did he/she feel successful? _____

What kind of grades did the child get? _____

Can the child speak the native language fluently? _____ Read? _____ Write? _____

Does the child read for pleasure? _____ How many hours per week? _____

How many books does the child own? _____ In what language? _____

Does the child subscribe to any periodicals? _____ In what language? _____

How often does the child write at home? _____

For what purpose and in what language? _____

Is the child happy in school now? _____

What are the favorite subjects? _____

Least favorite subject? _____ Easiest subject? _____

Hardest subject: _____

Does the child have plans for the future? _____

Is the child happy to be here? _____

Does he/she want to go back to home country? _____
Does the child have friends here? _____ There? _____

What is the family's attitude toward school? _____

Toward English? _____

Toward the native language? _____

Have there been any recent problems in the family that could affect the child's learning?
(Separation from family members, moving, divorce, family, death, war, personal trauma)

Cultural Information:

What are the general attitudes of the child's culture toward:

Education - _____

Family _____

Peers _____

Etiquette _____

Food _____

Holidays _____

Religion _____

Are there major cultural clashes being experienced for the child or the family because of the differences between the old culture and the new culture? _____

Has your child studied the English language in school? _____
Which grades? _____

What is the child's attitude toward English? _____

The first language? _____

Bilingualism? _____

Family information:

How many family members are currently living in the dwelling? _____

Names and ages of other children? _____

Where were the other members of the family born? _____

What are their native languages? _____

Is the native language a standard form of language or a dialectic form? _____

How many years of schooling do the parents have? _____

In what languages are the parents educated? _____

Has the family lived mostly in urban or rural areas? _____

Do/did family members read to the children? _____

How often? _____

Do family members read at home for pleasure? _____ How often? _____

Do family members use the local library? _____

Does the family own books? _____ How many? _____

In what languages? _____

Would the family like help in finding books in other languages? _____

What are the occupations of family members? _____

Does the family read a daily/weekly newspaper? _____ In what language? _____

What language is usually seen on TV/movies, or heard on radio? _____

STUDENT BACKGROUND INFORMATION

Family Name _____ Given Name _____ Age _____

Country of Origin _____ First Language _____

Date of Childs Entry into U.S. _____

Mother's Name _____

Country _____ Language _____

Fathers Name _____

Country _____ Language _____

Parents' years of education _____ Country _____

Other languages spoken or studied by student _____

Years in English speaking environment _____

Name of responsible family member or guardian who speaks English _____

Family address _____

Phone (home) (work) _____

Relatives attending school

In same school _____

Other schools in SAU _____

Initial Assessment (circle 1 in each proficiency)

Oral proficiency in English: Entering Beginning Developing Expanding Bridging

Reading proficiency in English: Entering Beginning Developing Expanding Bridging

Writing proficiency in English: Entering Beginning Developing Expanding Bridging

Academic proficiency, if known: Novice Basic Proficient Advanced

OUTLINE OF SEM 1-STRUCTURED INTERVIEW WITH STUDENT

I. Education

- A. Routine
- B. Priorities
- C. Rewards
- D. Punishments
- E. Clothes
- F. Method of Research
- G. Goals Dreams for Future

II. Family

- A. Position of Women
- B. Position of Men
- C. Position of Children
- D. Names
- E. Traditions

III. Body Language

- A. Gestures
- B. Eye Contact

IV. Etiquette

- A. Gift Giving/Receiving
- B. Hospitality
- C. Punctuality
- D. Appointments
- E. Conversation Rules
- F. Introductions/Greetings/Partings
- G. Dating

V. Food

VI. Holidays

VII. Religion

VIII. Superstitions

IX. Counseling

- A. Dual Culture identity Home/School
- B. Belief System
 - a. own individual
 - b. where does that come from
- C. Identity that serves in USA
- D. What gets in your way of happiness?
- E. Counselors in other countries

X. Draw Your Culture

- A. Events that influenced you in your culture
- B. Symbols
- C. Design, doodles, lines

SOME QUESTIONS FOR INTERESTS AND ATTITUDES

1. Do you like school?
2. What do you like best about school?
3. What do you like least about school?
4. What do you like to do after school or on weekends?
5. Do you like to read?
6. What is your favorite book, magazine or cartoon?
7. What do you want to do next summer?
8. What kind of work would you like to do when you finish school?
9. What makes you happy?
10. What makes you sad?
11. What makes you angry?
12. Do you get mad easily?
13. What makes you afraid?
14. Are you afraid often?
15. Do you have friends here?
16. What do you like to do with your friends?
17. Do you spend a lot of time with your family?
18. What do you like to do with your family?
19. How do you do in school?
20. Does anything bother you at school?

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ESOL Compliance Manual

Parental Notification

Parental Notification

SAU #39

Upon determining a student's eligibility for the ESOL program, parents will be notified by the ESOL teacher within 30 days of enrollment in the school, or within 14 days if the student enrolls mid-year. Parents will receive an introduction letter explaining how eligibility is determined and describing the program, as well as a permission/denial of services form to be signed and returned. Parents will also receive information on exiting criteria. All letters and forms will be translated or orally interpreted as requested or needed. Free translations online can be found at www.babelfish.com or www.freetranslations.com. The parents' permission/denial form will be kept in the ESOL file as well as the student's cumulative folder.

Parents may choose to remove their child from the program at any time. Likewise, they may re-enroll their child in the program if the child is still eligible to receive services.

A letter will be sent annually in the spring stating the student's eligibility for continuing services, transition into monitored status or full exit from the program.

ESOL Program Introduction

Welcome to the ESOL program in SAU #39. I am happy to have the opportunity to assist your child in achieving academic success by improving his/her English Language skills. I will be working closely with your child's classroom teacher to determine the areas we will focus on in our work. I will also conduct periodic writing and reading assessments to monitor your child's progress. If at any time you have questions or concerns about your child's progress, please feel free to contact me at school.

I am also available to act as your liaison to the school community, by answering questions about school events, expected school behavior, cultural information, parent participation, etc. If you are in need of any community resources, I may be able to help you locate them. Please let me know about how I may help you.

All ELs (English Learners) are required by law to participate in an annual assessment of their language skills. New Hampshire uses the ACCESS for EL's assessment. This assessment is administered in February and results are released in May. I will keep you informed of the schedule as it gets closer. The results of this assessment are used in determining ongoing eligibility for ESOL services.

Once your child has received the minimum proficiency score on the ACCESS for ELs, I will inform you he/she is ready to enter the monitoring portion of the program. This portion lasts for a minimum of two years and consists of periodic checks on your child's progress in the classroom. With your permission, your child may be re-entered into the tutoring portion of the program if his/her grades slip below a C (or equivalent).

Once your child has successfully completed the two year monitoring portion of the program, your child will then be officially exited from the ESOL program. You will be kept informed during this decision making process.

I look forward to helping your child achieve academic success!

**Parent Permission for ESOL Services
SAU #39**

Student Name _____

Date _____

I understand that after careful evaluation, it is recommended that my child receive extra services in the English Speakers of Other Languages program in the SAU #39. School personnel have discussed this assignment with me and I understand the following:

- This service is part of the SAU #39's educational program assisting children who have been identified as "Limited English Proficient" by the W-APT screener as well as home and academic data collected.
- My child will participate in the ESOL program, which helps him/her learn English, cultural background and other academic skills that will improve reading, writing and oral language skills.
- The ESOL teacher may work with my child one on one, in small groups, or within the context of the classroom.
- The ESOL teacher will work with the classroom teacher to determine targeted skills.
- I will be kept informed of my child's progress during the year.
- If I have any questions about the ESOL program at any time, I may contact the ESOL teacher at school.
- My child will be assessed annually using the ACCESS for EL's assessment, as required by New Hampshire Department of Education. This assessment will be used to determine my child's progress in English acquisition.
- I have the right to refuse services for my child at any time.
- If I decline services, I have the right request to have my child re-enrolled in the ESOL program at any time.
- Even if I have declined services my child will still be included in the annual ACCESS for EL's assessment and I will be informed of the results in the spring.

I have read and understand the above information.

_____ I give permission for my child to participate in the ESOL program.

_____ I decline ESOL services for my child at this time.
(My child will participate in the ACCESS for EL's, as required by law)

Parent Signature

Date

SAU #39
ESOL Compliance Manual
Student Assessment

Assessment

Every eligible ESOL student, including ones whose parents declined services, will be assessed annually using the ACCESS for ELs Assessment by an ACCESS certified administrator. Proficiency level will be assessed in the domains of listening, speaking, reading and writing. Score reports will be shared with teachers and parents in the spring. A copy of the score report will also be kept in the student's cumulative folder. Translations of the ACCESS score report are available at

<http://www.wida.us/assessment/ACCESS/ScoreReports/translations.aspx>

Less formal assessments of English proficiency will take place at least three times a year and will be kept in the student's ESOL folder. These assessments may include, but are not limited to, writing prompts, oral assessments, reading inventories, anecdotal notes and observations from the classroom or ESOL teacher. Please see the following documents for examples of assessments used throughout the school year. The assessments included in this manual are examples of assessments used, but ESOL teachers supplement their own assessments as needed. The ESOL teacher will keep in touch with the classroom teacher in order to stay informed about classroom assessments and grades.

The ESOL teacher will keep a folder with a record of all these assessments. Please see ESOL Student Folder Checklist for a list of items which may be included in the ESOL folder.

ESOL Checklist for Student ESOL File
SAU # 39

**indicates a copy also remains in cumulative file*

Name _____

Date entering program _____

First Language _____

- Home Language Survey *
- W-apt Screener Scores *
- Introduction to ESOL letter sent
- Permission to receive services signed *
- Initial background information
- ESOL services determined
- Individual Learning Plan
- Initial classroom teacher and ESOL teacher meeting
- Long-term background information form
- Progress reports *
- Teacher update reports
- Periodic oral language assessments
- Periodic writing samples
- ACCESS for ELs score report *
- Monitor progress form *
- Full exit report *
- End of year report

SAU #39
ESOL

Dear _____,

In February of this year, I administered the *Assessing Comprehension and Communication in English State to State* (ACCESS for ELs) English Language Proficiency Test to your son/daughter, _____. This is an assessment that is required by the New Hampshire Department of Education for all *English Speakers of Other Languages* (ESOL) students enrolled in New Hampshire public schools. The ACCESS for English Learners (ELs) assesses students' English language proficiency at a given grade level in the four language domains of listening, speaking, reading, and writing. The main purposes of the test are to help teachers, administrators, parents, and students better understand students' development of English language proficiency on an annual basis and to contribute to state accountability.

Attached, please find the Parent/Guardian Report for _____'s scores. I've also attached a sheet of "CAN DO" descriptors which offers a range of expectations for student performance within a designated English language proficiency level. Although these descriptors are fairly broad in nature, they may assist you in interpreting the meaning of the score report. I've also highlighted the level in which _____ scored for each individual domain. Please keep in mind that this assessment was administered in early February, and _____ has made continued progress in his/her English language proficiency since then.





I have enjoyed working as _____'s English language tutor this year. He/She has made excellent progress and is a well-mannered and hard-working student. I look forward to continuing our work together in September. Also at that time, I would be more than happy to schedule a conference with you to further discuss _____'s ESOL program as well as to answer any questions you may have about the ACCESS test.

Have a wonderful summer!

Sincerely,

ACCESS for ELs[®] English Language Proficiency Test

Student:		
School:	State ID:	District ID:
Grade:	Birth Date:	

Test Section	1 – Entering	2 – Beginning	3 – Developing	4 – Expanding	5 – Bridging	6 – Reaching
 Listening						
 Speaking						
 Reading						
 Writing						
Comprehension						
Overall Score						

Proficiency Level	Description of English Language Proficiency Levels
1 – Entering	Knows and uses minimal social language and minimal academic language with visual support
2 – Beginning	Knows and uses some social English and general academic language with visual support
3 – Developing	Knows and uses social English and some specific academic language with visual support
4 – Expanding	Knows and uses social English and some technical academic language
5 – Bridging	Knows and uses social and academic language working with grade level material
6 – Reaching	Knows and uses social and academic language at the highest level measured by this test

Figure 5K:

Speaking Rubric of the WIDA™ Consortium*			
Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 Beginning	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make

Adapted from *ACCESS for ELLs® Training Toolkit and Test Administration Manuals, Series 103 (2007-08)*

*English proficiency level 6 is not included in the Speaking Rubric as it is reserved for students whose oral English is comparable to that of their English-proficient peers.

Figure 5L:

Writing Rubric of the WIDA™ Consortium Grades 1-12			
Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Reaching*	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language.	Has reached comparability to that of English proficient peers functioning at the “proficient” level in state-wide assessments.
5 Bridging	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary.	Approaching comparability to that of English proficient peers; errors don’t impede comprehensibility.
4 Expanding	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Generally comprehensible at all times, errors don’t impede the overall meaning; such errors may reflect first language interference.
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.
2 Beginning	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Usage of general language related to the content area; lack of vocabulary may be evident.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.
1 Entering	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Usage of highest frequency vocabulary from school setting and content areas.	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.

Adapted from *ACCESS for ELLs® Training Toolkit and Test Administration Manuals, Series 103 (2007-08)*

*Level 6 is reserved for students whose written English is comparable to that of their English-proficient peers.

DATE

Dear Parent / Guardian,

Attached is a report of your child's English language proficiency scores from an assessment that was administered over the winter. The report details your child's English language skills in the area of listening, speaking, reading and writing, a comprehension score (listening and reading scores combined) and an overall score. The assessment, called ACCESS for ELs® – *Assessing Comprehension and Communication in English from State to State for English Learners*, is used throughout New Hampshire and in other states. This report identifies your child's language skills in both social and academic English. Social language is used to communicate for everyday purposes. Academic language is used to communicate in the content of language arts, mathematics, science and social studies. Information on English language proficiency levels are also given at the bottom of the report.

Please contact your child's ESOL teacher if you have questions regarding this report. More information about this assessment can be found at: www.wida.us.

Thank you.

ESOL Progress Report
SAU #39

Name _____ Date _____

Classroom Teacher _____

ESOL Teacher _____

	<u>Very Good</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>
Speaking/ Pronunciation	_____	_____	_____
Listening/ Comprehension	_____	_____	_____
Reading	_____	_____	_____
Writing	_____	_____	_____
Effort	_____	_____	_____
Behavior	_____	_____	_____

Comments:

Table 4: Performance Definitions for the Levels of English Language Proficiency

6- Reaching	<ul style="list-style-type: none"> • specialized or technical language reflective of the content area 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
5- Bridging	<ul style="list-style-type: none"> • oral or written communication in English comparable to proficient English peers • 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 English-proficient peers when presented with grade-level material
4- Expanding	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statement with sensory, graphic or interactive support

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
Listening	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures, or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare and contrast functions or relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions or infer from oral information Construct models based on oral discourse Make connections between ideas based on oral discourse 	
Speaking	<ul style="list-style-type: none"> Name objects, people, pictures Answer wh- (who, what, when) or choice questions 	<ul style="list-style-type: none"> Ask wh- or choice questions Describe pictures, events, objects, people Restate facts or statements 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples, and justify responses Express and defend points of view 	
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
Reading	<ul style="list-style-type: none"> Match icons and symbols to words, phrases, or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Glean information from multiple sources Draw conclusions or infer from explicit and implicit text 	
Writing	<ul style="list-style-type: none"> Draw in response to oral directions Label objects, pictures, diagrams Produce icons, symbols, words, to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/ contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms of writing 	

ESOL Self-Evaluation
SAU #39

Name: _____

1. I am enjoying school. 😊 ☹️
Comments:

2. I am getting used to living here. 😊 ☹️
Comments:

3. I am making new friends. 😊 ☹️
Comments:

4. My English speaking is 😊 ☹️
Comments:

5. My English writing is 😊 ☹️
Comments:

6. My English reading is 😊 ☹️
Comments:

7. I am doing well in math. 😊 ☹️
Comments:

8. I am doing well in science and/or social studies. 😊 ☹️
Comments:

9. I am behaving well in school. 😊 ☹️
Comments:

10. I have fun at recess. 😊 ☹️
Comments:

11. I do my best job on my work. 😊 ☹️
Comments:

12. I get all my homework done on time. 😊 ☹️
Comments:

ORAL LANGUAGE OBSERVATION SCALE

STUDENT
NAME: _____ DATE: _____

RATER NAME: _____ PURPOSE: _____

LANGUAGE AREA	PROFICIENCY (5 being the highest)					
1. Comprehension	0	1	2	3	4	5
2. Speech Production	0	1	2	3	4	5
Speech flow	0	1	2	3	4	5
Vocabulary	0	1	2	3	4	5
Word order and usage	0	1	2	3	4	5
Pronunciation	0	1	2	3	4	5
Communication Management						
Oral discourse management	0	1	2	3	4	5
Paralinguistic and pragmatic	0	1	2	3	4	5

Sum of Numbers Circled _____
 Writing Proficiency Classification _____
 Instructional Level _____

CAUTION: CHECK PERFORMANCE LEVELS LIST AND PARKER'S *LANGUAGE PROFICIENCY CLASSIFICATION AND INSTRUCTIONAL PLACEMENT INSTRUMENT* FOR INFORMATION ON HOW TO ADMINISTER AND SCORRE THIS SCALE.

OBSERVATIONS: _____

This scale was adapted from Parker. *LANGUAGE PROFICIENCY CLASSIFICATION AND INSTRUCTIONAL PLACEMENT INSTRUMENT*. See Resources. Appendix.

ORAL LANGUAGE OBSERVATION SCALE PERFORMANCE LEVELS LIST

PERFORMANCE LEVEL 0

Student does not understand simple conversation in English, and may attempt to converse with the interviewer in his/her native language.

The student is classified as Non-English Proficient (NEP) and placed in Beginner ESOL instruction.

PERFORMANCE LEVEL 1

The student has a very limited understanding when spoken to in English. He/she doesn't respond in English, or responds with a single word or gesture. He/she may attempt to communicate in his/her native language.

The student is classified as Non-English Proficient and placed in Beginner ESOL instruction.

PERFORMANCE LEVEL 2

The student has difficulty understanding more than single words or phrases. Visual prompts or acting out may be needed on the part of the interviewer. Student speaks with single words or phrases, but can mimic modeled sentences. Attempts at spontaneous languages are difficult and often impossible for listeners to understand.

Student is classified as Limited English Proficient (LEP 1) and placed in Advanced Beginner ESOL instruction.

PERFORMANCE LEVEL 3

The student can understand conversation on familiar topics or when given prompts and repetition. He/she responds with phrases of short original sentences. Vocabulary is limited and speech flow is awkward. He/she may be translating from the native language, but is beginning to develop the use of idiomatic and vernacular forms. There are many errors in his/her speech, but they don't usually prevent understanding. Repetition may be needed.

The student is classified as Limited English Proficient (LEP 2) and placed in Intermediate ESOL instruction.

PERFORMANCE LEVEL 4

Student understands conversations, explanations and detailed descriptions given in normal tempo and rate. He/she speaks with relative ease and command of vocabulary, but may not be quite accurate in the use of idioms or colloquialisms. Oral production is intelligible, shows a reasonable conversational rate and control, although it still reflects some inaccuracies of stress, intonation, and syntax. He/she is beginning to use extra-linguistic and discourse management forms with ease.

The student is classified at Transitional English Proficient (TEP) and placed in the Transitional Level of ESOL and closely monitored by the ESOL Teacher.

PERFORMANCE LEVEL 5

Student can understand most native speakers of English in conversation and academic settings, or on tape. Syntax and grammar are used appropriately in different social and academic settings. His/her intonation and stress are accurate, although there may be an audible accent. Discourse management is authentic and automatic.

Student is classified as Fluent English Proficient (FEP) and placed in the mainstream curriculum with his same-age English-speaking peers and monitored for two years by the ESOL teacher and ESOL team.

Note: Placement decisions are made on the basis of multiple criteria, not just the results of one oral language observation. Many students become fluent speakers long before they are ready to function in the academic setting without support.

WRITING SCALE, cont'd.

Mechanics

14.	Uses standard paragraph forms	0	1	2	3	4	5
15.	Writes original sentences that make sense	0	1	2	3	4	5
16.	Uses appropriate word order syntax & structure	0	1	2	3	4	5
17.	Uses standard grammar forms and usage	0	1	2	3	4	5
18.	Uses standard spelling	0	1	2	3	4	5
19.	Uses standard capitalization	0	1	2	3	4	5
20.	Uses standard punctuation	0	1	2	3	4	5

Sum of Numbers Circled _____ (if using total. double #1-13 scores)
Writing Proficiency Classification _____
Instructional Level _____

CAUTION: CHECK PERFORMANCE LEVELS LIST AND THE *LANGUAGE PROFICIENCY CLASSIFICATION AND INSTRUCTIONAL PLACEMENT INSTRUMENT* FOR INFORMATION ON HOW TO ADMINISTER AND SCORE THIS SCALE.

OBSERVATIONS:

IDENTIFY ASSISTANCE PROVIDED DURING THE WRITING ACTIVITY

This scale was adapted from Parker. *LANGUAGE PROFICIENCY CLASSIFICATION AND INSTRUCTIONAL PLACEMENT INSTRUMENT*. See Resources

ESOL OBSERVATION SHEET

SCHOOL: _____

NAME: _____ GRADE: _____

DATE: _____ ESOL TEACHER: _____

5= MASTERY AT GRADE LEVEL

1 2 3 4 5

I. READING:

A. WORD IDENTIFICATION TECHNIQUES

1. SIGHT WORDS

a. Recognizes grade level sight words

1. in isolation _____

2. in context _____

2. WORD ANALYSIS

a. Names of letters _____

b. Sounds of letters _____

c. Consonants _____

d. Vowels _____

e. Blends _____

f. Digraphs _____

g. Diphthongs _____

3. STRUCTURAL ANALYSIS

a. Compound words _____

b. Syllabication _____

c. Contractions _____

d. Possessives _____

e. Prefixes _____

f. Suffixes _____

B. COMPREHENSION

1. Understand vocabulary _____

2. Recall of facts _____

3. Follows written direction _____

4. Recognizes main ideas _____

(summarizes info). _____

5. Maintains sequence of events _____

6. Can make predictions _____

7. Cause/Effect relationships _____

8. Draws inferences _____

9. Fact/Fantasy _____

10. Understand humor _____

11. Interprets figurative expressions _____

C. ORAL READING

1. Uses appropriate expression _____

- 2. Reads by phrases, not word by word
- 3. Responds appropriately to punctuation
- 4. Does not lose place while reading orally
- 5. Comprehends material

II. WRITING

A. MECHANICS

- 1. Capitalization
- 2. Punctuation
- 3. Correct verb tense
- 4. Subject/verb agreement
- 5. Spelling
- 6. Sentence structure
- 7. Parts of speech

B. ORGANIZATION

- 1. Clear main idea
- 2. Includes details
- 3. Has logical order
- 4. Keeps to the subject

III. LISTENING

- A. Understand vocabulary words
- B. Understands and is able to follow
 - 1. Simple directions
 - 2. Multiple directions
- C. Understands general conversation
- D. Listens attentively

IV. SPEAKING

- A. Is able to identify familiar objects
- B. Can retrieve words
- C. Has good pronunciation
- D. Speaks in complete sentences
 - 1. Simple
 - 2. Complex
- E. Expresses ideas well orally
- F. Asks sensible questions
- G. Able to retell story in correct sequence
- H. Enriches spoken language with details
- I. Speaks in grammatically correct sentences
- J. Uses correct verb tenses

V. ORGANIZATION SKILLS

A. STUDY SKILLS

- 1. Able to alphabetize
- 2. Able to use table of contents
- 3. Able to use glossary and dictionary
- 4. Able to find information in the library
- 5. Able to outline and do note taking

6. Able to locate key facts

B. WORK HABITS

1. Works well independently

2. Proofreads and self corrects

3. Completes homework on time

COMMENTS:

This form should be kept in the student's ESOL file in the ESOL office, or in the student's portfolio.

No Child Left Behind Regulations for Limited English Proficient Students 9/11/06

The *No child Left Behind Act* (NCLB) calls for all students to read and do math at grade level or better by 2014.

The U.S. Department of Education announced a new Title 1 regulation that will help recently arrived LEP students learn English and other subjects while giving states and local school SAUs flexibility on assessment and accountability under NCLB.

The final regulations relate LEP students who are recent arrivals to the U.S.:

- Defines recently arrived LEP student as an LEP student who has attended schools in the United States for 12 months or less.
- Permits a state to exempt recently arrived LEP students from one administration of the state's reading/language arts assessment.
- Requires state to include recently arrived LEP students in state mathematics assessments and state science assessments
- Permits state to not count in Adequate Yearly Progress (AYP) determinations, the scores of recently arrived LEP students on state mathematics and/or reading/language arts (if taken) assessments.
- Requires state that exempts recently arrived students from the reading/language arts assessment to publicly report the number of students exempted for this reason.
- Makes clear that states and local education agencies (LEA) remain responsible for providing appropriate and adequate instruction to recently arrived LEP students so they will gain English language skills and be able to master knowledge in reading/language arts and other subjects.

The new regulations also address the concern that states, SAUs and schools get credit for the progress of LEP students in AYP determinations. Since LEP is a classification of students that changes as a student gains language proficiency, students who master English are no longer considered LEP, it can be difficult for states, SAUs and schools to demonstrate the academic gains these students achieve on state assessments. In response, the new rule includes the policy options for states:

- Permits a state to include "former LEP" students within the LEP category in making AYP determinations for up to two years after they no longer meet the state's definition for Limited English Proficient student.
- Clarifies reporting requirements concerning former LEP students on state or LEA report cards. A state or LEA may only include the achievement of former LEP students as part of the current LEP subgroup for the purposes of reporting AYP. Former LEP students may not be included in the LEP subgroup for any other purpose on the current state or LEA report cards.

SAU #39
ESOL Compliance Manual

Monitored Status and Program
Exiting

Monitored Status and Program Exiting

Students who meet the ESOL program exiting criteria (see ESOL Exiting Criteria), will be transitioned into monitored status for a minimum of two years. No services will be provided during this monitored status time. ESOL teachers may consult with and advise classroom teachers during the monitored status time. Student's progress will be checked at least three times annually by the ESOL teacher. The ESOL teacher will check with the classroom teacher and review grades to determine if the student is continuing to progress adequately. Please refer to the Documentation of Progress/Return to ESOL Services Form. The documentation of progress form will be kept in the student's cumulative and ESOL folders. If the student does not receive at least a C (or equivalent), the student may be re-entered into the ESOL program with parental permission. The student will remain in monitored status for two years or longer until the student has achieved proficiency on the ACCESS for ELs assessment. A letter of exit will be sent to the parents when the student is fully exited from the ESOL program. Documentation of monitored status and program exiting will be kept in the student's cumulative folder and ESOL folder.

ESOL Exiting Criteria SAU #39

A student receiving ESOL services must meet BOTH of the following criteria before exiting the program and beginning monitor status.

- Received a minimum of 4.0 on all domains of ACCESS test
- Received a minimum of 5.0 overall on ACCESS test

**Monitored Status
Documentation of Progress
SAU #39**

Name of Student _____

Most recent ACCESS for ELs® scores - school year _____

____ Listening ____ Speaking ____ Reading ____ Writing

Monitored, Year One School year _____

Grades (3x annually) _____

Teacher comments _____

Monitored, Year Two School year _____

Grades (3x annually) _____

Teacher comments _____

Full Exit – Date _____

Return to ESOL Services – This process can be done at any time during the two years of monitoring OR after full exit, if the student’s grades fall below a C(or equivalent), to ensure the student’s success in the classroom.

Reason for return _____

Parent permission obtained ____ Date _____

Student re-enrolled in ESOL program ____ Date _____

ACCESS for ELs test ordered ____

ESS student data updated in November ____

Letter of Exit from ESOL Program
SAU #39

Student Name _____

Date _____

Dear Parents,

Your child has been in the monitoring portion of our ESOL program and the following levels of achievement have been maintained:

- Minimum of two years in monitoring status
- Grades of C (or equivalent) or higher on report cards
- Writing above, on or near grade level
- Reading above, on or near grade level
- Consistently performing at least at grade level on class work
- Scoring above, at or near grade level on SAU-wide assessments

I have consulted with your child's teacher(s) and we agree that your child is ready to fully exit the ESOL program. If there is a decline in the student's performance, we may revisit this decision at any time. I am happy to have had the opportunity to assist your child reach English proficiency.

Please sign the bottom portion of this letter and return it to school to acknowledge that you have been informed of this decision. As always, feel free to contact me with any questions or concerns.

Sincerely,

ESOL Tutor
SAU #39

Parent Signature

Date

Congratulations!

Through hard work and perseverance,

Student name

has successfully completed ESOL classes.

I am proud of you!



Teacher Signature



Date



SAU #39
ESOL Compliance Manual
Instructional Program

Instructional Program

An ESOL instructional program is offered to all eligible students in K-12 in the SAU #39. Our goal is to improve teaching and learning to enable EL students to meet the challenging state performance standards that all students are expected to master. The SAU #39 ESOL program uses effective instructional strategies and materials in accordance with a student's academic needs. The model of instruction is based on the student's proficiency level and needs. All instruction is research-based and aligned with WIDA English Language Development and State Standards. Models of instruction include pull-out tutoring, ESOL push-in, direct English instruction, content based instruction and sheltered content instruction. Sheltered content instruction refers to content classes where EL students require mainstream content and strategies to be modified in order to meet their English proficiency and academic needs. Sheltered content is used at all school levels. It was refined through the Center for Applied Linguistics (CAL). The teaching emphasis is on the content and concept from the subject areas. Grammar and pronunciation are taught through the content area curriculum.

Since our goal is to help ELs become successful in the mainstream classroom, the curriculum used is the grade-level curriculum for the student's age peers. Refer to the WIDA English Language Development Standards and the New Hampshire Content Standards Alignment posted on the NHDOE website. The curriculum content is taught at a proficiency level appropriate for challenging, yet not frustrating the ESOL student. The specific instructional needs of each student are determined by the ESOL team, which includes the ESOL teacher and the classroom teacher, and may also include parents, administrators, counselors or other involved parties.

The intensity and frequency of the instructional program are also determined by the ESOL team, so as to match the student's level of proficiency in English. The state recommended intensity of instruction for newcomers and beginners is 2-3 hours (class periods) per day; for early intermediate and intermediate students, 1-2 hours (class periods) per day. For more advanced students, instruction should focus on remaining domain(s) (listening, speaking, reading or writing) in which the student has scored a 4.0 or lower on the ACCESS for ELs Assessment. Instruction for these advanced students may vary between 1 hour per week and 1 hour per day.

Appropriate instructional space, materials, equipment and supplies are provided for ESOL instruction by the SAU. Materials used in the ESOL program are comparable to materials used in the mainstream classrooms.

There is on-going communication between the ESOL teacher and the classroom teacher. Please see Communications Forms.

ESOL courses at the high school level are credit-bearing and listed in the course offerings catalogue.

ESOL report

Student _____ Date _____

Teacher _____

In addition to support in the classroom, conversational skills, and social/emotional support, we have been working on these skills:

Writing:

Reading:

Comments:

Classroom Teacher Update
ESOL program
SAU #39

Student Name _____ Date _____

Classroom teacher name _____

ESOL teacher name _____

We have been working on the following skills. Please let me know if there is something you have observed in the classroom (or recess) that you would like me to address.

Language Arts:

Pronunciations:

Social/cultural:

Other:

Comments:

TEACHER COMMUNICATION FORM
SAU #39
(Please return to **ESOL** teacher)

Week of _____

Class/Teacher _____

Student _____

The above student has completed/ has not completed all homework due this week.

This student's class behavior has been satisfactory/ not satisfactory this week.

This student received the following grades on tests/quizzes this week.

Any problems?

Topics planned for next week:

Tests or quizzes next week:

Special vocabulary:

Pages in text/handouts if available:

English Language Development Standards

Adopted from the 2006 TESOL student proficiency standards

Standard 1: English learners communicate for **social, intercultural and instructional** purposes within the school setting.

Standard 2: English learners communicate information, ideas, and concepts necessary for academic success in the area of **Language Arts**.

Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the area of **Mathematics**.

Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in the area of **Science**.

Standard 5: English learners communicate information, ideas, and concepts necessary for academic success in the area of **Social Studies**.

English Language Domains

Within each proficiency standard, students will use each of the following language domains.

- Listening
- Speaking
- Reading
- Writing

New Hampshire's English Language Development Standards

- The standards were developed by the World-Class Instructional Design and Assessment (WIDA) consortium. This consortium consists of 16 states plus the SAU of Columbia, which have all adopted common English language Development standards and assessments.
- There are five standards:
 1. English learners **communicate** for **Social** and **Instructional** purposes within the school setting.
 2. English learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**.
 3. English learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**.
 4. English learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**.
 5. English learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**.

Descriptions of WIDA Language Proficiency Levels

Level 1: Entering

- pictorial or graphic representation of the language of the content areas
- words, phrases, or chunks of language, when presented with sensory, graphic, or interactive support, in one-step commands; directions; WH-, choice, or yes/no questions; or statements.

Level 2: Beginning

- general language related to the content areas (see below for examples of general, specific, and technical language for each content area)
- 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 sensory, graphic or interactive support, in one- to multiple-step commands, directions, questions, or a series of statements

Level 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 sensory, graphic or interactive support, in oral or written narrative or expository descriptions

Level 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 sensory, graphic, or interactive support, in oral or written connected discourse

Level 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 in grade level material

Level 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

English Language Development Standards and New Hampshire Content Standards Alignment

High School Level

Goals of the Alignment

1. To give ESOL and content area teachers information that they can use to differentiate instruction by proficiency level.
 2. To provide a concrete representation of the WIDA standards so ESOL students have access to all academic content.
 3. To define the ESOL curriculum in a way that will focus on the content areas of math, science, social studies, and language arts, and will assist in writing course competencies.
 4. To provide a reference of appropriate ESOL teaching strategies for content area teachers.
 5. To ensure that ESOL teachers know what content is being taught in content area classes, and that content area teachers know what can be expected of students at a particular level of language proficiency.
- The format of the WIDA standards is as follows:
 - There are five grade spans: PreK-K, 1-2, 3-5, 6-8, 9-12.
 - Each grade span includes the four language domains of listening, speaking, reading, and writing.
 - There are five language proficiency levels: Entering, Beginning, Developing, Expanding, and Bridging (see Appendix A for descriptions of proficiency levels and a language acquisition chart).
 - Model performance indicators (MPIs) are written for each language domain across the five proficiency levels.
 - WIDA's MPIs provide a framework for creating performance indicators for particular situations, using the topics and strategies needed to implement diverse curricula in diverse classrooms.

Format of the Alignment

- There are three essential elements of a WIDA MPI:
 1. **Language function** is the task ELs (English learners) do to demonstrate performance (see Appendix B for appropriate tasks in each subject at each proficiency level).
 2. **Topic** is what the students are expected to communicate (topics come from the selected NH GSEs).
 3. **Support** is the sensory, graphic, or interactive scaffolding used to help ELs show their knowledge (support is essential through Level 4; optional at Level 5) (see Appendix C for examples of various kinds of supports).
 4. **Examples** are optional; they clarify or extend the meaning of the MPI (e.g., things teachers, students, or texts might say; appropriate supports; subtopics, etc.).
- These WIDA/GSE alignments consist of new MPIs written for the selected GSEs:
 - MPIs were written for all tested GSEs in math, science, reading, writing, and oral communication; they were written for representative topics in social studies.
 - There are five MPIs for each GSE, one for each level of language proficiency.
 - The language domains of listening, speaking, reading, and writing are combined in the alignment MPIs.

The MPIs will need to be adapted; they are meant to be **models**. Teachers should change the topic, the language function, and/or the support as needed

How to Use This Alignment

- Model Performance Indicators are exactly that: *models*; any or all of the three elements can and should be transformed to create PIs that fit specific situations.
- This document will show ESOL teachers exactly what the expectations are for different content areas; the topics of the MPIs in each subject area will help them make decisions about what to emphasize as they help students with material from all content areas.
- This document will help content area teachers teach their subjects to ELs. It is a valuable resource of appropriate tasks and supports: the tasks provide concrete examples of the kinds of things ELs can be expected to do at each proficiency level; the supports describe sensory, graphic, and interactive strategies that will help ELs understand and produce the language needed to accomplish the tasks.
- The strengths and needs of ESOL teachers and content area teachers complement each other; they should use each other as resources in order to get the greatest possible benefit from this document.
- This document will help both ESOL and content teachers avoid the common pitfall of “teaching down” to English language learners. ELs with the necessary prerequisite knowledge can learn grade-level content while their language is still quite limited. Their language output may be rudimentary, but their understanding of concepts can be quite sophisticated.
- In some cases, the needs of particular EL students cannot be met with this curriculum alignment. For example, students with limited prior formal education will lack background knowledge and literacy skills, which will need to be acquired before they can accomplish many of the tasks in this high school-level alignment. Alignments for all grade levels are being written; teachers should use the alignments that match their students’ working grade levels.

WIDA Language Arts Tasks

NOTE: Each row contains similar tasks on the same topic across five proficiency levels

Genres

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Identify examples	Match oral descriptions to visual depiction	Apply oral descriptions to visual depictions	Identify elements	Match elements to intended meanings
Give examples	Summarize examples	Compare/contrast features	Compare authors' points of view	Discuss different views
Associate people with actions	Identify influences	Match cause and effect	Interpret impact	Predict reactions
Reproduce comments	Produce comments	Summarize commentaries	Respond to commentaries	Provide commentary

Topics

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Recognize intonation patterns	Identify intonation patterns	Compare intonation patterns	Identify inferences from intonation patterns	Analyze speech to identify and make inferences
State facts about characters	Describe personalities	Compare characters	Discuss character development	Critique character development
Identify facts	Sort information	Identify evidence	Critique information	Evaluate validity of information
Take notes from visuals	List key phrases or sentences	Produce sentence outlines	Summarize notes	Produce essays based on notes
Copy key points	Check use of conventions	Reflect on use of conventions	Revise or rephrase based on feedback	Expand, elaborate, and correct written language
Identify words from visuals	Pair words with visuals	Sort words from visuals	Distinguish between meanings of words	Infer meanings of words
State information	Restate or paraphrase information	Relate information to personal experience	Discuss information	Explain meaning of information
Identify words and phrases	Identify main ideas	Identify main ideas and supporting	Interpret	Apply

		details		
Produce words or phrases from visuals	Express ideas	Use examples in context	Elaborate on examples	Compose narratives
Process information from speakers	Match information from TV, film, etc., to titles	Form general ideas based on information from speakers	Identify summaries of information from radio, CDs, etc.	Integrate information from oral documentaries with other sources
State facts	Do task analyses of familiar processes	Give narrative speeches on topics on interest	Give persuasive speeches	Engage in debates
Identify and locate sources of information	Select or sort sources of information	Compare and contrast sources of information	Connect information from various sources	Evaluate information from various sources
State facts	Differentiate opinions from facts	Provide facts and opinions to articulate arguments	Critique in detail	Debate issues with coherent arguments
Match key vocabulary to visuals	Locate key facts in text	Summarize information in texts	Make generalizations from texts	Identify abstract ideas in texts
Copy facts	Express opinions or reactions	Produce editorial comments	Rewrite stories in different time frames	Rewrite stories from different perspectives

WIDA Mathematics Tasks

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Identify properties of figures	Draw or construct figures	Locate intersections of figures	Compare 2- and 3-dimensional figures	Transform figures
Exchange key words in problems	Rephrase phrases or sentences in problems	Sequence sentences in problems	Describe 2 or more approaches to solving problems	Explain strategies for solving problems
Organize data from models	Organize data from newspapers	Display data	Interpret data	Predict impact of changes in data
Draw and compare dimensions	Describe differences in figures	Compare/contrast figures	Give detailed examples from diagrams	Report on designing models
Identify language of graphs	Create or change graphs	Match language of graphs with figures	Compare and contrast graphs	Analyze graphing techniques
Name variables	Relate functions of 2 variables	Give examples of representations of two variables	Interpret representations of 2 variables	Analyze functions of 1 variable in relation to another
Identify components of shapes	Pair descriptions of shapes with sentences	Compare/contrast shapes or arguments	Match language of shapes or arguments with text	Analyze and defend geometric arguments
Produce elements of equations or formulas	Describe equations or formulas	Sequence steps for solving problems with equations or formulas	Explain uses of equations or formulas	Summarize procedures for solving problems with equations or formulas
Produce information related to data	Make generalizations related to data	Summarize information related to data	Draw conclusions related to data	Provide a rationale and use of data
Name operations that apply to numbers and figures	Describe operations that apply to problem solving	Give examples of math-related real-life situations	Discuss the relevance of math-related, real-life situations	Justify and defend mathematical solutions to real-life situations
Produce tables from sets of everyday facts	Produce tables, charts, or graphs from authentic data	Outline steps for producing tables, charts, or graphs from authentic data	Interpret tables, charts, or graphs	Give implications of information derived from tables, charts, or graphs

WIDA Science Tasks

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Collect and share examples	Distinguish between	Build hypotheses from oral descriptions	Follow directions to test hypotheses	Draw conclusions regarding results of scientific investigation
Create depictions from models	Brainstorm ideas	Suggest ways to resolve issues	Discuss pros and cons of issues	Engage in debates on issues
Match pictures with symbols, words, or phrases	Sort pictures and phrases into categories	Predict	Analyze and identify reasons	Evaluate theories and practices
Answer WH-questions based on experiments	Answer questions on lab reports based on experiments	Complete lab reports following step-by-step procedures based on experiments	Produce lab reports from outlines or learning logs based on experiments	Create narrative lab reports based on experiments
Locate components	Identify types or properties	Distinguish between types or properties	Compare/contrast functions	Analyze processes
Identify components	Give examples of components	Describe sequence	Explain importance	Discuss
Identify data	Match sources of data with research questions	Describe use of data	Interpret data	Infer significance of data
Label examples	Describe features	Summarize in a series of related sentences	Compare and contrast in paragraph form	Integrate information into essays or reports
Collect materials for scientific experiments	Replicate scientific experiments	Build different hypotheses	Match different explanations of results with evidence	Conduct scientific inquiry

WIDA Social Studies Tasks

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Identify items on maps or graphs	Indicate availability of items on maps or graphs	Compare items from maps or graphs	Analyze items from maps or graphs	Interpret causes and effects
Name major issues	Characterize major issues	Give examples of major issues	Explain how major issues have changed lives	Discuss and pose solutions to major issues
Locate information from photographs or headlines	Locate information from articles	Compare and contrast information from various news sources	Interpret information from various news sources	Evaluate authenticity of information from various news sources
Answer Y/N or choice questions for a survey	Formulate WH-questions for a survey	Describe how to compile and state results of a survey	Summarize responses to questions on a survey	Interpret results of survey research
Identify products related to economic trends	Match regions or countries to economic trends	Find examples of regions or countries with similar economic trends	Compare/contrast economic trends of regions or countries	Evaluate impact of economic trends on regions or countries
Give examples of rights in U.S. or native country	Describe rights in U.S. or native country	Compare rights in U.S. or native country to other countries	Discuss rights in U.S. or native country and their impact on people	Critique rights in U.S. or native country, giving pros and cons
Match people or places with periods in history	Identify features of periods in history	Classify features of periods in history	Compare/contrast features of periods in history	Interpret features of periods in history
Label significant individuals or historical times	Outline contributions of significant individuals or historical times	Describe contributions of significant individuals or historical times	Discuss impact of significant individuals or historical times	Explain and evaluate contributions of significant individuals or historical times

Grade 10 Mathematics/English Language Development Alignment

Number and Operations

Numbers and operations remain a cornerstone for the study of mathematics in grades K – 12. Students use numbers to quantify sets, identify location, measure, quantify the probability of an event, analyze data, and describe and interpret real-world phenomena. Having students know basic facts and having students compute fluently (i.e., accurately and efficiently) continues to be an important goal in mathematics education. However, knowing basic facts should be incorporated into a rich mathematics curriculum that builds conceptual understanding of these facts.

Through the school years, the amount of time spent on numbers and their operations will decrease and the types of numbers studied will change. As students progress through the elementary grades and into middle school, they will need to develop an in-depth conceptual understanding of fractions, decimals, and percents prior to doing algorithmic computations with these numbers. Conceptual development of integers and meaningful computation with them are also goals for middle grade students. The study of irrational numbers and the real number system will begin in eighth grade and continue through high school. Imaginary and complex numbers are introduced in advanced mathematics. It is important for students to model and represent the different types of numbers they study.

Students cannot appreciate the power of numbers unless they also understand the operations upon those numbers. Students need to recognize which operation(s) to apply to a given problem situation they encounter. They need to know what effect the various operations will have on different types of numbers. They need to know the relationships among the operations and among the operations and their properties. A deep understanding of the operations and their properties will help students make sense of computation algorithms and lead to fluency in computation. A firm understanding of numbers as well as operations and their properties will provide a good foundation for the study of algebra.

M(N&O)-10-2	Demonstrates understanding of the relative magnitude of real numbers by solving problems involving ordering or comparing rational numbers, common irrational numbers (e.g., $\sqrt{2}$, π), rational bases with integer exponents, square roots, absolute values, integers, or numbers represented in scientific notation using number lines or equality and inequality symbols.
Level 1 Entering	Matches representations of real numbers and basic mathematical symbols, as spoken by the teacher, with symbols on flashcards (e.g., $\leq \geq \div \times + -$).
Level 2 Beginning	Demonstrates an understanding of the magnitude of numbers by organizing numbers on a number line, using words and numerical representations.
Level 3 Developing	Compares and orders numbers from sets within the real number system', using words, phrases, and simple sentences.
Level 4 Expanding	Solves simple problems involving ordering or comparing real numbers
Level 5 Bridging	Solves problems involving ordering or comparing real numbers and explains the process used.

M (N&O) 10-4	Accurately solves problems involving rational numbers within mathematics, across content strands, disciplines or contexts (with emphasis on, but not limited to proportions, percents, ratios, and rates).
Level 1 Entering	Identifies key words within the context of a simple problem and matches key words with their visual representations.
Level 2 Beginning	Rephrases or recites sentences involved in problem solving, using models and visual support.

Level 3 Developing	Organizes a set of written sentences to show how to solve problems, using visual supports.
Level 4 Expanding	Describes, in written form, two or more approaches to solving problems, using visual support.
Level 5 Bridging	Explains strategies for solving problems to peers by demonstrating the step-by-step process, with details and visual support.

Geometry and Measurement

Geometry and the related area of measurement help students represent, describe, and make sense of the world in which they live. Geometry is also a natural place for students to develop their reasoning and justification skills.

We live in a three-dimensional world. To interpret, understand, and appreciate that world, students need to develop an understanding of space. In addition, success in mathematics depends, in part, on the development of spatial abilities. Spatial skills include making and interpreting drawings, forming mental images, and visualizing changes.

Measurement is the process of assigning a numerical value to an attribute of an object. The study of measurement provides students with techniques and tools they will need to describe and analyze their world. It also provides an opportunity to make connections within mathematics and between mathematics and other curricular areas. High school students must develop more mature insights into the essential role of measurement as a link between the abstractness of mathematics and the concreteness of the real-world.

In both areas, geometry and measurement, students need to investigate, experiment, and explore geometric properties using both technology and hands-on materials.

M (G&M) 10-2	Makes and defends conjectures, constructs geometric arguments, uses geometric properties, or uses theorems to solve problems involving angles, lines, polygons, circles, or right triangle ratios (sine, cosine, tangent) within mathematics or across disciplines or contexts (e.g., Pythagorean Theorem, Triangle Inequality Theorem).
Level 1 Entering	Identifies and names basic components of multi-dimensional shapes from visually supported words or phrases (e.g., segment, angle, side, diagonal).
Level 2 Beginning	Draws or constructs geometric figures (e.g., bisected angle, isosceles/right/equilateral triangle, sphere, cylinder), using a word bank.
Level 3 Developing	Compares and contrasts properties of multi-dimensional shapes by defending conjectures based on angles, parallel/perpendicular sides, or diagonals (e.g., <i>At least one pair of...</i>), with the aid of visually supported text and word banks.
Level 4 Expanding	Makes conjectures and constructs geometric arguments with, the aid of visually supported text and word banks.
Level 5 Bridging	Makes and defends geometric conjectures and proofs.

M (G&M) 10-4	Applies the concepts of congruency to solving problems on or off a coordinate plane involving reflections, translations, or rotations; or solves problems using congruency involving problems within mathematics or across disciplines or contexts.
Level 1 Entering	Matches geometric figures with their changes in symmetry by labeling visual representations, using a word bank.
Level 2 Beginning	Draws or constructs congruent figures on or off the coordinate plane, based on oral descriptions; then matches the drawing or construction to a correct visual

	representation (e.g., with geoboards, dot paper, or dynamic geometry software).
Level 3 Developing	Uses concepts of reflection, rotation, and translation to demonstrate congruency in geometric figures, with visual and graphic support.
Level 4 Expanding	Uses concepts of congruency to solve problems, and explains the process, using models, with occasional visual and graphic support.
Level 5 Bridging	Explains to peers detailed strategies for using the concepts of congruency for solving problems.

M (F&A) 10-1	Identifies, extends and generalizes a variety of patterns (linear and nonlinear) represented by models, tables, sequences, or graphs in problem solving situations.
Level 1 Entering	Identifies a pattern or a sequence and continues the sequence, using visual and graphic support and number models.
Level 2 Beginning	Describes a rule for a pattern, represented by a model, a sequence, a table, or a graph, using word or phrase banks and visual support.
Level 3 Developing	Describes rules for arithmetic and geometric sequences, using some technical language (e.g., <i>variable</i> and <i>nth term</i>), with visual and graphic support.
Level 4 Expanding	Organizes sentences in logical order, with sequential language, to show how to solve problems involving patterns, using tables, models, and graphs.
Level 5 Bridging	Summarizes, implements and explains procedures for solving problems involving linear and nonlinear patterns.

M (G&M) 10-6	Solves problems involving perimeter, circumference, or area of two-dimensional figures (including composite figures) or surface area or volume of three-dimensional figures (including composite figures) within mathematics or across disciplines or contexts.
Level 1 Entering	Identifies basic components of multidimensional shapes, and produces elements of equations or formulas from visually supported word/phrase banks and models, (e.g., matching or labeling diagrams).
Level 2 Beginning	Produces the equations or formulas of perimeter, area, volume, for multi-dimensional shapes, from visually supported word/phrase banks and models.
Level 3 Developing	Determines the correct application of the equations and/or formulas by matching key information given in a problem with words from a word bank.
Level 4 Expanding	Explains applications of equations and/or formulas and distinguishes among perimeter, area and volume for a given problem, using figures and notations.
Level 5 Bridging	Summarizes procedures for solving problems and distinguishes when to use formulas involving perimeters, circumference, area, surface area, and volume, with examples.

M (G&M) 10-7	Uses units of measure appropriately and consistently when solving problems across content strands; makes conversions within or across systems and makes decisions concerning an appropriate degree of accuracy in problem situations involving measurement in other GSEs.
Level 1 Entering	Matches a variety of objects with measuring tools from a word bank, and chooses the appropriate unit of measure.
Level 2 Beginning	Converts units of measure from one system to another or within the same system, using models or conversion factor tables and word banks.
Level 3 Developing	Organizes a set of written steps for solving problems involving measurement and conversion within or across systems of measure, using models or conversion factor tables and word banks.
Level 4 Expanding	Interprets a given conversion problem situation and chooses an appropriate method for solving it, using models or conversion factor tables and word banks.
Level 5 Bridging	Analyzes a given conversion problem situation and explains decisions about the degree of accuracy, using models or conversion factor tables and word banks.

M (G&M) 10-9	Solves problems on and off the coordinate plane involving distance, midpoint, perpendicular and parallel lines, or slope.
Level 1 Entering	Identifies the basic vocabulary of coordinate planes, graphs, or equations in oral statements (e.g., <i>x-axis</i> , <i>y-axis</i> , <i>coordinates of a point</i> , <i>variables</i>), by matching pictures or examples correctly.
Level 2 Beginning	Recognizes the key elements of appropriate equations needed to solve a given set of problems (e.g., distance and midpoint).
Level 3 Developing	Matches specific language of complex graphs, equations, or coordinate planes (e.g., <i>zero</i> , <i>y-intercept</i> , <i>slope</i> , <i>rise over run</i>) with figures and detailed oral descriptions.
Level 4 Expanding	Compares and contrasts graphs, equations, or coordinate planes from figures and oral scenarios, using appropriate language from word banks (e.g., <i>trends</i> , <i>exponential growth</i> and <i>wave motion</i>).
Level 5 Bridging	Describes graphical models using technical language (e.g., <i>best fit lines</i> , <i>connections between multiple representations</i>).

Functions and Algebra

Algebra is the language through which much of mathematics is communicated. Students in Kindergarten begin to explore algebraic concepts using informal representations (e.g., words, physical models, tables, graphs). In later years students progress to more abstract representations. The study of patterns is one of the central themes of algebraic thinking and leads to an understanding of relations and functions. Students at all grade-levels should recognize, describe, and generalize patterns and build mathematical models to describe, interpret, and predict the behavior of real-world phenomenon. Algebraic processes are important tools that students can use throughout their lives.

M (F&A) 10-1	Identifies, extends and generalizes a variety of patterns (linear and nonlinear) represented by models, tables, sequences, or graphs in problem solving situations.
Level 1 Entering	Identifies a pattern or a sequence and continues the sequence, using visual and graphical support and number models.
Level 2 Beginning	Describes a rule for a pattern, represented by a model, a sequence, a table, or a graph, using word or phrase banks and visual support.
Level 3 Developing	Describes rules for arithmetic and geometric sequences, using some technical language (e.g., <i>variable</i> and <i>nth term</i>), with visual and graphic support.
Level 4 Expanding	Organizes sentences in a logical order to show how to solve problems involving patterns, using tables, models, graphs, and sequential language, with visual and graphic support.
Level 5 Bridging	Summarizes, implements and explains procedures for solving problems involving linear and nonlinear patterns.

M (F&A) 10-2	Demonstrates conceptual understanding of linear and nonlinear functions and relations (including characteristics of classes of functions) through an analysis of constant, variable, or average rates of change, intercepts, domain, range, maximum and minimum values, increasing and decreasing intervals and rates of change (e.g., the height is increasing at a decreasing rate); describes how change in the value of one variable relates to change in the value of a second variable; or works between and among different representations of functions and relations (e.g., graphs, tables, equations, function notation).
Level 1 Entering	Names and identifies variables and constants from illustrations and notation; recognizes and matches increasing and decreasing rates, with teacher support.
Level 2	Relates functions of two variables by describing how change in the value of one

Beginning	variable relates to change in the value in the second variable, using illustrations of graphs, table of values, equations, and/or function notations.
Level 3 Developing	Gives examples of representations of functions and/or relations of two variables (e.g., graphing on a coordinate plane, or using function notation), from illustrations of representations and notation.
Level 4 Expanding	Interprets representations of functions and/or relations with tables, equations, or function notations of two variables, using a word bank.
Level 5 Bridging	Analyzes the relationship of one variable to another within a function and/or relation, using technical language (e.g., <i>rates of change</i> , <i>intercepts</i> , <i>zeros</i> , <i>asymptotes</i>), and representations of graphs, table of values, equations or function notation with or without a word bank.

M (F&A) 10-3	Demonstrates conceptual understanding of algebraic expressions by solving problems involving algebraic expressions, by simplifying expressions (e.g., simplifying polynomial or rational expressions, or expressions involving integer exponents, square roots, or absolute values), by evaluating expressions, or by translating problem situations into algebraic expressions.
Level 1 Entering	Identifies and names the elements of algebraic expressions (e.g., <i>bases</i> , <i>square root</i> , <i>absolute values</i> , <i>exponents</i> , <i>coefficients</i> , <i>variables</i>), using word or phrase banks and manipulatives.
Level 2 Beginning	Manipulates, evaluates, and simplifies algebraic expressions, from oral or written directions.
Level 3 Developing	Organizes the steps used to simplify and evaluate algebraic expressions.
Level 4 Expanding	Identifies key words in a problem situation in order to match an expression to that situation, solve the problem, and explain the representations in one's own words
Level 5 Bridging	Simplifies or solves problems by translating situations into algebraic expressions and summarizes procedures, using technical language.

M (F&A) 10-4	Demonstrates conceptual understanding of equality by solving problems involving algebraic reasoning about equality; by translating problem situations into equations; by solving linear equations (symbolically and graphically) and expressing the solution set symbolically or graphically, or provides the meaning of the graphical interpretations of solution(s) in problem-solving situations; or by solving problems involving systems of linear equations in a context (using equations or graphs) or using models or representations.
Level 1 Entering	Identifies and names the elements of algebraically solving equations and functions, getting at the concept of 'equivalence' using word or phrase banks, manipulatives, and graphs.
Level 2 Beginning	Solves basic linear equations symbolically and graphically, given an example or a mathematical model developing the concept of <i>equivalence</i> .
Level 3 Developing	Organizes steps by identifying the properties of equivalence used to solve basic linear equations and systems of equations, and describes the solution set symbolically or graphically, using word banks, pictures, models, etc.
Level 4 Expanding	Identifies key words and operations in order to translate problem situations into equations or systems of equations and uses the properties of equivalence to solve them.
Level 5 Bridging	Solves problems by translating situations into algebraic equations, using the properties of equivalence and summarizes procedures, using technical language.

Data, Statistics, and Probability

Collecting, organizing, and displaying data, as well as interpreting and analyzing the information to make decisions and predictions, have become very important in our society. Statistical instruction should be carried out in a spirit of investigation and exploration so students can answer and formulate questions about data. Probability should be studied in familiar contexts. Students need to investigate fairness, chances of winning, and uncertainty. Technology should be used as a tool throughout the investigation process.

M (DSP) 10-1	Interprets a given representation(s) (e.g., box-and-whisker plots, scatter plots, bar graphs, line graphs, circle graphs, histograms, frequency charts) to make observations, to answer questions, to analyze the data to formulate or justify conclusions, critique conclusions, make predictions, or to solve problems within mathematics or across disciplines or contexts (e.g., media, workplace, social and environmental situations). (IMPORTANT: <i>Analyzes data consistent with concepts and skills in M(DSP)-10-2.</i>)
Level 1 Entering	Identifies or matches a variety of data representations (e.g., scatter plots, histograms, bar graphs, circle graphs, frequency charts, etc.), using visual representations and a word bank.
Level 2 Beginning	Names and makes observations about data representations, given word/phrase banks and visual graphical representations (e.g., matches appropriate titles/characteristics for the representations).
Level 3 Developing	Answers questions about a data representation, orally or in writing, in pairs.
Level 4 Expanding	Analyzes and formulates conclusions about a data representation, orally or in writing, in small groups.
Level 5 Bridging	Justifies conclusions and/or make predictions based on interpretations, with minimal support

M (DSP) 10-2	Analyzes patterns, trends, or distributions in data in a variety of contexts by determining, using, or analyzing measures of central tendency (mean, median, or mode), dispersion (range or variation), outliers, quartile values, estimated line of best fit, regression line, or correlation (strong positive, strong negative, or no correlation) to solve problems; and solve problems involving conceptual understanding of the sample from which the statistics were developed.
Level 1 Entering	Matches graphic representations with technical vocabulary to identify key concepts.
Level 2 Beginning	Identifies and names patterns and trends observed in a data set (e.g., mean, median, mode, outliers, etc.), with visual and graphic support.
Level 3 Developing	Answers questions about patterns, trends, or distributions found in the data, using visual and graphic support, both orally and in writing.
Level 4 Expanding	Describes and interprets more complex meanings of data, in pairs, with visual and graphic support.
Level 5 Bridging	Determines and defends a prediction about the impact of changes in data displayed in charts, tables, or graphs, orally or in writing.

M (DSP) 10-3	Identifies or describes representations or elements of representations that best display a given set of data or situation , consistent with the representations required in M(DSP)-10-1.
Level 1 Entering	Matches data sets with corresponding data representations, using visual models and oral descriptions.
Level 2 Beginning	Selects appropriate vocabulary to identify elements of data representations, and chooses the appropriate graph to represent the data, using a word bank,

	examples, and visual representations.
Level 3 Developing	Chooses and displays data sets in charts, tables, or graphs, given a context for the data and using a set of possible choices.
Level 4 Expanding	Describes the data display, using some technical language (e.g., <i>continuity</i> , <i>discrete</i>); identifies questions that may be raised from review of the data. .
Level 5 Bridging	Explains the data display and choice of representation using technical language, and uses the data display to formulate conclusions and make predictions.

M (DSP) 10-4	Uses counting techniques to solve problems in context involving combinations or permutations using a variety of strategies (e.g., organized lists, tables, tree diagrams, models, Fundamental Counting Principle, or others).
Level 1 Entering	Organizes pictures to show all possible combinations of a given problem and records results.
Level 2 Beginning	Organizes pictures and labels those pictures to show and describe all possible combinations in a given problem, and describes a rule that represents the solution to the problem.
Level 3 Developing	Creates a mathematical representation from a written or oral problem; identifies the technique appropriate for the context of a problem, using some specific and technical language (e.g., <i>combinations</i> , <i>permutations</i> , <i>factorials</i>).
Level 4 Expanding	Explains steps for solving problems using a variety of counting techniques, and describes the solutions in pairs.
Level 5 Bridging	Summarizes and explains procedures for solving problems involving counting techniques, orally or in writing.

M (DSP) 10-5	Solves problems involving experimental or theoretical probability.
Level 1 Entering	Collects and records data using physical models (e.g., spinners, dice), and answers simple questions about outcomes to the experiment.
Level 2 Beginning	Matches numerical probability with a visual model (e.g., 1/4 matched to a four-color spinner); names or describes the matches.
Level 3 Developing	Describes steps for determining theoretical probability based on collecting experimental probability results, working in small groups and using a graphic representation.
Level 4 Expanding	Identifies, within the context of a probability problem, the important information needed to solve the problem; solves the problem and describes the solution orally and/or in writing.
Level 5 Bridging	Solves problems involving experimental or theoretical probability, makes predictions based on their solutions, and explains the solutions.

Grade 10 Reading/English Language Development Alignment

Early Reading Strategies (ERS:1) Phonemic Awareness and Phonological Knowledge

R:ERS:1: Demonstrates phonemic awareness and applies phonological knowledge and skills by ...

R:ERS:1	No GLE at this grade level. Teachers of ELs with low literacy levels should refer to the GLEs at the appropriate level.
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Early Reading Strategies (ERS:2) Concepts of Print

R:ERS:2: Demonstrates understanding of concepts of print during shared or individual reading by ...

R:ERS:2	No GLE at this grade level. Teachers of ELs with low literacy levels should refer to the GLEs at the appropriate level.
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Vocabulary Strategies (V:1) (Assumes a variety of text and increasing text complexity across grade levels.)

R:V:1: Students identify the meaning of unfamiliar vocabulary by ...

R:V:10:1.1a	Using strategies to unlock meaning (e.g., prior knowledge of word structure) including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words.
Level 1 Entering	Match words containing common prefixes and suffixes with pictures (e.g., choosing correct match for <i>bicycle</i> from pictures of a unicycle, bicycle, and tricycle).
Level 2 Beginning	Sort items from a word bank into prefixes and roots, and match a root and a prefix to correspond to a picture of a previously learned word (e.g., students form the word <i>tricycle</i> from the items <i>tri</i> and <i>cycle</i> in the word bank, and match the word with the picture of a tricycle).
Level 3 Developing	Choose the words that contain prefixes or suffixes from a list of common words, some with prefixes/suffixes and some without, in a small group (e.g., identify <i>untie</i> , <i>readable</i> from a list including those words and words such as <i>until</i> , <i>table</i>).
Level 4 Expanding	Identify words with prefixes or suffixes from a short paragraph, and use the prefix/suffix and root to explain their meanings (e.g., students highlight a word such as <i>reread</i> in a paragraph on reading strategies, identify <i>read</i> as the root and <i>re-</i> as the prefix, and explain that it means to read again).
Level 5 Bridging	Read a section of a text at the appropriate reading level, highlighting words with prefixes or suffixes, and explaining orally how the meanings of the prefixes/suffixes and roots help them understand the meaning of the word.

R:V:1: Students identify the meaning of unfamiliar vocabulary by ...

R:V:10:1.1a	Using strategies to unlock meaning (e.g., prior knowledge of word structure) including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words.
Level 1 Entering	Match sets of unknown vocabulary words, pictures, and simple context clues (e.g., match card with the word <i>birch</i> with a picture of a birch tree and a sentence such as <i>Look at the white birch.</i>), in a small group.
Level 2	Read a simple sentence containing an unknown word and a context clue; discuss

Beginning	the context clue with a partner; then choose the correct meaning of the word from three choices.
Level 3 Developing	Identify context clues in a text by underlining them, after discussing the text, unknown vocabulary words, and the context clues with a partner.
Level 4 Expanding	Read a short paragraph containing an unknown vocabulary word and a context clue; then identify the context clue and write a definition of the unknown word, with a partner.
Level 5 Bridging	Explain to a partner how context clues helped unlock the meaning of specific unknown vocabulary words in a grade-level text.

Breadth of Vocabulary (V:2)

R:V:2. Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by ...

R:V:10:2.1	Identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, idioms, or word origins, including words from dialects, or other languages that have been adopted into our language/standard English.
Level 1 Entering	Match sets of familiar synonyms, antonyms, or homophones using pictures (e.g., <i>little/small, young/old, sale/sail</i>).
Level 2 Beginning	Supply a corresponding synonym, antonym, homonym, or homophone, when given one word of a pair.
Level 3 Developing	Match synonyms, antonyms, homonyms, and homophones from a text with words from a word bank, with a partner.
Level 4 Expanding	Read a short story and retell it to a partner, replacing as many words as possible with synonyms, with dictionary assistance when necessary.
Level 5 Bridging	Find synonyms for key words in a reading passage and discuss in a small group why the author's words are more appropriate than the synonyms.

R:V:10:2.2	Selecting appropriate words or explaining the use of words in context, including connotation or denotation, shades of meanings of words/nuances, or idioms; or use of content-specific vocabulary, words with multiple meanings, precise language, or technical vocabulary.
Level 1 Entering	Listen to short simple sentences containing multiple-meaning words, (e.g., <i>The table shows all the factors of 4</i>), and draw a picture showing the correct meaning of the word.
Level 2 Beginning	Match familiar idiomatic phrases with pictures showing their idiomatic meaning (e.g., match <i>He gave his brother a hand</i> with a picture of one boy helping another).
Level 3 Developing	Select the most appropriate word for a specific context from a vocabulary list of words in varying degrees (e.g., <i>It is 70 degrees outside. Is it warm, hot, or scorching?</i>), in small groups.
Level 4 Expanding	Rewrite a dialogue containing multiple repetitions of the verb <i>said</i> , replacing it with more precise verbs, with a partner.
Level 5 Bridging	Revise a content-specific reading from a grade-level text so it includes explanations of the meanings of content-specific words, with the help of a dictionary.

Initial Understanding of Literary Text (LT:1) (Assumes increasing text complexity across grade levels)

R:LT:1 Demonstrate initial understanding of elements of literary texts by ...

R:LT:10:1.1	Identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action.
Level 1 Entering	Identify basic story elements using pictures (e.g., cut pictures from magazines or draw pictures of characters or setting).
Level 2 Beginning	Sequence key events in a story and use the sequence to describe basic story elements (e.g., complete a graphic organizer to illustrate sequence of events in a story, and use the graphic organizer to describe the story elements), in a small group.
Level 3 Developing	Identify character development over time, with a partner (e.g., describe a character at the beginning of a story and explain how he or is different at the end of the story).
Level 4 Expanding	Discuss and give examples of character development, setting, problem/solution, or plots/subplots, in a small group.
Level 5 Bridging	Read a story and describe the conflict and how the character changes.

R:LT:10:1.2	Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text.
Level 1 Entering	Sequence and read simple sentences supported by visuals, with a partner.
Level 2 Beginning	Highlight key ideas or important information from visually supported text; then summarize the key ideas orally, with a partner.
Level 3 Developing	Read a paragraph and paraphrase it orally to a partner; then together, reread the text to check the accuracy of the paraphrasing.
Level 4 Expanding	Read a short story, discuss it in a small group, and then write a paraphrase of the story.
Level 5 Bridging	Read a longer text and summarize it in writing.

Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2)
(Assumes increasing text complexity across grade levels)

R:LT:10:2 Analyze and interpret elements of literary texts, citing evidence where appropriate by

...

R:LT:10:2.1	Explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot).
Level 1 Entering	Choose the most logical ending for a visually-supported story (e.g., a graphic novel or picture book), from a choice of several pictures.
Level 2 Beginning	Listen to a simple story, without the conclusion, told by the teacher. Then discuss the story with a partner and draw a picture to predict the conclusion of the story.
Level 3 Developing	Choose the most logical ending for a story from several written choices and explain why, with a partner.
Level 4 Expanding	Read the beginning of a story, discuss it with a partner, and then explain what a logical ending for the story would be.
Level 5 Bridging	Make a prediction and identify which characteristics and events in the story support your prediction.

R:LT:10:2.2	Examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time.
Level 1 Entering	Match characters with one word descriptors (e.g., <i>bad, good, happy, sad, love, hate</i>).
Level 2 Beginning	Read a dialogue from a story at the appropriate reading level, and decide in a small group if it shows a positive or negative interaction between the characters.
Level 3 Developing	Compare and contrast a character with a real person using a Venn diagram.
Level 4 Expanding	Write short descriptions of character traits for each character, in pairs, citing text from the story to support the description.
Level 5 Bridging	Analyze the author's word choice and use of dialogue and explain in writing what the specific word choice reveals about the characters.

R:LT:10:2.3	Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots).
Level 1 Entering	Draw a picture or make an artistic presentation of a conflict in a simple story that has been read aloud.
Level 2 Beginning	Make a poster or do a dramatic performance to show the internal or external conflict in a story that has been read aloud, and identify what type of conflict: person/self, person/person, person/nature, etc.
Level 3 Developing	Complete a Venn diagram to compare and contrast a simple story to a related news article (adapted to the appropriate reading level).
Level 4 Expanding	Discuss with a partner a conflict in a story and a similar conflict in the student's real life, and write a paragraph about the similarities.
Level 5 Bridging	Defend or critique, in a class debate or a written essay, a character's actions when faced with a conflict.

R:LT:10:2.4	Explaining how the narrator's point of view or author's style is evident and affects the reader's interpretation. EXAMPLE: "If this story were told from another character's point of view, how would the reader's interpretation be different?"
Level 1 Entering	Listen to a short, simple, visually supported story, and identify whether it is a first-person ("I") story, or a third person ("he/she") story.
Level 2 Beginning	Read a short, simple, visually supported story, identify whether it is an "I" story or a "him/her" story, and defend the choice in a small group.
Level 3 Developing	Retell a visually-supported folktale from a different point of view, in a small group.
Level 4 Expanding	Discuss, in a small group, how the author's style affects the reader's response, using modified text, and then write a paragraph about the discussion.
Level 5 Bridging	Describe in writing how the author's style affects the reader's response, using grade-level text.

R:LT:10:2.5	Explaining how the author's purpose (e.g., to entertain, inform or persuade), message or theme (which may include universal themes) is supported within the text.
Level 1 Entering	Identify words and phrases related to the author's purpose in visually supported sentences.
Level 2 Beginning	Identify the main ideas related to author's purpose in a visually supported series of related sentences.
Level 3 Developing	Identify the main ideas and supporting details related to author's purpose or theme in visually supported paragraphs.

Level 4 Expanding	Interpret author's theme in visually supported literary text.
Level 5 Bridging	Apply author's theme in literary text to other contexts.

Analysis and Interpretation of Literary Texts/Citing Evidence (LT:3)

(R:LT:3: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

R:LT:10:3.1	Demonstrating knowledge of author's style or use of literary elements and devices (i.e., imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, analogy, allusion, diction, syntax, or use of punctuation) to analyze literary works.
Level 1 Entering	Match symbols with their meanings, using words from a word bank (e.g., a picture of a flag and the nation it represents).
Level 2 Beginning	Read a modified text in which symbols have been identified, and explain to a partner what the symbols represent.
Level 3 Developing	Identify elements of an author's style in a modified or visually supported text, in a small group, and explain what each element represents.
Level 4 Expanding	Discuss with a partner an author's style and use of literary elements such as symbols in a text; then write a short summary of the discussion.
Level 5 Bridging	Critique and evaluate an author's style and use of literary elements such as symbols in a text, in a small group.

Initial Understanding of Informational Texts (IT:1)

(Assumes increasing text complexity across grade levels.)

R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by ...

R:IT:10:1.1	Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations].
Level 1 Entering	Recognize basic text features and use them to locate information by matching features to text (e.g., match table of contents to chapters), with a partner.
Level 2 Beginning	Scan for visual text features (e.g., bold, italics, headings) to identify information needed to complete a graphic organizer, in a small group.
Level 3 Developing	Demonstrate correct reading of charts, graphs, maps, with a partner.
Level 4 Expanding	Look at a text and discuss the information in the text features, in a small group; then write a short summary of the information learned from subheadings, graphs, etc.
Level 5 Bridging	Utilize most text features of grade level texts, including bibliographies and footnotes, with minimal support.
R:IT:10:1.2	Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines,

	tables, or diagrams.
Level 1 Entering	Match visual components of an informational text with the title of the text, with a partner.
Level 2 Beginning	Answer questions about visual components of a text, with a partner.
Level 3 Developing	Organize graphically displayed data sets from newspapers or magazines (e.g., stock market trends), in small groups.
Level 4 Expanding	Display data sets in charts, tables, or graphs according to written directions, in small groups.
Level 5 Bridging	Interpret data presented in charts, tables, or graphs, in small groups.

R:IT:10:1.3	Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining).
Level 1 Entering	Sort opposites into a graphic organizer, with a partner.
Level 2 Beginning	Sort facts and opinions on a T-chart, in small groups.
Level 3 Developing	Compare and contrast arguments or ideas within visually supported text, using a Venn diagram.
Level 4 Expanding	Arrange information from a paragraph under the correct topic sentence or main idea, using a given table of contents, in small groups.
Level 5 Bridging	Create a table of contents from information in a text, using main ideas or topic sentences.

Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)
(Assumes increasing text complexity across grade levels.)

R: IT:2 Analyze and interpret information text, citing evidence as appropriate by ...

R:IT:10:2.1	Explaining connections about information <i>within</i> a text, <i>across</i> texts, or to related ideas. EXAMPLE: Students are asked to compare information presented in two textual excerpts.
Level 1 Entering	Match labels and visuals showing related information, in pairs.
Level 2 Beginning	Classify similarities between two informational texts, using a graphic organizer.
Level 3 Developing	Develop questions related to connections to other texts, during and after reading, in small groups.
Level 4 Expanding	Discuss with a partner the connections within a text or across texts; then summarize the connections in writing.
Level 5 Bridging	Convey ideas in an oral report, using examples from multiple texts.

R:IT:10:2.2	Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas). EXAMPLE: "How does the title of the article reflect the author's perspective?"
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Level 1 Entering	Match captions and pictures.
Level 2 Beginning	Listen to two visually supported, related texts read by the teacher; with a partner, choose the most appropriate controlling idea from a list.
Level 3 Developing	Select the details in a text or texts that support the controlling idea, in a small group.
Level 4 Expanding	Compare and contrast information from different authors on the same topic, using a Venn diagram, with a partner.
Level 5 Bridging	Draw conclusions about how the author supports the controlling idea within a text.

R:IT:10:2.3	Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant.
Level 1 Entering	Match words and phrases from a visually-supported text with a particular purpose of the text (e.g., to inform, explain, entertain, persuade).
Level 2 Beginning	Identify words and phrases related to author's purpose, within visually-supported texts, with a partner.
Level 3 Developing	Summarize ideas and supporting details related to author's purpose, in graphics and texts, with a partner.
Level 4 Expanding	Analyze information related to author's purpose from explicit and implicit informational texts, in a small group; then write a short paragraph summarizing the discussion.
Level 5 Bridging	Explain, orally or in writing, how the author's purpose affects the interpretation of a grade-level text.

R:IT:10:2.4	Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts.
Level 1 Entering	Listen to short, simple sentences, and identify them as fact or opinion, with a partner.
Level 2 Beginning	Sort information (e.g., advertisements) as fact or opinion, using models and/or illustrated criteria, in small groups.
Level 3 Developing	Identify which statements in a news article, editorial, or review contain bias, using models and/or specific criteria.
Level 4 Expanding	Critique information for possible bias/propaganda within and across texts, using models and/or criteria, with attention to word choice.
Level 5 Bridging	Evaluate the validity of information from various sources, including websites, with regard to bias.

R:IT:10:2.5	Making inferences about causes and/or effects.
Level 1 Entering	Match causes and effects using a series of pictures, with a partner.
Level 2 Beginning	Complete a graphic organizer listing causes in one column by drawing an appropriate effect in the second column, with teacher assistance.
Level 3 Developing	Identify examples of implied cause and effect, using modified texts, in small groups.
Level 4 Expanding	Discuss inferences about causes and/or effects in a small group, using grade-level texts with visual support; then write a paragraph summarizing the discussion.
Level 5 Bridging	Make written inferences about cause and effect, using models.

R:IT:10:2.6	Evaluating the clarity and accuracy of information (e.g., consistency,
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	effectiveness of organizational pattern, or logic of arguments).
Level 1 Entering	Identify, from a series of pictures, one picture that shows inaccurate and/or unclear information, with a partner.
Level 2 Beginning	Sort short, simple sentences containing accurate and inaccurate information, in a small group.
Level 3 Developing	Use additional sources (e.g., books, internet) to verify the accuracy of information, with a partner.
Level 4 Expanding	Discuss, in a small group, the clarity and accuracy of visually supported texts (e.g., newspapers, websites, magazine articles).
Level 5 Bridging	Evaluate the clarity and accuracy of grade level texts, using specific criteria (e.g., judge the effectiveness of a persuasive essay when given criteria).

Grade 10 Writing/English Language Development Alignment

Structures of Language

Applying Understanding of Sentences, Paragraphs, Text Structures (SL)

W:SL:1: Students demonstrate command of the structures of sentences, paragraphs, and text by ...

W:SL:10:1.1:	Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)
Level 1 Entering	Create subject-verb sentences, in the simple present tense, from illustrations, with a partner.
Level 2 Beginning	Rewrite simple sentences into sentences of varying length and structure.
Level 3 Developing	Write simple sentences in a narrative, using adjectives and adverbs, verb agreement, and simple present and past tenses, with a partner.
Level 4 Expanding	Use different sentence lengths and structures, including phrases and clauses, into a piece of writing.
Level 5 Bridging	Use complex sentence structures in a piece of writing.

W:SL:10:1.3:	Recognizing organizational structures within paragraphs or within texts EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive
Level 1 Entering	Match graphic organizers appropriate for compare/contrast, cause/effect, and sequencing with the names of the corresponding organizational structures.
Level 2 Beginning	Read short, simple paragraphs (e.g., a recipe, a description, cause/effect), with a partner, and match them with names of organizational structures from a word bank.
Level 3 Developing	Read a modified paragraph, choose an appropriate graphic organizer, and record the information from the paragraph on the graphic, with a partner.
Level 4 Expanding	Discuss a grade-level text in a small group, and identify the organizational structure used in the text.
Level 5 Bridging	Read a grade-level text and write a paragraph identifying the organization structure and explaining why the text represents that particular structure.

W:SL:10:1.4	Applying a format and text structure appropriate to purpose, audience, and context
Level 1 Entering	Fill in words and short phrases in a given template (e.g., letter, table, web, or outline), using a word bank.
Level 2 Beginning	List experiences and personal information on a visually supported form with simple text.
Level 3 Developing	Compose a personal letter and a business letter, using an appropriate template.
Level 4 Expanding	Produce a piece of writing in chronological order, using a timeline, with appropriate transition words.
Level 5 Bridging	Create a cause and effect piece of writing using the appropriate text structure.

Reading Connection

Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)

W:RC:1: In response to literary or informational text, students show understanding of plot/ideas/concepts by ...

W:RC:10:1.1:	Selecting and summarizing key ideas to set context, appropriate to audience
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Level 1 Entering	Match pictures with captions representing key ideas from a narrative and arrange them in correct sequence, with a partner.
Level 2 Beginning	Identify place, time, and characters in a folktale by writing simple sentences, using words from a word bank.
Level 3 Developing	Describe a setting, using a topic sentence and including supporting details of cause and effect, using a model paragraph.
Level 4 Expanding	Summarize background information from text, using main ideas and specific vocabulary to describe or explain key ideas in appropriate format, in a small group.
Level 5 Bridging	Write a response to a literary or informational text, using key ideas to set an appropriate context.

W:RC:10: 1.3:	Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes
Level 1 Entering	Draw a picture from life experience to relate to an illustration from a text that has been read aloud, and label the picture.
Level 2 Beginning	Classify words into idea groups (e.g., countries matched to continents, good characters matched to good actions); then use the words in short sentences, with the aid of a graphic organizer (e.g., a word web).
Level 3 Developing	Express a personal response to a visually-supported story or text, including personal experience.
Level 4 Expanding	Compare and contrast information from a news source with information from a literary or informational text, with a partner.
Level 5 Bridging	Analyze the main idea from a literary or informational text, in writing, and connect facts from another source (e.g., using biographical information about an author, discuss his/her point of view).

Reading Connection

Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:2)

W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text by ...

W:RC:10: 2.1a	Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt
Level 1 Entering	Respond to questions by producing basic positive or negative statements (e.g., <i>I like ___ /I don't like ___, I agree/I don't agree</i>), with a partner.
Level 2 Beginning	State an opinion and give a reason or support (e.g., <i>I like ___ because ...</i>), using a word or phrase bank.
Level 3 Developing	Establish a claim or assertion, in writing, with multiple supporting details, using a graphic organizer.
Level 4 Expanding	Apply a generalization, using details from text and prior knowledge, with or without illustrations.
Level 5 Bridging	Propose a thesis statement and support it with details from informational text and prior knowledge.

W:RC:10: 2.2	Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (State) EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres
Level 1	Choose appropriate vocabulary from a word bank to match illustrations of

Entering	characters and setting.
Level 2 Beginning	Identify vocabulary that demonstrates relationships between characters, using word webs.
Level 3 Developing	Match reasons for a character's actions with the character's personal attributes as stated in the text, in small groups.
Level 4 Expanding	Identify author's style, bias, or point of view, and discuss reasons for them with a partner.
Level 5 Bridging	Make inferences about author's style and point of view and how they relate to the characters and the events.

W:RC:10: 2.3	Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions
Level 1 Entering	Match pictures to words from text, with a partner.
Level 2 Beginning	List details from text to support a main idea, in small groups.
Level 3 Developing	Identify details to support interpretations or conclusions, from multiple sources, using a graphic organizer.
Level 4 Expanding	Produce a writing sample that includes details, references, and/or citations to support claims and interpretations from a text, with or without graphic support (e.g., a poster).
Level 5 Bridging	Defend a thesis by using specific details, references, and/or citations, in writing.

W:RC:10: 2.4	Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)
Level 1 Entering	Connect or match separate pictures orally, using simple conjunctions (e.g., <i>and</i> , <i>or</i>).
Level 2 Beginning	Describe events from sequenced pictures, using simple sentences with transitional words/phrases, with a partner.
Level 3 Developing	Discuss the connection between a text and the broader world of ideas in a small group; then summarize the discussion in writing, using transitional words/phrases and synthesizing the information discussed.
Level 4 Expanding	Draw conclusions about a text by synthesizing information from the text with real-world information, using a model.
Level 5 Bridging	Integrate information from a text and a classroom discussion into a composition.

Expressive Writing – Reflective Essay (EW:5)

W:EW:5: In reflective writing, students explore and share thoughts, observations, and impressions by...

W:EW:10: 5.1	Engaging the reader by establishing context (purpose)
Level 1 Entering	Draw an illustration that establishes a context for writing about a personal experience, with teacher support.
Level 2	Brainstorm high interest writing topics, in small groups.

Beginning	
Level 3 Developing	Rewrite an introductory paragraph to include a “hook” that draws the reader in, with a partner.
Level 4 Expanding	Produce a personal narrative that establishes a context to engage the reader, with a partner.
Level 5 Bridging	Produce a reflective essay, based on personal experience or opinion, using the writing process of editing and revising through several drafts.

W:EW:10: 5.2	Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection
Level 1 Entering	Match illustrations to words that demonstrate the impact of life events on the individual, using a word bank (e.g. match words related to conflict with a picture of war).
Level 2 Beginning	State facts, observations, impressions, and feelings related to significant life events, in a small group.
Level 3 Developing	Propose alternate circumstances that would have created a different situation for an individual, using a graphic organizer.
Level 4 Expanding	Compare and contrast points of view of an individual at different ages, to demonstrate personal growth, with a partner.
Level 5 Bridging	Create a composition that illustrates the impact of several personal events on the life of the writer.

W:EW:10: 5.3	Using an organizational structure that allows for a progression of ideas to develop
Level 1 Entering	Chart objects and events according to preferences (e.g., <i>I like ___</i> and <i>I don't like ___</i> sentences).
Level 2 Beginning	Describe preferences using the vocabulary of feelings, comparison, and description of experiences, in small groups.
Level 3 Developing	Fill out a cause-and-effect graphic organizer about a certain situation.
Level 4 Expanding	Discuss with a partner a life problem the student has encountered; then write a paragraph comparing and contrasting the two people's problems.
Level 5 Bridging	Write a problem/solution reflective essay.

W:EW:10: 5.4	Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus
Level 1 Entering	Brainstorm comparatives (e.g., most interesting pictures) and label them with the focus idea, with teacher help.
Level 2 Beginning	Create <i>who, what, when, where</i> questions to match given answers, using a picture (e.g., location, people).
Level 3 Developing	Write the first paragraph of a reflective essay with a question and answer, after a small group discussion.
Level 4 Expanding	Write a few paragraphs comparing something from the past with something from the present, e.g., house, school, supermarket, urban/rural setting.
Level 5 Bridging	Write a reflective essay which analyzes your observations and impressions on a given topic.

W:EW:10: 5.5	Providing closure - leaving the reader with something to think about
Level 1 Entering	Identify picture sequences in which the last picture shows closure, and picture sequences in which it does not, with a partner.
Level 2 Beginning	Write a short simple sentence to provide closure to a visually-supported text that has been read aloud, in a small group.

Level 3 Developing	Write a paragraph about a specific topic and end it with a question for further discussion; with a partner.
Level 4 Expanding	Discuss with a partner two alternate ending paragraphs for a text; write one ending paragraph (different from the one written by the partner); then discuss differences and similarities in the paragraphs written by the two partners.
Level 5 Bridging	Write an essay with a concluding paragraph, using specific vocabulary to elicit audience reaction.

Informational Writing
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
(IW:1)

W:IW:1 In informational writing (reports or procedures), students organize ideas/concepts by ...

W:IW:10: 1.1	Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) EXAMPLES of text structures: sequence (in procedures), chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive reasoning
Level 1 Entering	Match pictures showing causes with corresponding pictures showing effects, with a partner; identify which pictures are causes and which are effects.
Level 2 Beginning	Sequence simple sentences in sequential order, based on a text that has been read aloud, in small groups.
Level 3 Developing	Write a topic sentence, with supporting facts from a previously-read text, using cause and effect markers such as <i>because</i> and <i>so</i> , with a partner.
Level 4 Expanding	Choose an appropriate text structure for a particular form of writing (e.g., use of chronology in investigative writing; use of problem/solution in expository writing), with a partner; then use a graphic depiction of that text structure to write a short essay.
Level 5 Bridging	Create a graphic that compares and contrasts different text structures as they apply to different forms of writing, with examples; then explain the graphic to a partner.

W:IW:10: 1.2	Selecting appropriate and relevant information (excluding extraneous details) to set context
Level 1 Entering	Point out the incorrect word(s) related to an illustration, with a partner.
Level 2 Beginning	Label place names, landforms, and dates, in relation to pictured events.
Level 3 Developing	Select information from a phrase bank relevant to a given topic; then write it in paragraph form, with a partner.
Level 4 Expanding	Rewrite a draft of an essay, removing all information not directly related to the topic sentence or main idea, with a partner.
Level 5 Bridging	Review unnecessary or irrelevant information in a text or essay, and provide justification in writing for the removal of the information.

Informational Writing
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
(IW:2)

W:IW:2: In informational writing (reports or procedures only), students effectively convey purpose by ...

W:IW:10: 2.1	Establishing a topic
Level 1 Entering	Identify the topic of a set of pictures showing the steps of an everyday activity (e.g., morning routine), with a partner.
Level 2 Beginning	Organize pictures of the steps of an every-day procedure or activity, identify the topic, and write a short simple sentence to establish the topic, in small groups.
Level 3 Developing	Identify the elements of an introductory paragraph from a phrase bank, with a partner.
Level 4 Expanding	Discuss, in a small group, the elements of an introductory paragraph; then choose a topic and write a short introductory paragraph.
Level 5 Bridging	Produce a written report with an introductory paragraph that establishes a topic for the entire piece of writing.

W:IW:10: 2.2	Stating and maintaining a focus/controlling idea/theses
Level 1 Entering	Create a title for a picture.
Level 2 Beginning	Make a word web about a particular topic; then use it to create a simple topic sentence with three related facts, with a partner.
Level 3 Developing	Write a topic sentence for a paragraph that lacks one, maintaining the focus in the paragraph, with a partner.
Level 4 Expanding	Suggest a thesis statement and make a web, outline, and/or paragraphs with related information, in a small group.
Level 5 Bridging	Compose a thesis and maintain the focus of the thesis throughout a five-paragraph essay, with a partner.

W:IW:10: 2.3	Writing with a sense of audience, when appropriate
Level 1 Entering	Make a poster to convey information about a particular topic to the class, with a partner, choosing an appropriate heading.
Level 2 Beginning	Create, with a partner, different posters appropriate for different audiences (e.g., posters for family, for friends, or for school), with a partner.
Level 3 Developing	Compare and contrast the form of writing for two different audiences (e.g., an email message to a friend and an essay for school), using a Venn diagram.
Level 4 Expanding	Outline an appropriate format for reports and research papers with a partner.
Level 5 Bridging	Write a persuasive essay on a given topic, for a particular audience, (e.g. an anti-smoking essay for a friend); compare the essay with one written by another student for a different audience (e.g., an anti-smoking essay for a school newspaper);

W:IW:10: 2.4	Establishing an authoritative voice
Level 1 Entering	Identify words and phrases in visually supported sentences that contribute to establishing an authoritative voice.
Level 2 Beginning	List key phrases or sentences from simple informational text that establish the writer's authority, with a partner.
Level 3 Developing	Sort sentences into those that reflect an authoritative voice and those that do not (e.g., <i>Research indicates...</i> versus <i>Some people think that ...</i>), in a small group.
Level 4 Expanding	Rewrite an informational paragraph to make it more authoritative, in a small group.
Level 5	Write a short report that clearly establishes an authoritative voice.

Bridging	
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W:IW:10: 2.5	Using precise and descriptive language that clarifies and supports intent
Level 1 Entering	Choose from a word bank those words and phrases that are most precise and descriptive with respect to a picture, with a partner.
Level 2 Beginning	Write a very simple lab report, using words and phrases from a word bank, in a small group.
Level 3 Developing	Write a paragraph explaining how to do a familiar procedure (e.g., send a text message); then try to follow the procedure exactly and identify, with a partner, places where the language should be more precise.
Level 4 Expanding	Compare, in a small group, a text that uses precise and descriptive language to one that does not; then write a paragraph using the precise and descriptive text as a model.
Level 5 Bridging	Write a report using precise and descriptive language that clarifies and supports the intent of the report.

Informational Writing
Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)

W:IW:3 In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by ...

W:IW:10: 3.1	Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information
Level 1 Entering	Choose facts that are relevant to the focus/controlling idea of a visual from a word/phrase bank; compare choices with a partner.
Level 2 Beginning	Rewrite, with a partner, a simple lab report to remove extraneous information.
Level 3 Developing	Read a short informational text (at the appropriate reading level) with a partner; then write a summary of the text; edit the partner's summary to identify missing facts and details, and extraneous information.
Level 4 Expanding	Choose facts and details from a word/phrase bank that are relevant to a given opening paragraph of a report (supplied by the teacher); complete the report, using the chosen facts and details.
Level 5 Bridging	Using leveled text, and editing support, produce a report with a visual to present to an audience. Be prepared to answer questions from audience. Rehearse before the presentation.

W:IW:10: 3.2	Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose
Level 1 Entering	Make a poster showing information from a text that has been read aloud; label the most important pieces of information on the poster.
Level 2 Beginning	Make two posters, in a small group: one for classmates and the other one for elementary students, showing information from a text that has been read aloud; include the appropriate depth of information on each poster.
Level 3 Developing	Display information from a modified text on a graphic organizer, using description, explanation, comparison, and contrast to provide appropriate facts and details.
Level 4 Expanding	Summarize notes from lectures or text in paragraph form, with a partner; add description and definitions of technical terms.
Level 5	Produce a report with a visual to present to the class; describe and explain the

Bridging	visual with the appropriate level of details and facts.
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W:IW:10: 3.3	Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience)
Level 1 Entering	Make a poster showing information from a text that has been read aloud; label the most important information; with a partner, check to make sure the labels are accurate and show important information.
Level 2 Beginning	Correct information that is incorrect or unclear, with a partner, from a poster supplied by the teacher.
Level 3 Developing	Correct the problems, mistakes, and/or misunderstandings in a short report supplied by the teacher, in a small group.
Level 4 Expanding	Edit a short report written by a partner, to identify potential problems, mistakes, and misunderstandings; help the partner revise the report.
Level 5 Bridging	Edit a self-written report, using a checklist supplied by the teacher, to find and correct any potential problems, mistakes, or misunderstandings.

W:IW:10: 3.4:	Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate)
Level 1 Entering	Answer yes/no questions about the significance of the information in a short, simple report supplied and read aloud by the teacher.
Level 2 Beginning	Identify, from a short, simple report supplied and read aloud by the teacher, comments on the significance of the information, in a small group.
Level 3 Developing	Read texts and comment on the significance of information, e.g., specific information (details, facts, quotes, research) within an informational piece of writing.
Level 4 Expanding	Write a summary of a short information text; with a partner, edit the summary to include comments on the significance of the information.
Level 5 Bridging	Comment on the significance of information in an essay written by another student or another person.

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (C)

W:C:1: In independent writing, students demonstrate command of appropriate English conventions by ...

W:C:10: 1.1:	Applying rules of standard English usage to correct grammatical errors EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns
Level 1 Entering	Write short, simple, present tense subject-verb sentences, using models.
Level 2 Beginning	Add adjectives, adverbs, and prepositions of place to short, simple, present tense subject-verb sentences, using models; recognize and correct errors in verb agreement.
Level 3 Developing	Edit paragraphs written by others using present, past, and future sentences; compound sentences; prepositional phrases; and conjunctions.
Level 4 Expanding	Edit reports using perfect tenses and conditionals, passive and active voice, and complex sentences; use peer editing to edit for correct tenses, prepositions, and conjunctions.
Level 5 Bridging	Edit essays to apply the rules of standard English usage and correct grammatical errors.

W:C:10:	Applying appropriate punctuation to various sentence patterns to enhance
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1.4	meaning EXAMPLES: hyphens, dashes, parentheses
Level 1 Entering	Use periods at the end of sentences; use commas to separate items on a list.
Level 2 Beginning	Use appropriate end punctuation for sentences. (e.g., period, question mark, exclamation point).
Level 3 Developing	Use comma rules, apostrophes, and quotation marks.
Level 4 Expanding	Use colons and semi-colons; self-edit and peer-edit for correctness.
Level 5 Bridging	Use punctuation to enhance meaning or add emphasis (e.g., hyphens, dashes, parentheses), using models.

Social Studies

Civics and Governments

The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.

SS:CV:1 The Nature and Purpose of Government: Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.

SS:CV:12.1.1	Identify the structures and functions of government at various levels, e.g., county—role of the sheriff’s office, or nation—role of providing the defense of the country. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)
Level 1 Entering	Label five visual representations of vocabulary words (e.g., <i>government, representative, court, vote, president</i>) with words from a word bank.
Level 2 Beginning	Match basic offices of government (e.g., mayor, alderman, board of selectmen, school board, state representatives, governor, federal judge, local police, state police, FBI, etc.) with the jobs that they perform.
Level 3 Developing	Differentiate among the responsibilities of government at various levels (e.g., law enforcement by local police, state police, and federal agencies; or education by local school boards and principals, state departments of education, and the federal department of education).
Level 4 Expanding	Compare and contrast the different roles of different levels of government and their purposes (e.g., the responsibilities of the mayor and aldermen or board of selectmen compared to those of the governor, or the New Hampshire General Court compared to the President and Congress), using various sources to complete a graphic organizer and then write a paragraph.
Level 5 Bridging	Analyze and discuss the purpose, strengths and weaknesses of our federal system, using information gained through reading grade-level material (e.g., discussion might include an examination of the tug-of-war over what level should determine policies for the issues of abortion, education, gay rights, the death penalty, etc.).

SS:CV:12.1.2	Examine how institutions and individuals make, apply, and enforce rules and laws, e.g., the Federal Communications Commission regulations on television broadcast standards or local public hearings on zoning regulations. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)
Level 1 Entering	Match rules and laws with the individuals within the school and local community responsible for enforcing them (e.g., teachers and classroom rules; principals and school policies; police and local laws).
Level 2 Beginning	Match agencies with what they do, using a chart showing emblems and names of agencies and a word bank of simple job descriptions (e.g., FCC and a television and radio, ATF and a bottle of alcohol and a gun, FDA and a package of food and medications).
Level 3 Developing	Listen to or read short descriptions of federal and local agencies and describe their functions, in a small group.
Level 4 Expanding	Discuss the personal impact of the laws and rules made, applied, and enforced by federal and local agencies, with a partner, and then fill in key points on a graphic organizer to record the discussion.
Level 5 Bridging	Create a new agency and give a presentation explaining what it does and why.

SS:CV:12.1.3	Evaluate how the purposes of government have been interpreted, e.g., promoting the general welfare or protection of private property. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs)
Level 1 Entering	Create visual representations of the key purposes of the government (e.g., justice, domestic tranquility, common defense, general welfare, blessings of liberty), as

	listed in the Preamble to the Constitution, using native language resources.
Level 2 Beginning	Match principles from the Preamble of the Constitution to corresponding organizations using visuals (e.g., general welfare as represented by an image of a school or police station; justice as represented by a courthouse; common defense as represented by a soldier).
Level 3 Developing	Find and describe with a partner examples of how the government has fulfilled its purpose as stated in the Preamble, by using images from newspapers and magazines (e.g., pictures of natural disasters or house fires, police quelling riots, border patrol enforcement).
Level 4 Expanding	Compare and contrast how various political parties have applied the principles of the Preamble in a paragraph, using a graphic organizer that provides party names and examples.
Level 5 Bridging	Defend personal interpretation of one of the purposes of government in essay form, using a writing model.

SS:CV:12.1.4	Explain how in the United States legitimate authority derives from custom, law and consent of the governed, e.g., the Mayflower Compact or local curfews. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)
Level 1 Entering	Demonstrate the idea of “consent of the governed” by creating some classroom rules by consensus, in a small group.
Level 2 Beginning	Match visual representations of laws with their positive and negative consequences, and provide basic verbal explanations, with a partner (e.g., a speed limit sign with two cars crashing and two cars driving safely; a park curfew with teenagers drinking at a playground and teenagers studying at home).
Level 3 Developing	Brainstorm in a group the responsibilities of a good citizen; then list these responsibilities (e.g., voting, protesting, following rules, paying taxes, participating in community events, etc.).
Level 4 Expanding	Create a cause and effect organizer, in pairs, showing reasons for non-participation in the decisions of government and its effects on citizens and residents.
Level 5 Bridging	Discuss the meaning of “a government of the people, by the people, for the people” in a small group; then write a paragraph about it.

Economics

Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.

Learning how to reason about economic issues is important also because the analytic approach of economics differs in key respects from approaches appropriate for other related subjects such as history, geography, and civics. Yet valid economic analysis helps us to master such subjects as well, providing effective ways to examine many of the “why questions in history, politics, geography, business, and international relations.

SS:EC:2 Basic Economic Concepts: Students will learn about the pillars of a free market economy and the market mechanism.

SS:EC:12: 2:1	Explain how the allocation of resources impacts productivity and ultimately economic growth, e.g., worker migrations. (Themes: D: Material Wants and Needs, F: Global Transformation)
Level 1 Entering	Identify human, natural, and capital resources by labeling of photographs.
Level 2 Beginning	Recognize that all resources are limited, through a hands-on construction activity (e.g., students will be given a limited supply of materials and then be asked to construct the greatest number of widgets in the most efficient way).
Level 3 Developing	Identify the resources available in different regions, using maps and charts, and explain what those resources could produce (e.g., prairie lands and grazing livestock; iron ore and manufacturing; human labor and service industries).
Level 4 Expanding	Explain how the availability of resources leads to trade, using specific examples from different geographic regions, with support from resource maps and texts (e.g., minerals exported from Africa to manufacturing countries; scrap metal exported to China; oil imported by Japan; fruits and vegetables imported by the U.S. from Central and South America in winter).
Level 5 Bridging	Evaluate how the unequal distribution of resources relates to economic growth, migration, wars, and national disasters, in essay form.

SS:EC:12: 2:2	Use a circular flow model to explain the interdependence of business, government and households in the factor and product markets. (Themes: D: Material Wants and Needs)
Level 1 Entering	Label the pictures that represent business, government, and households on a circular flow model.
Level 2 Beginning	Define the vocabulary shown along the arrows of a circular flow chart, with visual support.
Level 3 Developing	Convert circular flow processes into oral or written sentences, in small groups.
Level 4 Expanding	Identify a common product, and describe how it relates to the circular flow model (e.g., music downloads provide individuals with entertainment, provide the government with business taxes, and protect the music business through government copyright laws).
Level 5 Bridging	Explain the consequences of an imbalance created by removing one piece of the model (e.g., in the example in Level 4, what would occur if the government were removed?), in small groups.

SS:EC:12: 2:3	Interpret demand and supply schedules/graphs including the influences on price elasticity, e.g., the impact of downloading music from the internet. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)
Level 1 Entering	Demonstrate the meaning of the vocabulary words <i>wants</i> , <i>needs</i> , <i>supply</i> , <i>demand</i> , using visuals and/or real objects.
Level 2	Distinguish verbally between needs and wants, using visual support or real-life

Beginning	experiences (e.g., <i>I need clothes, but I want cool soccer shoes; I need food, but I want a Big Mac</i>).
Level 3 Developing	Predict how an event would change demand for products or services by filling in a hypothetical schedule/graph depicting price change, in small groups (e.g., Hurricane Katrina and the price of drywall or umbrellas).
Level 4 Expanding	Predict the economic impact of events such as war and natural disasters on supply and demand, by discussing in a small group events from personal experience or history that illustrate the law of supply and demand; then create a graph and explain its meaning in a short written narrative.
Level 5 Bridging	Discuss in a small the supply of resources and hierarchy of needs following a natural or man-made disaster (e.g., floods, wild fires); then write a summary of the discussion.

SS:EC:12: 2:4	Describe the similarities and differences among monopoly, oligopoly, monopolistic and pure competition, e.g., ease of entry and degree of price control. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change; H: Individualism, Equality and Authority)
Level 1 Entering	Identify pictorial representations of a monopoly, an oligopoly, and competition (e.g., electricity as monopoly, cable/satellite as oligopoly, and brands of computers as competition), from graphic representations.
Level 2 Beginning	Complete a chart, with a partner, of adjectives related to monopoly, oligopoly, and competition (e.g., many/few/one, better services/poor services, high priced/lower priced).
Level 3 Developing	Create a graph that compares prices of similar products in a monopolistic vs. competitive environment, in small groups (e.g., long distance telephone with AT&T only; then AT&T and Sprint, MCI, Verizon, etc; or railroads, airlines, or cable television).
Level 4 Expanding	Discuss in round robin format events that may cause a competitive environment to become a monopolistic one, or vice versa (e.g., war, national security, or government deregulation or regulation); then write a list of the events discussed.
Level 5 Bridging	Debate the proposition that a competitive environment fosters the entrepreneurial spirit while a monopolistic environment squelches innovation.

SS:EC:12: 2:5	Analyze the similarities and differences among sole proprietorships, partnerships, and corporations, e.g., number of owners and financing options. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change; H: Individualism, Equality and Authority)
Level 1 Entering	Match different kinds of ownership (sole proprietor, partnership, corporation) with visual representations.
Level 2 Beginning	Provide examples of each type of ownership from personal experience or prior knowledge, and share with a partner.
Level 3 Developing	List the benefits of each class of ownership, in small groups.
Level 4 Expanding	Compare and contrast the three types of ownership, using a triple Venn diagram, in small groups; then write a paragraph summarizing the results.
Level 5 Bridging	Create a business with a partner; then discuss the advantages and disadvantages of running that business as a sole proprietorship, partnership, or corporation; summarize the discussion in writing.

Geography

The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.

A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.

SS:GE:1 Environment and Society: Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.

SS:GE:12: 1:1	Use graphic tools to depict geographic issues, e.g., ice production in the Philippines or voting patterns in the United States. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)
Level 1 Entering	Color different regions on a map using a key (e.g., climate, population, density, elevation).
Level 2 Beginning	Predict, with a partner, the needs of residents in different geographical areas, using physical and climate maps.
Level 3 Developing	Identify possible natural disasters (e.g., plains have tornadoes, tropical waters have hurricanes, fault lines have volcanoes and earthquakes) by geographic regions, in small groups.
Level 4 Expanding	Compare charts of yearly rainfall with charts of food production to identify patterns across different regions; in small groups, create a graphic showing the patterns.
Level 5 Bridging	Prepare and present a report about a specific geographic location, and how it affects communication, diet, transportation, health and lifespan, and access to goods and services.

SS:GE:12: 1:2	Demonstrate how mental maps reflect the human perception of places, e.g., people's decisions to migrate or attitudes towards other cultures. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change; I: Patterns of Social and Political Interaction)
Level 1 Entering	Match adjectives such as <i>hot/cold</i> , <i>rich/poor</i> , <i>big/small</i> to various countries, with a partner.
Level 2 Beginning	List reasons why families came to the United States, in a small group, using a word bank and/or bilingual dictionary.
Level 3 Developing	Describe possible misperceptions that people from one culture have of another culture, in small groups (e.g., Dominicans and Haitians; Public Housing Projects and suburban living; Asians and Blacks in the United States).
Level 4 Expanding	Discuss in a small group how personal perceptions have changed through familiarization with a new country or culture; then write a summary of the discussion.
Level 5 Bridging	Make a mental map of the home country and describe and evaluate it in a small group; then research factual information about the country (in pairs if others are researching the same country) and create a Venn diagram comparing and contrasting the mental map with the factual information.

SS:GE:12: 1:3	Analyze spatial interactions and models of spatial organization, e.g., trade flows between countries or location of industry in areas of low production costs. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change; F: Global Transformation)
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Level 1 Entering	Make a list of products made from a vital resource (e.g., oil, wood), using a word bank and/or bilingual dictionary.
Level 2 Beginning	Sort products by geographic locations (e.g., the distribution of agricultural crops, such as apples from North America and bananas from Central America), using maps.
Level 3 Developing	Find examples of the impact of proximity on disputes or trade, using charts (e.g., relations between Pakistan and India or price of roses in Alaska).
Level 4 Expanding	Interpret the impact of proximity to resources on day-to-day lives (e.g., the availability of native foods in the United States, the health effects of living next to coal mines, employment opportunities), through personal stories.
Level 5 Bridging	Debate issues related to spatial interactions (e.g., border disputes, trade) and natural resources (e.g., independence/interdependence between countries).

History

The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.

An effective study of history must focus on broad themes, important concepts, major issues and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. The five standards below invite students to share in the excitement and relevance of the past and to envision a better future.

SS:HI:5 Social/Cultural: Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.

SS HI:12: 5:1	Explore the tensions between the values of unity and pluralism in defining our national identity, e.g., the Puritans v Anne Hutchinson or the counter-culture vs. the silent majority. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)
Level 1 Entering	Identify groups (e.g., cultural, religious, school, gender, political, etc.) that students are members of, from a list.
Level 2 Beginning	Interview one other student and create a Venn diagram to compare and contrast the groups (e.g., cultural, religious, school, gender, political, etc.) that each belongs to.
Level 3 Developing	Create working definitions for the terms <i>unity</i> and <i>pluralism</i> and share them with the class.
Level 4 Expanding	Discuss the interaction of pluralism and unity in an orderly society by analyzing an example from American history where groups have come into conflict, and the results of the conflict.
Level 5 Bridging	Examine the advantages and disadvantages of living in a pluralistic society and then write a position paper arguing in favor of a society based on unity or pluralism.

SS:HI:12: 5:2	Evaluate the changing roles of gender in society, e.g., the ideal of “Republican Motherhood” or Title IX. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)
Level 1 Entering	Sort pictures depicting men and women performing particular tasks according to the changing role of gender in society since the 1800s (e.g., female changing diaper and then man changing diaper; male doctor and female doctor; male auto mechanic and female auto mechanic).
Level 2 Beginning	Answer basic factual questions about the designation of gender roles, in pairs (e.g., <i>Who could be a doctor in 1850? Who could be a doctor in 1990? Why do people assume women should take care of babies?</i>)
Level 3 Developing	Match historical events with the changes they made in women’s roles (e.g., WWI and Suffrage, WWII and factory employment), using a pictorial timeline and other texts, in small groups.
Level 4 Expanding	Fill in a graphic organizer depicting the social implications of changing gender roles (e.g., a female factory worker in WWII was accused of neglecting her children; after Title IX girls have the opportunity to play on athletic teams and are accepted as athletes), and discuss it with a partner
Level 5 Bridging	Debate and write a position paper on whether children/society benefit more from having stay-at-home mothers, fathers, or two parents who work.

SS:HI:12: 5:3	Explore attitudes toward diversity held by groups and individuals, e.g., antebellum Southerners or Eleanor Roosevelt. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)
Level 1 Entering	Answer simple yes/no questions about attitudes regarding diversity, with graphic support (e.g., picture of an interracial couple; picture of classes separated by race or gender).
Level 2 Beginning	Create a working definition and provide examples of diverse and homogenous communities (e.g., rural New Hampshire town and Manchester, examples from native countries), with a partner.
Level 3 Developing	Predict attitudes of diverse and homogeneous communities and create a chart of different responses (e.g., white family in a black neighborhood, black family in a Korean neighborhood, Muslim family in a Christian neighborhood, or any of these families moving into an ethnically or religiously diverse area), in small groups.
Level 4 Expanding	Discuss the evolution of different attitudes toward diversity in the U.S. (e.g., blacks, Native Americans, old immigrants, new immigrants), in round-table setting.
Level 5 Bridging	Write an essay on the challenges of maintaining a diverse community by examining the statements of specific historical figures (e.g., Malcolm X, Eleanor Roosevelt, David Duke, Cesar Chavez, etc.).

SS:HI:12: 5:4	Examine the impact of social class on life in the United States, e.g., democracy in the Age of Jackson or public education. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)
Level 1 Entering	Sort pictures of rich, middle class, and poor neighborhoods (e.g., houses, businesses, classrooms, people and their clothing and accessories); then label the characteristics of each, using native language resources.
Level 2 Beginning	Sort and characterize adjectives to describe different social classes (e.g., <i>ghetto, respectable, clean, grimy, slummy, average, middle class, fancy, high class, elite</i>), using a word bank,
Level 3 Developing	List different events that assisted social transformation (e.g., Emancipation, Civil Rights legislation, G.I. Bill, etc.), with a partner, using text and timelines.

Level 4 Expanding	Create a chart depicting the positive and negative consequences of upward mobility, using specific historical examples, in small groups.
Level 5 Bridging	Analyze implications of class structure on social issues such as health care, education, or criminal justice, orally and then in writing.

SS:HI:12: 5:5	Analyze how religious ideas of morality have impacted social change, e.g., the Abolitionist Movement or the debate over legalized abortion. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)
Level 1 Entering	Identify the religions represented in the classroom and community through pictures or photographs.
Level 2 Beginning	List religious values and then match them with their social rules (e.g., <i>Thou shalt not murder</i> and laws against murder, <i>Honor thy mother and father</i> and respecting elders, Hindu reverence for cows and not eating beef), in pairs.
Level 3 Developing	Describe how religious ideas have shaped social movements in U. S. history, (e.g., Quaker concept of equality shaped the abolition, Christian concepts of gluttony and temptation shaped the temperance and prohibition movements; Christian fundamentalism shaped the teaching of creationism in the classroom), using a time line.
Level 4 Expanding	Explain how the major social changes in the U. S. have been supported or hindered by various religious ideas (e.g., the death penalty, abortion rights, gay rights, etc.), with a partner and using texts and outside sources.
Level 5 Bridging	Evaluate the following statement in an essay: Religious ideas of morality have had more impact on social change than social movements have had on religious ideas of morality.

World History

The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalities and differences shared by the world's peoples past and present.

The knowledge incorporated within the phrase "World History and Contemporary Issues" may be presented under a variety of course titles. Whatever the course, the most effective study will focus on important concepts, broad themes, major issues, and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. For students to fully participate in historical thinking and be prepared for life as decision-making citizens, they must be able to draw upon ideas, issues and events from the full range of human experience?

SS:WH:2: Students will demonstrate their understanding of the interactions of peoples and governments over time.

SS:WH:12: 2.1	Describe how traders and merchants have been instrumental in spreading ideas and beliefs to new areas, e.g., Arab traders in Africa, Europeans to Australia and Micronesia, or Western business representatives in East Asia. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)
Level 1 Entering	Match pictures representing various nationalities/races with pictures representing the corresponding items and ideas that they may have traded, while moving the pictures on a map along the routes (e.g., Arab with the Koran traveling from Arabia westward through Africa; the image of Santa Claus being spread from the United States to Japan; priests with the Bible from Spain to Central America).
Level 2 Beginning	Complete fill-in-the-blank sentences using a word bank of vocabulary (e.g., <i>In the 1500s, Spaniards brought Christianity to the New World.</i>)
Level 3 Developing	Complete a graphic organizer listing major ideas and beliefs exchanged between various groups, using maps as support (e.g., Native American and European concepts of ownership of natural resources; Roman and Greek concepts of citizenship and representative government).
Level 4 Expanding	Write a paragraph describing the influence of one group upon another, with a partner, using a graphic organizer for details.
Level 5 Bridging	Create a presentation depicting how one group spread an idea to other regions (e.g., American concepts of capitalism as spread by bankers; British ideas, culture and language as spread through the British East India Tea Company).

SS:WH:12: 2.2	Evaluate how military encounters have often led to cultural exchanges, e.g., T'ang expansion, Mongol conquests, or World War II. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)
Level 1 Entering	Identify the countries and alliances that participated in various wars, using a word bank and a variety of historical maps (e.g., Axis and Allied nations of WWII; Russo-Japanese War).
Level 2 Beginning	Write sentences listing the participants involved in conflicts, using a word bank or graphic organizer, in small groups.
Level 3 Developing	List the cultural exchanges that have resulted from military encounters, using notes and texts (e.g., German democracy following WWI; Roman aqueducts, roads and religion following conquests).
Level 4 Expanding	Compare and contrast two military encounters, using notes and texts (e.g., Norse vs. British influence upon Ireland; Turks in Persia and Eastern Europe, with a partner).
Level 5 Bridging	Evaluate the benefits of conflict in light of cultural exchange (e.g., Roman conquests; Moorish invasion of Spain; Napoleonic conquests; Americans and the Korean War; WWI as diminishing the aristocratic state), in an essay.

SS:WH:12: 2.3	Assess the impact of migrations of peoples on the receiving societies, e.g., Chinese to Southeast Asia, Europeans to Latin America, or formerly colonized peoples to Europe. (Themes: F: Global Transformation, I: Patterns of Social and Political Interaction)
Level 1 Entering	Identify the countries of origin and the receiving countries of major migrations, using maps and illustrations (e.g., Rwandans to Congo; British to Canada; Armenians to the United States).
Level 2	List the effects different migratory groups had on receiving societies, in small

Beginning	groups, using illustrations (e.g., holidays, foods and traditions).
Level 3 Developing	Match a list of specific holidays, foods, religion and traditions to their countries of origin, in small groups, using notes and online resources (e.g., curry to India; St. Patrick's Day to Ireland; sushi to Japan; Episcopalian Church to England; Decorated Christmas trees to Germany).
Level 4 Expanding	Present an oral report on the impact of a specific migration (e.g., Latin Americans in Japan in 1990s; Jewish Diaspora; Czech Roma and Sinti to Canada in the 21 st century; Irish after the Potato Famine).
Level 5 Bridging	Compare and contrast the impact of refugees versus immigrants on receiving societies (e.g., Zimbabwean refugees versus migrant diamond laborers in South Africa; Indian doctors versus Afghani refugees in western countries).

SS:WH:12: 2.4	Evaluate the effectiveness of attempts to regulate warfare and sustain peaceful contacts, e.g., arranged marriages between ruling families, the League of Nations, or nuclear non-proliferation treaties. (Themes: A: Conflict and Cooperation, F: Global Transformation)
Level 1 Entering	Arrange labeled pictorial representations of various treaties (e.g., Delian League, Salt I and II, Treaty of Versailles, Treaties of Paris, Dayton Agreement) along a timeline, with a partner.
Level 2 Beginning	Identify the groups involved in conflicts and resolutions, with a partner, using a fill-in-the-blank chart and a word bank (e.g., Great Britain and United States – Treaty of Paris 1783; Bosnians and Serbs – Dayton, Ohio; Japanese and Russians – Portsmouth, NH).
Level 3 Developing	Identify similarities and differences between various treaties, using a graphic organizer (e.g., Salt I and II; Camp David 1978 and 2000).
Level 4 Expanding	Discuss the various reasons why peace between certain groups has not been successful (e.g., Israel and Palestine; Darfur and the Sudanese government; Hutus and Tutsis; Basque Separatists and Spain); then propose possible solutions, in small groups.
Level 5 Bridging	Write a persuasive essay arguing whether the use of bilateral agreement or unilateral military might is a more effective instrument for maintaining a stable peace, using historical examples.

Earth/Space Science

ESS1 The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.

S:ESS1:11: 3.2	FOSSILS AND GEOLOGIC TIME: Relate how geologic time is determined using various dating methods (e.g., radioactive decay, rock sequences, fossil records).
Level 1 Entering	Draw and label the geologic time scale, using a word bank; indicate the oldest and youngest/newest sections of the time scale.
Level 2 Beginning	Match specific information (words/phrases provided in a word bank) with the appropriate dating method, from a list of dating methods.

Level 3 Developing	Complete cloze activities using dating method terminology, using a word bank.
Level 4 Expanding	Compare and contrast dating methods, with a partner, to determine the most appropriate method for a given piece of rock; explain the reasoning behind the choice of method, orally or in a paragraph.
Level 5 Bridging	Summarize in writing the advantages and disadvantages of various geologic dating methods.

S:ESS1:11: 4.1	OBSERVATION OF THE EARTH FROM SPACE: Provided with geologic data (including movement of plates) on a given locale, predict the likelihood for an earth event (e.g., volcanoes, mountain ranges, islands, earthquakes, tides, tsunamis).
Level 1 Entering	Identify and label Earth events on a simplified map of the world, using a word bank.
Level 2 Beginning	Label the various tectonic Earth movements and types of boundaries on a graphic; then match the movements/boundaries with corresponding words or phrases from a word bank.
Level 3 Developing	Describe differences between the types of boundaries using simple sentences, a bulleted list, or a Venn diagram.
Level 4 Expanding	Complete a cause and effect table showing folds and faults by filling in possible causes; explain the chart using oral sentences or in written paragraph(s).
Level 5 Bridging	Identify and describe the type of plate boundary in a particular locale, given a description of landforms and Earth events in that locale.

S:ESS1:11: 5.4	PROCESSES AND RATES OF CHANGE: Provide supporting geologic/geographic evidence that supports the validity of the theory of plate tectonics.
Level 1 Entering	Make a "Pangaea puzzle" to demonstrate continental drift, using a picture; then label or color code the original continents, using words from a word bank
Level 2 Beginning	Draw pictures of Mesosaurus and ferns (fossil record evidence) where they have been discovered on an outline map of the continents; use the same map and draw pictures of rocks (geological evidence) where they have been discovered.
Level 3 Developing	Make a "Pangaea puzzle" to demonstrate continental drift, as in Level 1, using a picture; then label or color code the original continents, without using a word bank.
Level 4 Expanding	Explain (orally or in a paragraph) the development of the Hawaiian Island chain (hot spots, plate movement, names of plates), using a student-generated diagram or graphic representation.
Level 5 Bridging	Analyze and discuss the components of the Ring of Fire (hot spots, ocean trenches, transverse plate boundaries), in an essay.

S:ESS1:11: 5.5	PROCESSES AND RATES OF CHANGE: Trace the development of the theory of plate tectonics.
Level 1 Entering	Make "Pangaea puzzle" to demonstrate continental drift, using a picture.
Level 2 Beginning	Sequence and label pictorial representations of Pangaea/ continental drift, Mid-Ocean Ridge, and sea-floor spreading; trace or draw the Mid-Ocean Ridge on a map.
Level 3 Developing	Complete a cloze exercise about the development of the theory of plate tectonics, using a word bank containing technical terms.
Level 4 Expanding	Complete a table of information about Pangaea/continental drift, Mid-Ocean Ridge, and sea-floor spreading; use the table to describe (orally or in writing) Pangaea, Mid-Ocean Ridge, and sea-floor spreading.
Level 5 Bridging	Summarize the development of the theory of plate tectonics (e.g., make a brochure, make a book for children, etc.).

S:ESS1:11: 5.6	PROCESSES AND RATES OF CHANGE: Explain how internal and external sources of heat (energy) fuel geologic processes (e.g., rock cycle, plate tectonics, sea floor spreading).
Level 1 Entering	Label a graphic of sea-floor spreading with arrows to show the direction of heat movement in a density current.
Level 2 Beginning	Label a diagram of the tectonic plates that relates plate movement to density currents in the mantle, using a word bank.
Level 3 Developing	Use a Venn diagram to compare and contrast the three major rock types, in a small group; explain where and how they are formed.
Level 4 Expanding	Create a diagram showing types of plate boundaries, with a partner; explain the associated magma movement; place pictures of rocks with the appropriate boundary (sedimentary, metamorphic, and igneous).
Level 5 Bridging	Create a labeled, cross-sectional diagram of the Earth's interior and magma movement; explain the diagram either orally or in a paragraph.

ESS2 The Earth is part of a solar system, made up of distinct parts, which have temporal and spatial interrelationships.

S:ESS2:11 :2.3	ENERGY: Explain how internal and external sources of heat (energy) fuel geologic processes (e. g., rock cycle, plate tectonics, sea floor spreading).
Level 1 Entering	Label a graphic of sea-floor spreading with arrows to show the direction of heat movement in a density current.
Level 2 Beginning	Label a diagram of the tectonic plates that relates plate movement to density currents in the mantle, using a word bank.
Level 3 Developing	Use a Venn diagram to compare and contrast the three major rock types, in a small group; explain where and how they are formed.
Level 4 Expanding	Create a diagram showing types of plate boundaries, with a partner; explain the associated magma movement; place pictures of rocks with the appropriate boundary (sedimentary, metamorphic, and igneous).
Level 5 Bridging	Create a labeled, cross-sectional diagram of the Earth's interior and magma movement; explain the diagram either orally or in a paragraph.

ESS3 The origin and evolution of galaxies and the universe demonstrate fundamental principles of physical science across vast distances and time.

S:ESS3:11: 2.3	STARS AND GALAXIES: Explain the relationships between or among the energy produced from nuclear reactions, the origin of elements, and the life cycles of stars.
Level 1 Entering	Sequence pictures of a star from its creation to its death.
Level 2 Beginning	Label pictures of the life cycle of a star appropriately, using a word bank; match elements found with the appropriate stage in the cycle.
Level 3 Developing	Complete a cloze activity of a description of how the elements originate from nuclear reactions, using a word bank.
Level 4 Expanding	Use a timeline to explain, orally or in writing, how elements form from nuclear reactions during the life cycle of a star.
Level 5 Bridging	Summarize the development of a star from its creation to its death (brochure, make a book, timeline).

S:ESS3:11: 3.3	UNIVERSE: Provide scientific evidence that supports or refutes the “Big Bang” theory of how the universe was formed.
Level 1	Demonstrate understanding of expansion by drawing points on a diagram of an

Entering	un-inflated balloon and an inflated balloon, and/or drawing measured marks on a rubber band and then stretching the rubber band.
Level 2 Beginning	Create a timeline of the creation of the universe from the Big Bang to today, using data supplied by the teacher; draw pictures to go with timeline.
Level 3 Developing	Match, with a partner, important dates of scientific evidence with short descriptions of the evidence (e.g., 1929: Hubble observed galaxies as they appeared to be moving away from the earth); then create a time line of important scientific evidence.
Level 4 Expanding	Discuss the scientific evidence to date about the Big Bang theory, in a small group; then write a paragraph summarizing the discussion.
Level 5 Bridging	Use scientific evidence to write an essay supporting or refuting the Big Bang theory.

S:ESS3:11: 3.4	UNIVERSE: Based on the nature of electromagnetic waves, explain the movement and location of objects in the universe or their composition (e.g., red shift, blue shift, line spectra).
Level 1 Entering	Identify, with a partner, the types of waves on a labeled Electromagnetic Spectrum Diagram (e.g., radio, gamma, ROYGBIV); then place pictures showing various kinds of waves (e.g., rainbow, x-ray of a bone, radio, microwave oven) in the appropriate places on the diagram
Level 2 Beginning	Identify, in a small group, whether a star has red shifted or blue shifted, using a normal line spectrum of an element and then the spectrum of a moving star; indicate if the star is moving toward Earth or away from Earth.
Level 3 Developing	Match the elements being produced by a star, using the bright line spectra of the star and the spectra of common elements.
Level 4 Expanding	Complete a cloze activity that explains the use of the spectrometer to determine movement and composition of a star.
Level 5 Bridging	Explain the use of the spectrometer to determine movement and composition of a star.

S:ESS3:11: 3.5	UNIVERSE: Explain how scientific theories about the structure of the universe have been advanced through the use of sophisticated technology (e.g., space probes and visual, radio and x-ray telescopes).
Level 1 Entering	Label instruments of technology (probes, telescopes, satellites) with their names and uses, using a word bank.
Level 2 Beginning	Match instruments of technology with the names of the scientists and the dates of the discovery; then match each instrument of technology with its use.
Level 3 Developing	Make a timeline of scientists, their instruments, and their discoveries, in a small group.
Level 4 Expanding	Compare and contrast (in a Venn diagram, table, or paragraph) the data gained from rudimentary technology (Galileo) and the data gained from modern technology (Hubble telescope).
Level 5 Bridging	Summarize the information gained from each successive piece of technology.

Life Science

LS1 All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).

S:LS1:11: 2.8	LIVING THINGS AND ORGANIZATION: Use data and observation to make connections between, to explain, or to justify how specific cell organelles
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	produce/regulate what the cell needs or what a unicellular or multi-cellular organism needs for survival (e.g., protein synthesis, DNA transport, nerve cells).
Level 1 Entering	Draw and label cell structures, using a word bank; then match pictures of cell structures to their function, using a list of functions.
Level 2 Beginning	Sort organelles by the survival need(s) they meet (protein synthesis, DNA transport, nerve cells), with a partner.
Level 3 Developing	Compare and contrast, with a partner organelles and their functions, using a Venn diagram; describe connections between organelles.
Level 4 Expanding	Summarize, orally or in a paragraph, how prokaryotic cells differ from eukaryotic cells.
Level 5 Bridging	Determine the type of cell (prokaryotic, eukaryotic, muscle, or blood cell) based on the organelles present and/or the kinds of cell processes shown to be taking place.

S:LS1:11: 3.4	REPRODUCTION: Explain or justify with evidence how the alteration of the DNA sequence may produce new gene combinations that make little difference, enhance capabilities, or can be harmful to the organism (e.g., selective breeding, genetic engineering, mutations).
Level 1 Entering	Use a diagram or text to demonstrate the concept that one small change in the pattern of DNA affects the outcome of the whole (e.g., change one letter and <i>The cat ate the rat</i> becomes <i>The cat ate the hat</i>), with visuals and teacher assistance.
Level 2 Beginning	Sort a list of real-world examples of effects of alteration of the DNA sequence (e.g., albinism, sickle cell anemia, BT corn, red flowers increase pollination) into a three-column chart (enhance capabilities, make little difference, harmful), with a partner.
Level 3 Developing	Compare and contrast, in a small group and using a Venn diagram or a bulleted list, natural and human-influenced changes in DNA sequences (e.g., wild animals were domesticated through selective breeding; Darwin's finches; ligers).
Level 4 Expanding	Discuss in a small group the relative advantages and disadvantages of genetic engineering and/or selective breeding; then write a summary of the discussion.
Level 5 Bridging	Compare and contrast the effects of the alteration of a DNA sequence. and predict the outcomes of a change (e.g., sickle cell mutation can protect against malaria).

LS2 Energy flows and matter recycles through an ecosystem.

S:LS2:11: 1.5	ENVIRONMENT: Using data from a specific ecosystem, explain relationships or make predictions about how environmental disturbance (human impact or natural events) affects the flow of energy or cycling of matter in an ecosystem.
Level 1 Entering	Draw a picture to predict the effect of an environmental disturbance on the flow of energy in a particular ecosystem, with teacher assistance (e.g., given a diagram of the flow of energy in a forest ecosystem, and a second diagram showing the introduction of wolves to the ecosystem, student will draw a third diagram to show how the wolf affects the flow of energy in the ecosystem).
Level 2 Beginning	Sequence pictures of an ecosystem before and after an environmental disturbance, with a partner; then use a word bank of simple phrases/sentences to complete a cloze activity about the changes in the flow of energy and matter.
Level 3 Developing	Watch a video segment and retell, orally or in writing, the effects of an environmental disturbance on an ecosystem.
Level 4 Expanding	Discuss in a small group the impact of an environmental disturbance (e.g., a flood) on a given ecosystem, given information about the disturbance; then write a summary of the discussion.
Level 5 Bridging	Predict in writing the social or economic impact of a chosen environment disturbance on the human and/or wild population of a chosen ecosystem.

S:LS2:11: 1.6	ENVIRONMENT: Explain or evaluate potential bias in how evidence is interpreted in reports concerning a particular environmental factor that impacts the biology of humans.
Level 1 Entering	Take a poll, using pictures of real things and events that have environmental impact (e.g., forest fires, thunder storms, wolves, hunting deer), and asking classmates if they are “good” or “bad”; identify the pictures that receive both responses.
Level 2 Beginning	Listen to simple, visually-supported sentences about how a particular environmental factor impacts the biology of humans, and identify them as fact and opinion.
Level 3 Developing	Find a news story (paper, internet, TV) about an environmental issue and discuss it, with teacher assistance, in a small group; identify parts of the story that elicited differing points of view during the discussion.
Level 4 Expanding	Discuss different perspectives concerning an environmental problem (e.g., global warming); then write a summary of the discussion.
Level 5 Bridging	Discuss your position, in extended written discourse, regarding the impact of a particular environmental factor (e.g., global warming).

S:LS2:11: 3.2	RECYCLING OF MATERIAL: Trace the cycling of matter (e.g., carbon cycle) and the flow of energy in a living system from its source through its transformation in cellular, biochemical processes (e.g., photosynthesis, cellular respiration, fermentation).
Level 1 Entering	Add arrows to a diagram of a cycle (e.g., carbon cycle, water cycle) to show the flow of energy.
Level 2 Beginning	Label the parts of a cycle, using an incomplete diagram and a word bank.
Level 3 Developing	Discuss in a small group a diagram of a cycle; then write a summary of the discussion.
Level 4 Expanding	Make a poster, with a partner, showing the impact on a cycle if a key component is removed; present and explain the poster to the class.
Level 5 Bridging	Explain and diagram a cycle of energy through its changes in living systems (e.g., trace the energy in a bag of peanuts from the where it originates with the sun, to where it is used in the muscles of a tennis player).

LS3 Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).

S:LS3:11: 2.5	EVIDENCE OF EVOLUTION: Explain how evidence from technological advances supports or refutes the genetic relationships among groups of organisms (e.g., DNA analysis, protein analysis).
Level 1 Entering	Sort pictures of skeletons based upon similarity in form and taxonomy, with teacher assistance.
(Level 2 Beginning	Describe features that groups of related organisms have in common (e.g., birds, frogs, and reptiles lay eggs, mammals and birds are warm blooded, etc.), with visual support.
Level 3 Developing	Identify the protein codes in a series of DNA sequences, with a partner.
Level 4 Expanding	Identify the protein codes in a series of DNA sequences, in a small group, and match the organisms that would be most similar; justify the response.

Level 5 Bridging	Compare and contrast, orally or in writing, amino acid sequence differences in key proteins of very different animals (e.g., cytochrome C, hemoglobin), to link number and kinds of differences with evolutionary connections.
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S:LS3:11: 2.6	EVIDENCE OF EVOLUTION: Given information about living or extinct organisms, cite evidence to explain the frequency of inherited characteristics of organisms in a population; or explain the evolution of varied structures (with defined functions) that affected the organisms' survival in a specific environment (e.g., giraffe, wind pollination of flowers).
Level 1 Entering	Identify key adaptations, on pictures of organisms, that allow for their survival (giraffe's neck reaches food, polar bear fur is camouflage, flowers for hummingbird pollination are red, penguin "wings" fly in water).
Level 2 Beginning	Sequence a series of pictures that portray natural selection in a population (e.g., a population of rabbits tending to be darker in fur color over time due to predator pressure).
Level 3 Developing	Sequence a series of pictures that portray natural selection in a population, and then explain, orally or in writing, the adaptations that have changed from picture to picture.
Level 4 Expanding	Compare and contrast, in a small group, and using a Venn diagram, the different key adaptations between plants and animals; then write a summary of the diagram.
Level 5 Bridging	Create a brochure or children's book using the concept of natural selection to explain how a given organism came to be (e.g., polar bears > brown bears); the story should link environmental pressures to at least three key adaptations (e.g., white fur, fat accumulation, wide paws, etc.).

S:LS3:11: 3.9	EVIDENCE OF EVOLUTION: Given a scenario, provide evidence that demonstrates how sexual reproduction results in a great variety of possible gene combinations and contributes to natural selection (e.g., Darwin's finches, isolation of a species, Tay Sach's disease).
Level 1 Entering	Explore how the shape of a bird's beak affects its ability to eat different foods by placing beads into various vessels (beaker, graduated cylinder, newspaper) and picking them up using various tools (fingers, spoon, tweezers); match tool shape to beak shape.
Level 2 Beginning	Match pictures of bird beaks with their food types; then list reasons why particular beak shapes are most appropriate for gathering particular foods, with a partner.
Level 3 Developing	Read a modified passage about the Galapagos tortoises and their distinctive shell shapes; explain why shell shape depends on the climate of the particular island they live on, in a small group.
Level 4 Expanding	Compare the products of asexual reproduction (binary fission, budding, cloning) with sexual reproduction, in a small group; state reasons why sexual reproduction favors survival of the species as a whole and why asexual reproduction leaves organisms vulnerable to extinction.
Level 5 Bridging	Discuss, orally or in writing, the potential implications on human variation of artificial selection versus natural selection.

LS4 Humans are similar to other species in many ways, and yet are unique among Earth's life forms.

S:LS4:11: 2.6	DISEASE: Use evidence to make and support conclusions about the ways that humans or other organisms are affected by environmental factors or heredity (e.g., pathogens, diseases, medical advances, pollution, mutations).
Level 1 Entering	Grow common everyday bacteria on agar with and without the presence of a chemical (antibiotic, bleach, alcohol); record the effects through drawings or a simple chart.

Level 2 Beginning	Label the population and life expectancy for humans in different countries, with a partner, using a simplified map of the world and data supplied by the teacher.
Level 3 Developing	Compare data supplied by the teacher on the incidence of lung disease among different populations (e.g., residents of Mexico City and residents of rural Iowa; coal miners and foresters; smokers and non-smokers), in a small group; then list possible causes of lung disease.
Level 4 Expanding	Discuss in a small group evidence that antibiotic-resistant bacteria are largely the result of human behavior; then summarize the discussion in writing.
Level 5 Bridging	Draw conclusions about the connectedness of sickle cell anemia and malaria, based on data showing the prevalence of each worldwide; justify the conclusion in writing.

S:LS4:11: 3.3	HUMAN IDENTITY: Explain how the immune system, endocrine system, or nervous system works and draw conclusions about how systems interact to maintain homeostasis in the human body.
Level 1 Entering	Match a list of the different body systems with their functions in the body.
Level 2 Beginning	Match organs on a diagram of a human body system with their names on a list; then match each name with a brief description of the organ's function.
Level 3 Developing	Complete cloze activities about human body systems, using a word bank, with a partner; give examples, either orally or in writing, of homeostasis.
Level 4 Expanding	Label key parts from two body systems (endocrine, nervous, or immune), in a small group; write a description of the main functions of each system in humans.
Level 5 Bridging	Compare and contrast the main activities of two body systems (e.g., endocrine vs. nervous systems), and describe how they work together to accomplish their individual functions (e.g., brain stimulates adrenal glands to produce adrenaline to raise body activities to accomplish a fight or flight response in emergency situations).

Physical Science

PS1 All living and nonliving things are composed of matter having characteristic properties that distinguish one substance from another (independent of size/amount of substance).

S:PS1:11: 1.5	COMPOSITION: Scientific thought about atoms has changed over time. Using information (narratives or models of atoms) provided, cite evidence that changed our understanding of the atom and the development of atomic theory.
Level 1 Entering	Label models of the atom with their parts and theorists, with a partner, using a word bank.
Level 2 Beginning	Sort different atomic models, with a partner and with visual support; then match the name of the theorist and the date of the discovery with the atomic model, using a word/date bank.
Level 3 Developing	Make a timeline of atomic models, theorists, and their discovery, in a small group, using data supplied by the teacher.
Level 4 Expanding	Compare and contrast specific influential atomic discoveries and theories, using a graphic organizer (e.g., Venn diagram, table, paragraph).
Level 5 Bridging	Discuss and then summarize in writing the information gained from each successive model of the atom (e.g., components of an atom, quarks, neutrinos, etc.).

S:PS1:11: 1.6	COMPOSITION: Model and explain the structure of an atom or explain how an atom's electron configuration, particularly the outermost electron(s), determines how that atom can interact with other atoms.
Level 1 Entering	Match the parts of the atom on a diagram with a list of their names.
Level 2 Beginning	Label an atom and parts of the atom on a diagram, using a word bank.
Level 3 Developing	List and describe properties of parts of the atom, with a partner and graphic support.
Level 4 Expanding	Create a model of an atom with all of its sub-atomic particles, including valence electrons, in a small group.
Level 5 Bridging	Discuss, orally or in written form, the importance of valence electrons in ionic and covalent bonding.

S:PS1:11: 2.6	PROPERTIES: Use physical and chemical properties as determined through an investigation to identify a substance.
Level 1 Entering	Label physical and chemical changes and properties (e.g., solid, liquid, gas; rusting, burning, baking) on visuals, using a word bank.
Level 2 Beginning	Sort visuals showing physical and chemical properties/changes by whether they are physical or chemical.
Level 3 Developing	Complete a chart or table with various substances and their physical or chemical properties, with a partner, using a word bank.
Level 4 Expanding	Describe in a small group and summarize individually, in writing, physical and chemical properties observed in laboratory experiments.
Level 5 Bridging	Use specific physical and chemical properties collected in the lab to identify a substance.

S:PS1:11: 2.7	PROPERTIES: Explain how properties of elements and the location of elements on the periodic table are related.
Level 1 Entering	Locate names and symbols of elements on the periodic table; use the key on the table to identify physical properties of the elements (e.g., boiling point and density).
Level 2 Beginning	Make an informational poster about an element, with a partner.
Level 3 Developing	Provide missing information about an element by using a periodic table to complete a gap-fill activity (e.g., the student is given an element and needs to find missing information about it, from a data sheet provided by the teacher).
Level 4 Expanding	Sort elements first by group and period, and then by property, using a periodic table.
Level 5 Bridging	Complete a cloze activity on a periodic table (the table has missing information that the student needs to fill in).

PS2 Energy is necessary for change to occur in matter. Energy can be stored, transferred and transformed, but cannot be destroyed.

S:PS2:11: 1.5	CHANGE: Explain relationships between and among electric charges, magnetic fields, electromagnetic forces, and atomic particles.
Level 1 Entering	Point to N and S on a magnet and demonstrate how opposite poles of the magnet attract each other and like poles repel; then make a labeled drawing of these forces, using a word bank.
Level 2 Beginning	Label diagrams of protons, electrons, and neutrons within an atom, using a word bank; then identify the charges, with a partner.
Level 3 Developing	Complete a cloze activity about the connection between electricity (moving charged particles) and magnetism in forming the electromagnetic force, using a

	word bank.
Level 4 Expanding	Discuss orally in a small group and then write a paragraph about the connection between electricity (moving charged particles) and magnetism in forming the electromagnetic force.
Level 5 Bridging	Follow multi-step directions to make an electromagnet; draw a conclusion as to why the nail becomes a magnet when a current-carrying wire is wrapped around it.

S:PS2:11: 2.5	CONSERVATION: Demonstrate how transformations of energy produce some energy in the form of heat and therefore the efficiency of the system is reduced (chemical, biological, and physical systems).
Level 1 Entering	Use a graphic to sort, label or match types of energy in use (e.g., thermal, light, chemical, electrical, kinetic, mechanical).
Level 2 Beginning	List types of energy, using a word bank; then give examples of each type, with a partner.
Level 3 Developing	Sequence and explain energy transfer in a system, using a graphic (e.g., source of electrical energy > electricity > electric wires > socket > lamp > light and heat).
Level 4 Expanding	Describe and explain transformations of energy (e.g., human food pyramid for meat eaters vs. vegetarians; incandescent vs. compact fluorescent light bulb), either orally or in a paragraph, using a graphic.
Level 5 Bridging	Compare and contrast the efficiency of transformations of energy (chemical, biological, and physical systems).

S:PS2:11: 3.10	ENERGY: Using information provided about chemical changes, draw conclusions about the energy flow in a given chemical reaction (e.g., exothermic reactions, endothermic reactions).
Level 1 Entering	Identify chemical reactions (e.g., hand warmer packs, chemical cold pack, glow sticks, fireworks) as either exothermic or endothermic by use of the senses.
Level 2 Beginning	Sort pictures of chemical reactions, or real reactions, as either exothermic or endothermic, with a partner.
Level 3 Developing	Complete an energy diagram of exothermic or endothermic reactions, using a word bank.
Level 4 Expanding	Discuss in a small group and then write a paragraph about the energy transformations shown in a diagram of a particular reaction.
Level 5 Bridging	Analyze information to draw conclusions about energy changes in a reaction, using real world situations and examples.

PS3 **The motion of an object is affected by force.**

S:PS3:11: 1.8	FORCES: Given information (e.g., graphs, data, diagrams), use the relationships between or among force, mass, velocity, momentum, and acceleration to predict and explain the motion of objects.
Level 1 Entering	Demonstrate how force and mass influence the speed of an object, given objects of different mass and a spring scale.
Level 2 Beginning	Identify, orally or in writing, whether the object speed shown in different distance-time (<i>d-t</i>) graphs is more (increasing), less (decreasing), or the same (constant).
Level 3 Developing	Explain, orally or in writing, the relationship between acceleration and change in velocity shown on a graph, data, or diagram, using a word bank.
Level 4 Expanding	Complete a set of word problems, using the formulas for force, mass, velocity, momentum, and acceleration.
Level 5 Bridging	Create <i>d-t</i> and <i>v-t</i> graphs, using given data; relate the slopes of these graphs to the appropriate formulas.

S:PS3:11: 2.3	MOTION: Apply the concepts of inertia, motion, and momentum to predict and explain situations involving forces and motion, including stationary objects and collisions.
Level 1 Entering	Use real objects (e.g., soccer, wiffle, bowling balls) to physically demonstrate (e.g., kicking, rolling, throwing, etc.) the concepts of mass and inertia, and their relationship to motion and momentum.
Level 2 Beginning	Complete gap-fill phrases about the real objects listed above to explain concepts of inertia, motion, and momentum, using a word bank.
Level 3 Developing	Write the formula for momentum; then practice solving the equation for each of the three possible unknowns (momentum, mass, and velocity).
Level 4 Expanding	Discuss in a small group, and then summarize in a written paragraph, how a series of sequential photos of a head-on collision with a crash dummy, air bag, etc. illustrates inertia and momentum.
Level 5 Bridging	Predict how train cars will respond as two of them collide, given their initial velocity, mass, and the knowledge that momentum is conserved in a closed system.

S:PS3:11: 2.4	MOTION: Explain the effects on wavelength and frequency as electromagnetic waves interact with matter (e.g., light diffraction, blue sky).
Level 1 Entering	Differentiate among the types of electromagnetic (EM) wavelengths (low, medium, or high frequency) by placing pictures (e.g., rainbow, x-ray of a bone, radio, microwave oven) on a labeled EM diagram.
Level 2 Beginning	Label an electromagnetic (EM) diagram (radio, gamma, etc.), using a word bank.
Level 3 Developing	Complete a cloze activity about the reflection, transmission, and absorption of visible light waves (e.g., things that are blue absorb all colors and reflect blue light energy), and the dissection of light through a prism, using a word bank.
Level 4 Expanding	Summarize orally in a small group, and then in a written paragraph, the reflection, transmission, and absorption of visible light waves, and the dissection of light through a prism.
Level 5 Bridging	Analyze and discuss real-world situations where EM energy interacts with matter (e.g., X-rays with genetic material [mutations], visible light [white vs. black vs. transparent objects]).

English Language Development Standards and New Hampshire Content Standards Alignment

Middle School Level

WIDA/GLE Alignment: Grades 7-8

Introduction

Development of the Alignments

- The middle school alignments were drafted in 2008-2009 by a group of volunteer teachers: 6 ESOL (English for speakers of other languages) teachers, two math teachers, one science, one social studies, and one language arts; they were revised in 2009-2010 by another volunteer group: 12 ESOL teachers, one math, one science, and one language arts.
- The project was part of the federally-funded ELL Co-op program, developed by the University of New Hampshire, in partnership with the NH Department of Education Title III Office, the Manchester School District, and the Nashua School District.
- Teachers met four full days each year, working in four groups by content area expertise; special thanks are due to the non-ESOL math, language arts, science, and social studies teachers who provided vital content-area expertise in those subjects.
- The result is an alignment of selected reading, writing, math, science, and social studies Grade Level Expectations (GLEs) with model performance indicators for those subjects, based on the state-adopted ESOL standards.

Goals of the Alignment

1. To give ESOL and content area teachers information that they can use to differentiate instruction by proficiency level.
2. To provide a concrete representation of the WIDA standards so ESOL students have access to all academic content.
3. To define the ESOL curriculum in a way that will focus on the content areas of math, science, social studies, and language arts, and will assist in writing course competencies.
4. To provide a reference of appropriate ESOL teaching strategies for content area teachers.
5. To ensure that ESOL teachers know what content is being taught in content area classes, and that content area teachers know what can be expected of students at a particular level of language proficiency.

New Hampshire's English Language Proficiency Standards

- The standards were developed by the World-Class Instructional Design and Assessment (WIDA) consortium. This consortium consists of 16 states plus the District of Columbia, which have all adopted common English language proficiency standards and assessments.
- There are five standards:

1. English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
 2. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**.
 3. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**.
 4. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**.
 5. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**.
- The format of the WIDA standards is as follows:
 - There are five grade spans: PreK-K, 1-2, 3-5, 6-8, 9-12.
 - Each grade span includes the four language domains of listening, speaking, reading, and writing.
 - There are five language proficiency levels: Entering, Beginning, Developing, Expanding, and Bridging (see Appendix A for descriptions of proficiency levels and a language acquisition chart).
 - Model performance indicators (MPIs) are written for each language domain across the five proficiency levels.
 - WIDA's MPIs provide a framework for creating performance indicators for particular situations, using the topics and strategies needed to implement diverse curricula in diverse classrooms.

Format of the Alignment

- There are three essential elements of a WIDA MPI:
 1. **Language function** is the task ELLs (English language learners) do to demonstrate performance (see Appendix B for appropriate tasks in each subject at each proficiency level).
 2. **Topic** is what the students are expected to communicate (topics come from the selected NH GLEs).
 3. **Support** is the sensory, graphic, or interactive scaffolding used to help ELLs show their knowledge (support is essential through Level 4; optional at Level 5) (see Appendix C for examples of various kinds of supports).
 4. **Examples** are optional; they clarify or extend the meaning of the MPI (e.g., things teachers, students, or texts might say; appropriate supports; subtopics, etc.).
- These WIDA/GLE alignments consist of new MPIs written for the selected GLEs:
 - MPIs were written for all tested GLEs in math, science, reading, writing, and oral communication; they were written for representative topics in social studies.
 - There are five MPIs for each GLE, one for each level of language proficiency.

- The language domains of listening, speaking, reading, and writing are combined in the alignment MPIs.
- The MPIs will need to be adapted; they are meant to be **models**. Teachers should change the topic, the language function, and/or the support as needed (lists of tasks and supports in Appendices B and C are helpful for adapting MPIs).

English Language Learners

All students come to school with different backgrounds. Teachers can never assume that all their students have the same background knowledge, or learn in the same way. What is true of all students is doubly true of English language learners, because they come from much more varied backgrounds.

- Language:
 - All classrooms have students with different dialects and different levels of experience with school language.
 - These differences are greater with ELLs because language is the basic medium of communication in the classroom. Second languages must be taught and learned; it is every teacher's responsibility to help students who are still learning English.
- Culture:
 - Any group has multiple cultures and sub-cultures, often determined by ethnicity, but also by family background, interests and abilities, or social class.
 - Cultural differences among students from different language backgrounds are greater than differences among students who all speak the same language because cultures are closely related to languages. ELLs should be encouraged to maintain their native culture as they learn to live comfortably within a new culture, just as they should be encouraged to maintain their native language as they learn English.
- Family and friends:
 - Teachers recognize the influence of students' families and peers on their behavior, and how this influence creates differences in achievement.
 - ELLs may demonstrate greater differences because they are living with two languages and cultures. Some strongly identify with their family's language and culture, and resist assimilation. Others are so anxious to be "American" that they create communication difficulties with their families. Teachers need to be aware of these issues and help students work through them.
- School experiences:
 - All students come to a particular classroom with different school experiences and expectations. For example, some students are used to

- independent group learning, while others have never done anything except teacher-directed individual work.
- ELLs may have ways of learning that are very different from any found in U. S. schools, because classroom organization and participation are culturally-determined. Teachers need to respect the school customs that ELLs bring with them, while at the same time helping them learn to participate in different ways.
 - Prior knowledge:
 - What one student learns during school is never the same as what another student learns, even if both have gone through the same school.
 - These differences increase greatly for ELLs. They may have gone to schools that put very different emphases on what is important to learn; they may have lost continuity because of attending many different schools; they may have been out of school completely because of wars or other disasters. When teaching ELLs, it is essential to find out what they already know about each new topic introduced, and to provide whatever background knowledge they need to be successful.
 - Physical or emotional barriers:
 - Any classroom contains students with special physical, emotional, or learning needs.
 - ELLs may also have physical challenges, emotional problems, or learning difficulties. In addition, language disorders may not be recognized if they are confused with normal second language acquisition processes. Emotional barriers may have been created by trauma or through being uprooted from everything familiar in their lives. Teachers must remember that strategies and accommodations must be adapted for each student's individual needs.

How to Use This Alignment

- Model Performance Indicators are exactly that: *models*; any or all of the three elements can and should be transformed to create PIs that fit specific situations.
- This document will show ESOL teachers exactly what the expectations are for different content areas; the topics of the MPis in each subject area will help them make decisions about what to emphasize as they help students with material from all content areas.
- This document will help content area teachers teach their subjects to ELLs. It is a valuable resource of appropriate tasks and supports: the tasks provide concrete examples of the kinds of things ELLs can be expected to do at each proficiency level; the supports describe sensory, graphic, and interactive strategies that will help ELLs understand and produce the language needed to accomplish the tasks.

- The strengths and needs of ESOL teachers and content area teachers complement each other; they should use each other as resources in order to get the greatest possible benefit from this document.
- This document will help both ESOL and content teachers avoid the common pitfall of “teaching down” to English language learners. ELLs with the necessary prerequisite knowledge can learn grade-level content while their language is still quite limited. Their language output may be rudimentary, but their understanding of concepts can be quite sophisticated.
- In some cases, the needs of particular ELL students cannot be met with this curriculum alignment. For example, students with limited prior formal education will lack background knowledge and literacy skills, which will need to be acquired before they can accomplish many of the tasks in this high school-level alignment. Alignments for all grade levels are being written; teachers should use the alignments that match their students’ working grade levels.

WIDA/GLE Alignment: Grades 7-8

Introduction

APPENDICES

The information in all the appendices is adapted from the following source:

Gottlieb, M., Cranley, M. E., & Oliver, A. R. (2007)
*Understanding the WIDA English Language Proficiency Standards:
A Resource Guide*

Madison, WI: Board of Regents of the University of Wisconsin System,
on behalf of the WIDA Consortium

http://www.wida.us/standards/Resource_Guide_web.pdf

APPENDIX A

Descriptions of WIDA Language Proficiency Levels

Level 1: Entering

- pictorial or graphic representation of the language of the content areas
- words, phrases, or chunks of language, when presented with sensory, graphic, or interactive support, in one-step commands; directions; WH-, choice, or yes/no questions; or statements.

Level 2: Beginning

- general language related to the content areas (see below for examples of general, specific, and technical language for each content area)
- 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 sensory, graphic or interactive support, in one- to multiple-step commands, directions, questions, or a series of statements

Level 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 sensory, graphic or interactive support, in oral or written narrative or expository descriptions

Level 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 sensory, graphic, or interactive support, in oral or written connected discourse

Level 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 in grade level material

Level 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

Examples of General, Specific, and Technical Language

	General	Specific	Technical
Language Arts	person	character	protagonist
Mathematics	in all	total	sum
Science	knee	kneecap	patella
Social Studies	people	population	demographics

Language Acquisition

During language acquisition, learners progress from beginning proficiency to native-speaker-like proficiency on these features:

Beginner		Native-Speaker-Like
Concrete ideas and concepts	<input type="checkbox"/>	Abstract ideas and concepts
Explicit meaning	<input type="checkbox"/>	Implicit meaning
Familiar situations	<input type="checkbox"/>	Unfamiliar situations
Informal registers	<input type="checkbox"/>	Formal registers
General vocabulary	<input type="checkbox"/>	Technical vocabulary
Single words and phrases		Extended discourse

	<input type="checkbox"/>	
Non-conventional forms	<input type="checkbox"/>	Conventional forms

APPENDIX B

Sample WIDA Language Arts Tasks

NOTE: Each row contains similar tasks on the same topic across five proficiency levels

Genres

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Identify examples	Classify illustrations	Match main idea with illustrations	Interpret main idea with illustrations	Make inferences from main idea and details
Describe persons or objects	Relate main ideas	State reasons	Apply ideas	Defend and justify points of view
Identify words or phrases	Answer WH-questions	Sequence plots	Summarize plots	Identify cause and effect of events
Answer yes/no or choice questions to agree or disagree	React positively or negatively to issues	Give opinions in reaction to issues	Discuss pros and cons of issues	Produce opinions backed by evidence

Topics

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Match oral commands with learning strategies	Follow directions associated with learning strategies	Use learning strategies	Practice using learning strategies	Analyze learning strategies
Answer choice or yes/no questions	Restate or paraphrase information	Present information	Summarize or integrate information	Give a review of information
Identify words or phrases	Match vocabulary with illustrations	Associate types of genres with language	Pair summaries with excerpts	Infer from written descriptions or

		structure or vocabulary		summaries
Brainstorm words or phrases relevant to editing tasks	Check some aspect of editing	Engage in peer editing	Self-edit during writing	Self-assess using rubrics and other resources
Identify words or phrases related to literary devices	Match oral phrases with different literary devices	Identify use of literary devices	Analyze use of literary devices	Interpret use of literary devices
Answer WH-questions from pictures	Describe pictures	State information based on graphic organizers	Summarize points from graphic organizers	Project character roles using notes
Respond to literal questions that involve figures of speech	Identify words or phrases representing figures of speech	Categorize figures of speech	Identify figures of speech	Interpret figures of speech
Match words or phrases with antonyms from a word bank	Describe familiar things in phrases or sentences with synonyms or antonyms	Rewrite a paragraph using synonyms or antonyms	Produce original ideas that incorporate synonyms or antonyms	Create stories or essays that include synonyms or antonyms

Sample WIDA Mathematics Tasks

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Match oral language with visuals	Illustrate or identify based on oral directions and visuals	Select based on visual or graphic displays and oral descriptions	Make predictions or estimates from oral scenarios and visuals	Make inferences from scenarios
Name tools and units of measurement from labeled examples	Estimate measurement from pictures or objects	Describe situations where measurement is needed	Discuss how measurement is used in real situations	Explain how or when to convert measurements in real situations
Identify or sort values	Compare or rank order values	Follow listed instructions	Follow written instructions about applying math in real situations	Interpret representations of numbers in real-life problems
Record and label outcomes of events using real objects	Give outcomes of events using real objects	Propose probability based on observed outcomes	Detail possible combinations based on probability	Explain and give reasons for likely probabilities
Identify proportional representation of objects from visuals	Follow directions to change proportional representations in visuals	Match examples or proportion with descriptions	Analyze proportions in everyday situations from scenarios	Apply ways of using proportion in grade-level situations
Identify line segments or angles from pictures	Define or describe types of line segments or angles from pictures	Compare/contrast types of line segments from diagrams	Discuss how to solve problems using different types of line segments or angles	Explain ways to solve grade-level problems using line segments or angles
Match geometric vocabulary with graphs	Identify geometric examples in real-world situations	Classify geometric examples in real-world situations	Order steps for geometric computation in real-world situations	Select reasons for using different geometric computations in grade-level text
Label terms related to algebraic equations from models or visuals	Give examples of algebraic terms from models or visuals	Describe algebraic operations, procedures, patterns or functions	Produce and give steps for solving everyday math problems involving	Summarize or predict information needed to solve problems involving algebraic

			algebraic equations	equations
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Sample WIDA Science Tasks

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Match oral statements with illustrations	Create or complete models or diagrams, with illustrations	Classify examples, with illustrations	Apply descriptions of everyday examples	Identify explanations or properties
Give information from charts or graphs in L1 or L2	State differences based on information from charts or graphs in L1 or L2	Compare differences based on information from charts or graphs	Summarize and present information from charts or graphs	Explain patterns based on evidence from charts or graphs
Chart information based on visuals or models	Respond to yes/no, choice, or WH-questions based on visuals	Identify characteristics or conditions based on text and visuals	Compare information from various sources	Interpret impact of information from grade-level text
Make posters or label diagrams	Record results of scientific inquiry	Outline steps of scientific inquiry	Describe procedures related to scientific inquire	Explain examples of scientific inquiry
Match tools or instructions with pictures	Classify tools or instruments	Identify examples of tools or instruments	Compare/contrast examples of tools or instruments and their uses	Infer uses of tools or instructions from grade-level material
Use general vocabulary associated with scientific inventions or discoveries	Describe scientific inventions or discoveries	Compare/contrast scientific inventions or discoveries	Imagine future scientific inventions or discoveries	Predict potential impact of scientific inventions
Match labeled diagrams of processes with vocabulary	Sort or classify descriptive phrases and diagrams by processes	Sequence descriptive sentences and diagrams according to processes	Identify processes from descriptive paragraphs and diagrams	Predict consequences of alteration of processes from grade-level text
Match forms of energy with pictures	List and describe illustrated forms of	Compare/contrast two forms of energy	Explain uses of different forms of	Evaluate and defend uses of different forms

	energy		energy	of energy
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Sample WIDA Social Studies Tasks

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Identify locations on maps	Sort locations on maps	Identify specific geographic locations on maps	Compare/contrast locations on maps	Evaluate locations on maps for different purposes
Identify historical figures or events from pictures	Describe historical figures or events from pictures	Role-play scenes from historical events or lives	Re-enact historical events or lives	Give monologues simulating historical events or figures
Chart economic data based on simple statements and pictures	Classify economic data based on information in texts and charts	Compare economic data based on information in texts and charts	Predict economic data based on information in texts and charts	Interpret economic trend data based on information from grade-level texts and charts
Identify features of historical periods from illustrations and word banks	Describe features of historical periods from graphic organizers	Compare historical periods using graphic organizers	Produce contrastive summaries of historical periods using graphic organizers	Create historical essays describing past civilizations
Identify pictures of natural resources	Locate sources of natural resources	Distinguish among natural resources	Find patterns associated with natural resources	Draw conclusions about natural resources on maps or graphs text
Connect historical events using graphics or pictures	Describe features or characteristics of historical events from pictures	Summarize significance of historical events from pictures	Paraphrase reasons for historical events shown in pictures	Explain causes and effects of historical events
Identify people's rights or responsibilities using pictures and labels	Sort people's rights or responsibilities using pictures and short written statements	Select examples of people's rights and responsibilities	Evaluate people's rights or responsibilities	Infer people's rights or responsibilities from grade-level text
Label illustrations of	Describe features of	Compare/contrast	Discuss functions of	Discuss and justify

governments using word/phrase banks	governments using graphics and word/phrase banks	features or functions of governments	governments	relative effectiveness of forms of government
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Appendix C

WIDA Supports

Sensory	Graphic	Interactive
<ul style="list-style-type: none">• real-life objects (realia)• manipulatives• pictures and photographs• illustrations, diagrams, and drawings• magazines and newspapers• physical activities• videos and films• broadcasts• models and figures	<ul style="list-style-type: none">• charts• graphic organizers• tables• graphs• number lines	<ul style="list-style-type: none">• in pairs or partners• in triads or small groups• in a whole group• using cooperative group structures• with the Internet (websites) or software programs• in the native language (L1)• with mentors

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Mathematics

Number and Operations

Numbers and operations remain a cornerstone for the study of mathematics in grades K – 12. Students use numbers to quantify sets, identify location, measure, quantify the probability of an event, analyze data, and describe and interpret real-world phenomena. Having students know basic facts and having students compute fluently (i.e., accurately and efficiently) continues to be an important goal in mathematics education. However, knowing basic facts should be incorporated into a rich mathematics curriculum that builds conceptual understanding of these facts.

Through the school years, the amount of time spent on numbers and their operations will decrease and the types of numbers studied will change. As students progress through the elementary grades and into middle school, they will need to develop an in-depth conceptual understanding of fractions, decimals, and percents prior to doing algorithmic computations with these numbers. Conceptual development of integers and meaningful computation with them are also goals for middle grade students. The study of irrational numbers and the real number system will begin in eighth grade and continue through high school. Imaginary and complex numbers are introduced in advanced mathematics. It is important for students to model and represent the different types of numbers they study.

Students cannot appreciate the power of numbers unless they also understand the operations upon those numbers. Students need to recognize which operation(s) to apply to a given problem situation they encounter. They need to know what effect the various operations will have on different types of numbers. They need to know the relationships among the operations and among the operations and their properties. A deep understanding of the operations and their properties will help students make sense of computation algorithms and lead to fluency in computation. A firm understanding of numbers as well as operations and their properties will provide a good foundation for the study of algebra.

M(N&O):7:1	Demonstrates conceptual understanding of rational numbers with respect to percents as a means of comparing the same or different parts of the whole when the wholes vary in magnitude (e.g., 8 girls in a classroom of 20 students, or 20% of 400 compared to 50% of 200); and percents as a way of expressing multiples of a number (e.g., 200% of 50) using models, explanations, or other representations.
Level 1 Entering	Identifies the vocabulary of rational numbers, such as <i>part</i> , <i>whole</i> , and <i>percent</i> , given oral instructions and visual models (e.g., shade in percentages of rectangles that represent different total values).
Level 2 Beginning	Matches and reads percents as parts of a whole in multiple ways, including word sentences, proportions, and decimal multipliers (e.g., match $0.25 \times 200 = 50$ with <i>25% of 200 is 50</i>).
Level 3 Developing	Orders different percent phrases (e.g., <i>20% of 400</i>), using symbols and vocabulary such as <i>greater than</i> , <i>less than</i> or <i>equal to</i> .
Level 4 Expanding	Translates word phrases that are based on real-world situations into mathematical symbols, and solves the problem (e.g., <i>30% of the 250 cars in the parking lot are gray. Write the mathematical phrase and find how many cars are gray.</i>).
Level 5 Bridging	Selects percent phrases from within the context of a written problem, translates the phrases into mathematical symbols, solves the problem, and explains reasoning.
M(N&O):7:2	Demonstrates understanding of the relative magnitude of real numbers by ordering, comparing, or identifying equivalent rational numbers across number

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	formats, numbers with whole number bases and whole number exponents (e.g., 3^3 , 4^3), integers, absolute values, or numbers represented in scientific notation using number lines or equality and inequality symbols.
Level 1 Entering	Identifies and names real numbers and basic mathematical symbols (e.g., $\leq \geq \neq \times \div + = -$) by matching symbols with spoken or written words.
Level 2 Beginning	Orders and compares numbers using terms such as <i>more</i> , <i>less</i> , <i>smaller</i> , <i>bigger</i> , <i>equal</i> , given models or illustrations (e.g., base ten blocks, number lines, pictures).
Level 3 Developing	Describes and/or discusses the change in the magnitude of a number after performing a given operation, using terms such as <i>greater than</i> , <i>less than</i> , <i>increases</i> , <i>decreases</i> , <i>percent</i> , <i>whole number</i> , <i>fraction</i> , <i>decimal</i> , with visual support (e.g., fraction bars, number lines, graphs, or other models).
Level 4 Expanding	Orders and compares numbers using number lines, charts, and graphs, and explains reasoning using terms such as <i>equality</i> , <i>inequality</i> , <i>exponent</i> , <i>base</i> , <i>positive</i> , <i>negative</i> (e.g., 2^3 is less than 2^5 because the exponents tell how many times you use the base of 2 as a factor and 2 multiplied together 5 times is more than 2 multiplied together 3 times).
Level 5 Bridging	Evaluates and justifies conclusions about the relative magnitude of numbers, using terms such as <i>absolute value</i> , <i>powers</i> , and decimal place value vocabulary, with the support of word banks, charts, and tables (e.g., <i>The absolute value of negative three is greater than the absolute value of negative one because negative three is farther from zero, but negative one is greater than negative three</i>).

M (N&O) 7:4	Accurately solves problems involving proportional reasoning; percents involving discounts, tax, or tips; and rates. <i>(IMPORTANT: Applies the conventions of order of operations including parentheses, brackets, or exponents.)</i>
Level 1 Entering	Identifies whether percentages used in everyday situations mean that you pay more or less, using general terms such as <i>25% off</i> , <i>pay less</i> , <i>7% tax</i> , <i>pay more</i> .
Level 2 Beginning	Identifies and rephrases key words in problem-solving situations, given word banks and visual support (e.g., a discount problem with a picture of the discounted item, original price tag, and percent off).
Level 3 Developing	Sequences a given set of steps in solving a problem involving percents or rates, orally and/or with pictures or manipulatives (e.g., order the number sentences that you would follow to discount or tax an item).
Level 4 Expanding	Follows oral and/or written directions that include real-world representations of proportions, such as <i>discounts</i> , <i>tax</i> , <i>tips</i> or <i>rates</i> , and performs steps needed in order to solve problems, using word banks, manipulatives, visual representation (including graphs and/or ratio tables), or graphic organizers.
Level 5 Bridging	Explains steps to solve a proportional reasoning problem and justifies the answer in written or oral discourse, using word banks, a dictionary and examples.

Geometry and Measurement

Geometry and the related area of measurement help students represent, describe, and make sense of the world in which they live. Geometry is also a natural place for students to develop their reasoning and justification skills.

We live in a three-dimensional world. To interpret, understand, and appreciate that world, students need to develop an understanding of space. In addition, success in mathematics depends, in part, on the

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development of spatial abilities. Spatial skills include making and interpreting drawings, forming mental images, and visualizing changes.

Measurement is the process of assigning a numerical value to an attribute of an object. The study of measurement provides students with techniques and tools they will need to describe and analyze their world. It also provides an opportunity to make connections within mathematics and between mathematics and other curricular areas. High school students must develop more mature insights into the essential role of measurement as a link between the abstractness of mathematics and the concreteness of the real-world.

In both areas, geometry and measurement, students need to investigate, experiment, and explore geometric properties using both technology and hands-on materials.

M (G&M) 7-1	Uses properties of angle relationships resulting from two or three intersecting lines (adjacent angles, vertical angles, straight angles, or angle relationships formed by two non-parallel lines cut by a transversal), or two parallel lines cut by a transversal to solve problems.
Level 1 Entering	Identifies parallel lines, non-parallel lines, intersecting lines, and angles, from pictures of everyday objects, using a word bank with visual representations.
Level 2 Beginning	Defines or describes line and angle relationships, from pictures or real world examples, using a word bank with visual representations (e.g., <i>Put two angles together; they make a straight line, so they are straight angles.</i>)
Level 3 Developing	Compares and contrasts, orally, angle relationships from diagrams, using models and word banks.
Level 4 Expanding	Summarizes and explains how to solve problems using different types of angle relationships, from diagrams, models, and word banks.
Level 5 Bridging	Explains orally or in writing, with details, ways to solve grade-appropriate problems using different line and angle relationships.

M (G&M) 7-2	Applies theorems or relationships (triangle inequality or sum of the measures of interior angles of regular polygons) to solve problems.
Level 1 Entering	Matches different types of triangles and regular polygons with their names and their properties (e.g., using cards that include vocabulary, properties, drawings).
Level 2 Beginning	Creates models using geoboards or other manipulatives, given oral descriptions of polygons and their properties (e.g., <i>Make a hexagon with all sides equal or Make a triangle with sides of one, two, and three units.</i>)
Level 3 Developing	Classifies polygons and discusses reasons for their classification, using cards and/or manipulatives that include vocabulary and attributes.
Level 4 Expanding	Explains orally how to solve a problem involving theorems or relationships, such as the sum of interior angles, referencing vocabulary cards, pictorial representations, and/or examples.
Level 5 Bridging	Explains orally or in writing (including use of examples) how to solve a problem requiring the application of a theorem or relationship (e.g., why three given line segments can or cannot form a triangle).

M (G&M) 7-4	Applies the concepts of congruency by solving problems on a coordinate plane involving reflections, translations, or rotations.
Level 1 Entering	Identifies congruent shapes from a set, and develops understanding of a line of symmetry, using manipulatives such as mirrors, geoboards, and pictorial representations.
Level 2 Beginning	Follows simple directions to manipulate shapes (e.g., flip, slide, turn), in order to demonstrate reflections, translations, or rotations, using manipulatives.
Level 3 Developing	Matches the type of shape movement with its general and technical term, using word banks and examples (e.g., match <i>flip</i> with <i>reflection</i> and model).

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Level 4 Expanding	Follows written instructions to draw a transformation on a coordinate plane, given a model and a word bank (e.g., rotate triangle ABC 90° around point A).
Level 5 Bridging	Describes the type of movement using the terminology of a coordinate plane, referencing word banks and prior examples (e.g., <i>The shape was reflected across the y-axis, the x-coordinates changed to their opposites, the distance to the y-axis is the same</i>).

M (G&M) 7-5	Applies concepts of similarity by solving problems involving scaling up or down and their impact on angle measures, linear dimensions and areas of polygons, and circles when the linear dimensions are multiplied by a constant factor. Describes effects using models or ^{sc} explanations.
Level 1 Entering	Points to or names shapes and dimensions, given a picture word bank (e.g., point to the <i>base</i> of the triangle, color the <i>area</i> of the circle).
Level 2 Beginning	Compares similar shapes and their dimensions, using a key or a visual word bank (e.g., <i>this triangle is bigger, this side is smaller, these angles are equal</i>).
Level 3 Developing	Classifies visually-supported examples of similar figures in real world situations, with a partner.
Level 4 Expanding	Predicts the effects on perimeter of multiplying the sides of a polygon by a constant factor, using models and examples, in a small group.
Level 5 Bridging	Describes orally or in writing what happens to the area of a rectangle if the base and height are multiplied by a constant factor, given a model.

M (G&M) 7-6	Demonstrates conceptual understanding of the area of circles or the area or perimeter of composite figures (quadrilaterals, triangles, or parts of circles) and the surface area of rectangular prisms, or volume of rectangular prisms, triangular prisms, or cylinders using models, formulas, or by solving related problems. Expresses all measures using appropriate units.
Level 1 Entering	Identifies two-dimensional shapes in composite figures or nets of solids, and matches solids with nets, with a partner.
Level 2 Beginning	Creates cards including vocabulary, diagrams, formulas, attributes, and real-world examples.
Level 3 Developing	Classifies visually-supported real-world situations according to use of perimeter, area, surface area, or volume in (e.g., painting a box uses surface area).
Level 4 Expanding	Orders steps for computing perimeter, area, surface area, or volume in real-world situations, using sequential language and models.
Level 5 Bridging	Explains orally or in writing, with details, ways to solve problems involving perimeter, area, surface area, or volume.

Functions and Algebra

Algebra is the language through which much of mathematics is communicated. Students in Kindergarten begin to explore algebraic concepts using informal representations (e.g., words, physical models, tables, graphs). In later years students progress to more abstract representations. The study of patterns is one of the central themes of algebraic thinking and leads to an understanding of relations and functions. Students at all grade-levels should recognize, describe, and generalize patterns and build mathematical models to describe, interpret, and predict the behavior of real-world phenomenon. Algebraic processes are important tools that students can use throughout their lives.

M (F&A) 7-1	Identifies and extends to specific cases a variety of patterns (linear or nonlinear) represented in models, tables, sequences, graphs, or in problem situations; and generalizes a linear relationship using words and symbols; generalizes a linear relationship to find a specific case; or writes an expression
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	or ^{sc} equation using words or ^{sc} symbols to express the generalization of a nonlinear relationship.
Level 1 Entering	Recognizes when patterns exist, given a series of numbers or shapes, by sorting the patterns and the non-patterns, and chooses the next terms in a sequence by using pictorial representations or symbols.
Level 2 Beginning	Classifies patterns as linear, nonlinear, or neither, using models, pictorial representations/graphs, and graphic organizers.
Level 3 Developing	Matches a pattern with the rule, expressed both symbolically and in words (e.g., 2, 4, 6, 8, ...; $n+2$; <i>add two to each number</i>), and discusses reasoning for the match with a partner or in a small group
Level 4 Expanding	Writes the rule for a pattern, symbolically and in words (e.g., 2, 4, 6, 8, ...; $n+2$; <i>add two to each number</i>), using models and word banks.
Level 5 Bridging	Distinguishes between linear and nonlinear equations and explains reasoning, using a word bank and/or models and graphs.

M (F&A) 7-2	Demonstrates conceptual understanding of linear relationships ($y = kx$; $y = mx + b$) as a constant rate of change by solving problems involving the relationship between slope and rate of change, by describing the meaning of slope in concrete situations, or informally determining the slope of a line from a table or graph; and distinguishes between constant and varying rates of change in concrete situations represented in tables or graphs; or describes how change in the value of one variable relates to change in the value of a second variable in problem situations with constant rates of change.
Level 1 Entering	Uses general vocabulary related to slope and coordinate graphs to describe a variety of graphs and pictures (e.g., <i>steep, uphill, downhill, rise, run, flat, same, changing</i>).
Level 2 Beginning	Identifies which graphs show a constant rate of change given a selection of linear and nonlinear graphs and classifies their slopes as positive, negative, zero, or undefined.
Level 3 Developing	Identifies corresponding examples of x-y tables, graphs, equations, and word sentences, given a vocabulary list (e.g., <i>independent variable, dependent variable, function, slope, rate of change, y-intercept</i>), with a partner.
Level 4 Expanding	Completes an x-y table, graph, and/or equation, given an oral description of changes in x and y (e.g., <i>y increases by three every time x increases by one</i>), with support such as a word wall, student-made glossary, and examples.
Level 5 Bridging	Interprets a table of values from a real-world problem situation to determine if a constant rate of change exists, writes a linear equation, creates a graph if one exists, and summarizes the situation.

M (F&A) 7-3	Demonstrates conceptual understanding of algebraic expressions by using letters to represent unknown quantities to write algebraic expressions (including those with whole number exponents or more than one variable); (or by evaluating algebraic expressions (including those with whole number exponents or more than one variable); or by evaluating an expression within an equation (e.g., determine the value of y when $x = 4$ given $y = 5x^3 - 2$).
Level 1 Entering	Matches words with symbols (e.g., <i>sum, more, less, add, minus, times, product, etc.</i>), and sorts by operation.
Level 2 Beginning	Recognizes the variable in an expression or equation, and identifies the operation that is performed on it, using word banks and examples.
Level 3 Developing	Evaluates algebraic expressions with one variable, with and without using a calculator, with a partner.
Level 4 Expanding	Evaluates algebraic expressions with more than one variable, with and without a calculator, in small groups.
Level 5 Bridging	Explains the order of the steps involved in evaluating an algebraic expression, both orally and in writing.

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M (F&A) 7-4	Demonstrates conceptual understanding of equality by showing equivalence between two expressions (expressions consistent with the parameters of the left- and right- hand sides of the equations being solved at this grade level). Using models or different representations of the expressions, solving multi-step linear equations of the form $ax \pm b = c$ with a not equal to 0, $ax \pm b = cx \pm d$ with a and c not equal to 0, and $(x/a) \pm b = c$ with a not equal to 0, where a , b , c and d are whole numbers; or by translating a problem-solving situation into an equation consistent with the parameters of the type of equations being solved for this grade level.
Level 1 Entering	Identifies equivalent and non-equivalent expressions from a set of numerical and algebraic expressions, and reads expressions using general math vocabulary (e.g., <i>plus</i> , <i>minus</i> , <i>times</i> , <i>equals</i> , letters and numbers, etc.).
Level 2 Beginning	Sequences steps to solve an equation (e.g., by organizing cards picturing the steps to show how to get to the solution).
Level 3 Developing	Selects appropriate math terms or numerical values to complete sentence prompts that describe steps in solving equations (e.g., <i>Subtract _____ from both sides, then _____ both sides by 5</i>).
Level 4 Expanding	Describes orally or in writing the steps to solve an equation, using mathematical vocabulary (e.g., <i>Undo the addition by subtracting, or Divide both sides by three, or The opposite of multiplication is division</i>).
Level 5 Bridging	Translates a word problem into an equation and solves the equation, with the support of a dictionary, pictures, and examples.

Data, Statistics, and Probability

Collecting, organizing, and displaying data, as well as interpreting and analyzing the information to make decisions and predictions, have become very important in our society. Statistical instruction should be carried out in a spirit of investigation and exploration so students can answer and formulate questions about data. Probability should be studied in familiar contexts. Students need to investigate fairness, chances of winning, and uncertainty. Technology should be used as a tool throughout the investigation process.

M (DSP) 7-1	Interprets a given representation (circle graphs, scatter plots that represent discrete linear relationships or histograms) to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems. (IMPORTANT: <i>Analyzes data consistent with concepts and skills in M(DSP) 7–2.</i>)
Level 1 Entering	Labels pictures of graphs to show their names and parts (<i>bars, points, axes, scale</i>).
Level 2 Beginning	Matches basic descriptive statements with a graph (e.g., <i>The most popular pet is a dog. Which graph shows that?</i>).
Level 3 Developing	Responds to basic questions that involve interpreting a graph, with the support of word banks and examples.
Level 4 Expanding	Makes predictions based on a given graph, with a partner.
Level 5 Bridging	Justifies the relationship between the data shown on a graph and the corresponding conclusions, orally or in writing.
M (DSP) 7-2	Analyzes patterns, trends, or distributions in data in a variety of contexts by solving problems using measures of central tendency (mean, median, or mode), dispersion (range or variation), or outliers to analyze situations to

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	determine their effect on mean, median, or mode; and evaluates the sample from which the statistics were developed (bias).
Level 1 Entering	Matches general oral language associated with measures of central tendency with visual or graphic displays (e.g., <i>highest number, middle number, the number you see the most</i>).
Level 2 Beginning	Illustrates or identifies examples of measures of central tendency or dispersion, based on oral directions and visual or graphic displays (e.g., <i>mean, median, mode, outlier</i>).
Level 3 Developing	Selects measures of central tendency and/or dispersion, based on visual or graphic displays of real-life situations from magazines and newspapers.
Level 4 Expanding	Makes predictions or estimates based on measures of central tendency, dispersion, and/or sample (bias) from visual or graphic displays, in a small group.
Level 5 Bridging	Explains in writing how a change in an outlier can affect a measure of central tendency using data from a graph.

M (DSP) 7-3	Identifies or describes representations or elements of representations that best display a given set of data or situation , consistent with the representations required in M(DSP) 7-1. (IMPORTANT: <i>Analyzes data consistent with concepts and skills in M(DSP) 6–2.</i>)
Level 1 Entering	Identifies different types of graphical representations, with a word bank.
Level 2 Beginning	Matches data sets with appropriate ways to display them graphically (e.g., either a circle graph or a bar graph to show a discrete set of data; a line graph to show change over time).
Level 3 Developing	Compares and contrasts two graphs that represent the same data, with the support of word banks and examples.
Level 4 Expanding	Discusses reasons for choosing one graph over another for a persuasive presentation, with a partner.
Level 5 Bridging	Explains, orally or in writing, with details, why one display is better than another to represent a particular set of data.

M (DSP) 7-5	For a probability event in which the sample space may or may not contain equally likely outcomes, determines the experimental or theoretical probability of an event in a problem-solving situation.
Level 1 Entering	Records and labels outcomes of events involving chance, using real objects (e.g., coin flips) or virtual manipulatives.
Level 2 Beginning	Reports outcomes of events involving probability, using real objects, with a partner.
Level 3 Developing	Discusses probability based on observed outcomes, and describes results in a series of written sentences, in a small group.
Level 4 Expanding	Discusses possible combinations based on probability, and compares against observed outcomes, with a partner.
Level 5 Bridging	Interprets a real-life problem situation involving probability by identifying key words within the text, and solves the problem.

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Reading

Early Reading Strategies (ERS:1) Phonemic Awareness and Phonological Knowledge

R:ERS:1: Demonstrates phonemic awareness and applies phonological knowledge and skills by ...

R:ERS:1	No GLE at this grade level. Teachers of ELLs with low literacy levels should refer to the GLEs at the appropriate level.
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Early Reading Strategies (ERS:2) Concepts of Print

R:ERS:2: Demonstrates understanding of concepts of print during shared or individual reading by ...

R:ERS:2	No GLE at this grade level. Teachers of ELLs with low literacy levels should refer to the GLEs at the appropriate level.
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Vocabulary Strategies (V:1) (Assumes a variety of text and increasing text complexity across grade levels.)

R:V:1: Students identify the meaning of unfamiliar vocabulary by ...

R:V:7:1.1	Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, common roots, or word origins; or context clues; or other resources, such as, dictionaries, glossaries, thesauruses; or prior knowledge). EXAMPLE (of common root): inspection (in- spec -tion)
Level 1 Entering	Match oral or written labels to pictures (e.g., pictures of singular or plural objects matched to words ending with or without -s).
Level 2 Beginning	Identify <i>-ed</i> and <i>-ing</i> as suffixes by highlighting them in leveled text, listing their root words, and identifying the meaning of the root word by picture matching using a picture dictionary.
Level 3 Developing	Sort words with common prefixes, identify them in leveled text, and demonstrate their meaning by writing sentences.
Level 4 Expanding	Analyze patterns of root words, using lists of words derived from Latin or Greek, and paraphrase meanings, in pairs, using textbook glossaries or ESOL dictionaries.
Level 5 Bridging	Use resource materials (such as an ESOL dictionary, glossary, or thesaurus) and knowledge of prefixes and suffixes to unlock meaning and interpret reading.

Breadth of Vocabulary (V:2)

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R:V:2. Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by ...

R:V:7:2.1	Identifying synonyms, antonyms, homonyms/homophones, shades of meaning.
Level 1 Entering	Match synonyms and antonyms using pictures and word cards.
Level 2 Beginning	Describe or demonstrate different meanings of common homonyms and homophones (e.g., <i>two/too</i> ; <i>rock/rock</i>), based on sentences with supporting pictures.
Level 3 Developing	Compare shades of meaning for synonyms (e.g., <i>gigantic</i> vs. <i>big</i>), choosing sentences to demonstrate knowledge, with visual support.
Level 4 Expanding	Compare homonyms as different parts of speech by using them in sentences (e.g., <i>The dove landed on the tree</i> vs. <i>They dove into the lake</i>).
Level 5 Bridging	Demonstrate understanding of synonyms/antonyms, homonyms/homophones, or shades of meaning by using a paragraph frame to substitute words (e.g., <i>The ___ man ___ to the car = The angry man stomped to the car, or The happy man skipped to the car</i>).

R:V:7:2.2	Selecting appropriate words or explaining the use of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary.
Level 1 Entering	Match pictures of content-specific vocabulary with the appropriate word cards.
Level 2 Beginning	Label pictures of content-specific vocabulary by selecting appropriate words from a word bank.
Level 3 Developing	Compare/contrast content vocabulary, using a graphic support (e.g., Venn diagram, T-chart, story web).
Level 4 Expanding	Paraphrase leveled text, in writing or orally, by using content-specific vocabulary (e.g., explaining the water cycle using <i>precipitation</i>).
Level 5 Bridging	Distinguish multiple meanings of content-specific academic language from the everyday meanings (e.g., <i>table</i>), through an oral report, written paragraph, or project demonstration.

Initial Understanding of Literary Text (LT:1) (Assumes increasing text complexity across grade levels)

R:LT:1 Demonstrate initial understanding of elements of literary texts by ...

R:LT:7:1.1	Identifying or describing character(s), setting, problem/solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time; or identifying rising action, climax, or falling action.
Level 1 Entering	Identify <i>who</i> , <i>where</i> and <i>when</i> from illustrations, following a multi-sensory presentation of a story.
Level 2 Beginning	Show sequence of events by arranging pictures, or by using <i>before</i> and <i>after</i> , in pairs.
Level 3 Developing	Use a graphic organizer to identify character, setting, elements of plot and their changes over time, in a small group.
Level 4 Expanding	Compare and contrast changes in character, conflict, or setting after reading a leveled text, with a partner, using a Venn diagram; then individually write two

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	paragraphs summarizing the differences and similarities.
Level 5 Bridging	Discuss and analyze the plot of a text, in a group, using literary terms and details to describe relationships and support conclusions.

R:LT:7:1.2	Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text.
Level 1 Entering	Sequence pictures of events from a leveled story that has been read aloud.
Level 2 Beginning	Retell a short story after hearing it read aloud, using a story board, and including main story elements.
Level 3 Developing	Select key ideas and arrange events in sequence to summarize literary text, using a graphic organizer, with a partner.
Level 4 Expanding	Demonstrate understanding of literary text by paraphrasing character descriptions and dialogue, in a small group.
Level 5 Bridging	Discuss and summarize the key ideas and sequence of major events as connected to the plot.

Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2) (Assumes increasing text complexity across grade levels)

R:LT:2 Analyze and interpret elements of literary texts, citing evidence where appropriate by ...

R:LT:7:2.1	Explaining or supporting logical predictions.
Level 1 Entering	Draw a picture of what will happen next in an illustrated text that is read aloud.
Level 2 Beginning	Predict the subject or setting of a book, based on the cover illustration.
Level 3 Developing	State reasons for a prediction about the outcome of an event or the actions of a character, based on a chart of facts from the story, created in a small group.
Level 4 Expanding	Discuss in a small group a story that has been read aloud; suggest possible outcomes of the story, citing evidence from the story to support the conclusions (can be done through posters, writing an ending, or giving an oral presentation).
Level 5 Bridging	Support a logical prediction by citing and interpreting examples of the elements of a literary text-of an appropriate reading level.

R:LT:7:2.2	Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time.
Level 1 Entering	Name characters from a story that has been read aloud, and match them with labeled pictures of emotions or actions.
Level 2 Beginning	Classify the actions of characters as good or bad and explain by giving examples from illustrations in the story.
Level 3 Developing	Describe character traits, based on the characters' words or actions, using a word bank.
Level 4 Expanding	Compare/contrast characters or changes in characters over time, either from one text or across multiple texts, using group discussion and a graphic organizer.
Level 5 Bridging	Draw conclusions about characters, after class discussion of a story, citing examples and clarifying the role of the character in the overall context of the story (can be done through debate, oral presentation, written character analysis, or a mock trial).

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R:LT:7:2.3	Making inferences about cause/effect (e.g., explaining how an event gives rise to the next), internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text.
Level 1 Entering	Match pictures of causes with pictures of corresponding effects.
Level 2 Beginning	Say or write short sentences using conjunctions (<i>because, so, if, then</i>) to describe causes and effects shown in pictures.
Level 3 Developing	Identify and list internal or external conflicts on a graphic organizer (e.g., T-chart), after reading a leveled story.
Level 4 Expanding	Create a visual that explores a conflict (e.g., scrapbook page showing a character's conflicts, mobile of artifacts that represent different elements from a story, collaborative collage about a class book), showing possible causes and effects and how the relationships among the elements within the text support the inference, in a small group.
Level 5 Bridging	Cite examples from a text that support an inference such as a conflict or cause/effect; then write the inference and its support in a paragraph.

R:LT:7:2.4	Explaining how the narrator's point of view affects the reader's interpretation.
Level 1 Entering	Answer simple questions about who is telling a story that has been read aloud, using single words, pointing to pictures in the story, or drawing.
Level 2 Beginning	Identify who is narrating a story that has been read aloud, and draw a picture to show how he or she feels about the story.
Level 3 Developing	Role play a short dialogue from a familiar story with a partner; then discuss similarities and differences between the two character's points of view.
Level 4 Expanding	Discuss in a small group different points of view in a story, and how the differences could change the reader's interpretation of the story (e.g., Cinderella vs. evil step-sisters vs. Prince Charming, Pony Boy vs. Cherry in <i>The Outsiders</i> , Timothy vs. Phillip in <i>The Cay</i>).
Level 5 Bridging	Defend how the narrator's point of view affects the reader's interpretation by citing specific examples from a text, in an essay.

R:LT:7:2.5	Explaining how the author's message or theme is supported within the text.
Level 1 Entering	Sort pictures by whether or not they relate to a text that has been read aloud, with a partner.
Level 2 Beginning	Create a chart, in a small group, by matching text that has been read aloud with pre-identified visual themes (e.g., a heart to show love, two people clasping hands to show friendship, people arguing to show conflict, a caterpillar changing into a butterfly to show change).
Level 3 Developing	Complete a graphic organizer, with a partner, to connect themes from a text that has been read and discussed in class with supporting details from the same text.
Level 4 Expanding	Cite examples of events from a leveled text that support the theme of the text, and present them in a small group.
Level 5 Bridging	Interpret the author's theme by selecting specific examples from a text that has been previously discussed in a group; present this orally to the class, with a visual project (e.g., a Power Point presentation, Glog, or poster).

Analysis and Interpretation of Literary Texts/Citing Evidence (LT:3) (Assumes increasing text complexity across grade levels)

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R:LT:3 Analyze and interpret author’s craft, citing evidence where appropriate by ...

R:LT:7:3.1	Demonstrating knowledge of author’s style or use of literary elements and devices (i.e., imagery, repetition, exaggeration, flashback, foreshadowing, or personification) to analyze literary works. Example: “Why did the author choose to use flashback in this story?”
Level 1 Entering	Identify repetition in a fable or poem, using specialized font or intonation as a support.
Level 2 Beginning	Draw pictures to demonstrate, or act out the meaning of, images from text that has been read aloud (e.g., <i>fog comes in on little cat feet, a blanket of snow, round as a ball, fierce as a lion, the house welcomed me in, as big as an elephant, as old as the hills, all her ideas were shot down</i>).
Level 3 Developing	Predict what will happen next in a selected text containing foreshadowing, and in a small group identify what elements in the text suggest that outcome.
Level 4 Expanding	Compare and contrast the characteristics of humans and non-humans, in leveled fantasy or science fiction texts, by creating a Venn diagram.
Level 5 Bridging	Use knowledge of sequential vocabulary to select a flashback from a teacher-selected text; then rearrange it as a written prequel to the story .

Initial Understanding of Informational Texts (IT:1) (Assumes increasing text complexity across grade levels)

R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by ...

R:IT:7:1.1	Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations].
Level 1 Entering	Identify the table of contents in a leveled text and locate selected pages accordingly.
Level 2 Beginning	Use facts from headings and subheadings of a leveled text to complete a cloze outline, with a partner.
Level 3 Developing	List words shown in bold type in an informational text, locate the words in the glossary, and demonstrate understanding by illustrating them.
Level 4 Expanding	Explain the information found in charts or graphs, by discussing them in a small group and writing sentences that interpret the information.
Level 5 Bridging	Evaluate a new text by completing a scavenger hunt/ graphic organizer that directs students through all the text features.

R:IT:7:1.2	Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details.
Level 1 Entering	Label pictures connected to the main idea of a leveled informational text that has been read aloud, using a word/phrase bank.
Level 2 Beginning	Answer simple <i>who, what, when, where</i> questions about a leveled informational text that has been read aloud.
Level 3 Developing	Classify information from a leveled informational text based on a unifying main question, with a partner, and present the information to the class with a visual.
Level 4 Expanding	Integrate information to create a magazine/booklet/pamphlet/PowerPoint related to a central question, using multi media, (e.g., leveled readers, web sites, first

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	language materials).
Level 5 Bridging	Interpret questions, and draw conclusions from a portion of a grade-level textbook, and defend the conclusions by providing supporting details in a short essay answer.

R:IT:7:1.3	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting).
Level 1 Entering	Arrange and sort pieces of information to identify relationships shown in a text (e.g., a cut-up map, sequential pictures, images to compare and contrast).
Level 2 Beginning	Match details to the correct main idea of a leveled informational text that has been read aloud; then sequence the details to match the text.
Level 3 Developing	Create a web or chart of information from a leveled informational text (e.g., sequence, cycle or process, or cause and effect), with a partner; then label each part of the web/chart.
Level 4 Expanding	Summarize sections of a content text by identifying important details and recording them on sticky notes; then write a summary with a partner
Level 5 Bridging	Arrange information in a semantic web showing the main ideas and details from a content text, as preparation for a written or oral presentation.

Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2) (Assumes increasing text complexity across grade levels)

R:IT:2: Analyze and interpret informational text, citing evidence as appropriate by ...

R:IT:7:2.1	Explaining connections about information <i>within</i> a text, <i>across</i> texts, or to related ideas.
Level 1 Entering	Match pictures from several different leveled informational texts on the same topic, with a partner.
Level 2 Beginning	Identify and label pictures to create a bulletin board that relates to a leveled content text, after discussion of the text in a small group.
Level 3 Developing	Reflect on and describe a personal experience as it relates to a text, in an interview, journal, or picture essay (text can be multi-media, leveled, or in the student's first language), in a small group.
Level 4 Expanding	Compare/contrast/evaluate information on the same topic from at least two different sources, with a partner, using a Venn diagram.
Level 5 Bridging	Highlight a main idea across texts in a presentation, and participate in a forum discussion to explore connections.

R:IT:7:2.2	Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas).
Level 1 Entering	Match pictures with a related short title.
Level 2 Beginning	Classify details by main idea, from multiple leveled texts, in a T diagram, with visual support.
Level 3 Developing	Propose an opinion about the ideas in a text, discuss it in a small group, and defend it with examples from the text (e.g., <i>I think earthquakes are more dangerous than tornados because...</i> , <i>I would rather visit Costa Rica than Mexico because...</i>)
Level 4 Expanding	Create a display, with a partner, to illustrate how text concepts apply to a real life situation (e.g., design a greenhouse after reading a text on plant needs; design a

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	brochure for a vacation after reading about a region).
Level 5 Bridging	Write a letter that proposes legislation or action on a particular issue, and includes reasons based on information from multiple texts, to defend the need for legislation/action (e.g. gun control, space exploration, going green).

R:IT:7:2.3	Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant. EXAMPLE (of evaluating): Given a statement (opinion, judgment, or assertion), students provide evidence from the text that this statement does /does not support the author’s purpose in writing the piece.
Level 1 Entering	Identify facts from a leveled informational text that has been read aloud; then give an opinion about those facts (e.g. <i>I like...</i> or <i>I agree with...</i>), with a partner.
Level 2 Beginning	Match excerpts of text with the corresponding author’s purpose (e.g., to inform, explain, entertain, persuade), using a graphic organizer, sticky note poster, or pocket chart.
Level 3 Developing	Respond to the author’s message by making inferences and connecting selected supporting information from text, in a small group; then make and present a poster demonstrating this.
Level 4 Expanding	Analyze two texts that assert related central ideas and choose the more effective one, in pairs (e.g., local editorials for and against an issue; editorials with the same opinion; views of the Revolutionary War in <i>Johnny Tremain</i> and <i>My Brother Sam is Dead</i> ; examples of visual and written propaganda); then present conclusions and support for them to the large group.
Level 5 Bridging	Create a variety of inference statements, based on a text, and cite evidence from the text to support the statements.

R:IT:7:2.4	Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts.
Level 1 Entering	Sort cards showing a picture and a descriptive word about that picture (e.g., two pictures of a flower, one labeled <i>yellow</i> , the other labeled <i>pretty</i>) onto a two-column organizer labeled <i>fact</i> and <i>opinion</i> , with a partner.
Level 2 Beginning	Sort word cards containing short, simple sentences into a <i>fact</i> group and an <i>opinion</i> group (e.g., <i>American Idol is a good show</i> ; <i>A dog is an animal.</i>)
Level 3 Developing	Select facts and opinions from different sources on the same subject (e.g., paper vs. plastic bags, sports teams, reality TV such as <i>American Idol</i>); then display the results for a class discussion about bias or conflicting information.
Level 4 Expanding	Analyze the word choices made by the author of a persuasive text, and connect to the author’s purpose, in pairs; then decide if the text is biased.
Level 5 Bridging	Evaluate two selected cartoons about the same subject and explain possible bias, citing examples; interpret the cartoons in a written paragraph.

R:IT:7:2.5	Making inferences about causes and/or effects.
Level 1 Entering	Sort pictures that show causes and effects, from a text that has been read and discussed, onto a two-column organizer labeled <i>Cause</i> and <i>Effect</i> .
Level 2 Beginning	Identify related causes and effects in a leveled text read with a partner; record them on a graphic organizer.
Level 3 Developing	Use words such as <i>because</i> , <i>since</i> , <i>due to</i> , <i>so</i> , <i>as a result</i> , <i>therefore</i> to make short statements about cause and effect, with a partner, in response to a text.
Level 4 Expanding	Predict outcomes to a scenario, after reading content material (e.g. role play a social studies scene, tell the conclusion to a science experiment).
Level 5	Summarize causes and effects of a given situation after reading different sources,

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Bridging	using a cause/effect graphic organizer; then write several well-developed paragraphs supporting the cause/effect relationships.
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R:IT:7:2.6	Evaluating the clarity and accuracy of information (e.g., consistency, effectiveness of organizational pattern, or logic of arguments).
Level 1 Entering	Sort pictures or words related to text by whether they are true or false, with a partner.
Level 2 Beginning	Preview text and formulate WH questions, with a partner; then check whether the text answers the questions.
Level 3 Developing	Make a web of the author's ideas; then select information that does or does not belong on the web, in a small group.
Level 4 Expanding	Outline information from text headings and subtitles, in a small group; then cut up the outline and re-organize it to evaluate the logic of the author's organization; write a summary of the result.
Level 5 Bridging	Compare the organizational patterns of different texts to decide which are effective; summarize the texts and give reasons, orally or in writing, for why the organizations are effective.

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Earth/Space Science

ESS1 The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.

S:ESS1:8:2.2	COMPOSITION AND FEATURES: Use geological evidence provided to support the idea that Earth's crust/lithosphere is composed of plates that move.
Level 1 Entering	Cut out and label the seven continents from a map of the present-day world; rearrange them to show the world in the mid Mesozoic era, and then show how the continents moved apart.
Level 2 Beginning	Match descriptive sentences to the appropriate mid Mesozoic era or present-day map (e.g., <i>Continents are together; Continents are apart</i>).
Level 3 Developing	Identify diagrams of different types of plate movement from oral descriptions (e.g., <i>Plates collide</i> or <i>Plates move apart</i>); then write a sentence to describe each diagram, using a word bank.
Level 4 Expanding	Discuss in a small group, with the support of maps, why earthquakes and volcanoes occur at the boundaries of tectonic plates; then report conclusions to the entire class.
Level 5 Bridging	Write an essay explaining the relationship between the locations of recurring earthquakes and volcanoes and the boundaries of tectonic plates, using technical language with the support of a word bank.

S:ESS1:8:5.2	PROCESSES AND RATES OF CHANGE: Explain how Earth events, abruptly and over time, can bring about changes on Earth's surface (e.g., landforms, ocean floor, rock features, climate).
Level 1 Entering	Sort pictures of Earth events (e.g., earthquakes, volcanoes, tsunamis, tornadoes, wildfires, erosion) into <i>Abrupt/Sudden</i> or <i>Over Time</i> , given examples.
Level 2 Beginning	Label pictures of Earth events (e.g., earthquakes, volcanoes, tsunamis, tornadoes, wildfires, erosion, climate change), and match them with pictures showing the same area after the Earth event.
Level 3 Developing	Compare <i>Before</i> and <i>After</i> pictures of an Earth event (e.g., earthquakes, volcanoes, tsunamis, tornadoes, wildfires, erosion, climate change); then write an explanation of how the event changed the Earth's surface, in pairs.
Level 4 Expanding	Predict how the Earth's surface will change if an Earth event (e.g., earthquakes, volcanoes, tsunamis, tornadoes, wildfires, erosion, climate change) occurs in a location shown in a picture, in a small group.
Level 5 Bridging	Conduct research about the fall of the Old Man of the Mountain and draw conclusions about the reasons for its fall.

S:ESS1:8:5.3	PROCESSES AND RATES OF CHANGE: Explain the role of differential heating or convection in ocean currents, winds, weather and weather patterns, atmosphere, or climate.
Level 1 Entering	Draw the ocean currents on a world map, using a textbook or the internet as a resource; then draw arrows showing the directions of the currents; choose the correct sentence to tell how ocean currents flow (e.g., <i>Currents flow to the north; Current flow to the south; Currents flow away from the equator.</i>)
Level 2 Beginning	Draw the ocean currents on a world map, using a textbook or the internet as a resource; then draw arrows showing the directions of the currents; write a sentence that tells how the currents flow (e.g., <i>Currents flow away from the equator</i> or <i>Currents flow toward the poles</i>).
Level 3	Draw the ocean currents on a world map, using a textbook or the internet as a

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Developing	resource; then draw arrows showing the directions of the currents; in a small group, explain why the currents flow the way they do.
Level 4 Expanding	Discuss with a partner how ocean currents are formed; then summarize the discussion in a written paragraph.
Level 5 Bridging	Complete a graphic organizer (e.g., 2-column notes) from an audio-visual source (e.g., video or online applet) about the role of differential heating or convection in currents and/or weather patterns.

S:ESS1:8:6. 4	ROCKS: Using data about a rock's physical characteristics, make and support an inference about the rock's history and connection to the rock cycle.
Level 1 Entering	Match descriptive words to pictures of rocks or rock samples (i.e. <i>shiny, with layers, holes, etc.</i>).
Level 2 Beginning	Identify and sort rocks from the teacher's oral description, given rock samples and a graphic organizer that includes the characteristics for each type of rock (igneous, sedimentary, metamorphic).
Level 3 Developing	Present an oral report on a rock sample, stating its type and physical characteristics, with a partner.
Level 4 Expanding	List the physical characteristics of the three major kinds of rocks (igneous, sedimentary, metamorphic), in a small group. Identify the type and discuss the history of three rock samples.
Level 5 Bridging	Infer from what stage in the rock cycle a sample rock came using its physical characteristics; explain the rock's history in writing, including details to support the inference made, given a diagram of the rock cycle.

S:ESS1:8:7. 3	WATER: Explain the processes that cause cycling of water into and out of the atmosphere and their connections to our planet's weather patterns.
Level 1 Entering	Draw a picture of the water cycle and label the processes that cause it (<i>evaporation, condensation, precipitation</i>), using a word bank.
Level 2 Beginning	Draw a picture of the water cycle, label the processes that cause it (<i>evaporation, condensation, precipitation</i>), using a word bank if necessary, and describe to a partner what happens during each process.
Level 3 Developing	Match scientific terms (e.g., <i>run-off, ground water</i>) to a diagram of the water cycle.
Level 4 Expanding	Discuss in a small group and then write a report that explains phenomena such as the rain shadow in terms of the water cycle.
Level 5 Bridging	Create Frayer models of vocabulary such as <i>condensation, evaporation</i> , based on teacher-led discussion, video clips, the overhead projector, and other visual supports.

ESS2 The Earth is part of a solar system, made up of distinct parts, which have temporal and spatial interrelationships.

S:ESS2:8: 1.4	EARTH, SUN, AND MOON: Explain the temporal or positional relationships between or among the Earth, Sun and Moon (e.g., night/day, seasons, year, tide).
Level 1 Entering	Follow teacher's oral directions for using models of the sun and Earth to show the relative positions of the Earth for day and night, and for summer and winter.
Level 2 Beginning	Match pictures of day/night, winter/spring/summer/fall, and high/low tide with labeled drawings of the earth's rotation, the earth's tilt and revolution around the sun, and the moon's revolution around the earth, with a partner.
Level 3	Read a simple article about the seasons; then do a Cloze activity, in pairs, based

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Developing	on the article.
Level 4 Expanding	Discuss in a small group how the positions of the Earth, sun, and moon create day and night, seasons of the year, and tides, using manipulatives; then write a short paragraph summarizing each relationship.
Level 5 Bridging	Write short essays, using diagrams, explaining how the positions of the Earth, sun, and moon create day and night, seasons of the year, and tides.

ESS3 The origin and evolution of galaxies and the universe demonstrate fundamental principles of physical science across vast distances and time.

S:ESS2:8:3.4	SOLAR SYSTEM: Compare and contrast planets based on data provided about size, composition, location, orbital movement, atmosphere, or surface features (includes moons).
Level 1 Entering	Color, cut out, and paste on a register tape the 8 planets in order, with a partner and using a reference sheet.
Level 2 Beginning	Make ordered graphs of planets, by size, distance from the sun, and length of orbit/year, with a partner and using reference sheets.
Level 3 Developing	Create a Venn diagram, in a small group, to compare and contrast the composition of the planets, using data from the eighth grade science NECAP exam.
Level 4 Expanding	Compare and contrast the Earth with either Mercury or Neptune, in a small group, using data supplied by the teacher; then individually write two paragraphs summarizing the similarities and differences.
Level 5 Bridging	Produce a brochure in which you include data about any planet, other than Earth, on which you would most like to live; include a short essay in which you defend your choice.

S:ESS2:8:3.5	SOLAR SYSTEM: Explain how gravitational force affects objects in the Solar System (e.g., moons, tides, orbits, satellites).
Level 1 Entering	Complete an oral cloze activity, describing which objects are acted upon by the sun and the earth's gravity, following a teacher demonstration.
Level 2 Beginning	Act out, in groups of three, how the gravitational forces of the Earth, Moon, and Sun act on each of them to keep them in their places.
Level 3 Developing	Create a poster with captions, with a partner, showing how the moon affects tides.
Level 4 Expanding	Identify the main points from a passage in the textbook about how gravitational force affects objects in the Solar System, using two-column notes, with the first column provided by the teacher.
Level 5 Bridging	Explain in writing how gravity affects objects in the Solar System (e.g., planets, moons, satellites).

S:ESS2:8:4.1	VIEW FROM EARTH: Explain how technological advances have allowed scientists to re-evaluate or extend existing ideas about the Solar System.
Level 1 Entering	Match pictures of technological advances that have helped extend ideas about the Solar System (e.g., Hubble Telescope, Mars Rovers, communications satellites, space missions, etc.) with their names, using visual aids.
Level 2 Beginning	Create a poster, with a partner, showing various technological advances, using a handout or textbook; label the advances; present the poster to the class.
Level 3 Developing	Create a chart contrasting technological advances that extend our knowledge of the stars and the planets with those that improve life on Earth, using data provided by the teacher, with a partner.

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Level 4 Expanding	Research, with a partner and using the internet, a particular technological advance (e.g., Hubble Telescope, Mars Rovers, communications satellites, space missions); create and present a poster showing how this technological advance has helped extend knowledge about the Solar System.
Level 5 Bridging	Discuss in a written essay how one particular technological advance (e.g., Hubble Telescope, Mars Rovers, communications satellites, space missions) has helped scientists extend their ideas about the Solar System, using a textbook or the internet.

Life Science

LS1 All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).

S:LS1:8:1. 2	CLASSIFICATION: Describe or compare how different organisms have mechanisms that work in a coordinated way to obtain energy, grow, move, respond, provide defense, enable reproduction, or maintain internal balance (e.g., cells, tissues, organs and systems).
Level 1 Entering	Draw pictures on a chart to show the differences between how plants and animals obtain energy, grow, and move, given examples.
Level 2 Beginning	List how a specific animal (e.g., human, fish, earthworm) obtains energy, grows, and moves, given a picture of the animal in its environment; share the list with others in a small group.
Level 3 Developing	Compare and contrast how different organisms (e.g., skunk and opossum) accomplish the same goals of providing defense or enabling reproduction in different ways, working in small groups and using a graphic organizer; share the graphic organizer with other groups.
Level 4 Expanding	Research, in a small group, how different organisms obtain energy, grow, move, provide defense, and enable reproduction; then complete a graphic organizer showing the information collected.
Level 5 Bridging	Summarize in a short composition how a particular organism maintains internal balance, using technical language, with the support of a word bank.

S:LS1:8:2. 4	LIVING THINGS AND ORGANIZATION: Explain relationships between or among the structure and function of the cells, tissues, organs, and organ systems in an organism.
Level 1 Entering	Sequence labeled picture cards for <i>cell</i> , <i>tissue</i> , <i>organ</i> , and <i>organ system</i> .
Level 2 Beginning	Identify labeled picture cards of <i>cells</i> , <i>tissues</i> , <i>organs</i> , and <i>organ systems</i> that match descriptive phrases read aloud by a partner or the teacher (e.g., heart card goes with <i>An organ is a system of tissues working together</i>).
Level 3 Developing	Complete sentence frames, given a word bank of specific types of cells, tissues, organs, and systems (e.g., <i>The _____ work together to make up the circulatory system.</i>).
Level 4 Expanding	Describe, in writing or to a small group, the organization of a specific organ system such as the circulatory system, based on a diagram of the system, using the words <i>cell</i> , <i>tissue</i> , <i>organ</i> , and <i>organ system</i> .
Level 5 Bridging	Write a short essay explaining the relationship among the structure and function of cells, tissues, and organs, of two specific organ systems of the body (e.g., muscular and skeletal), and explain how they work together, with the support of diagrams and word banks.

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S:LS1:8:2.5	LIVING THINGS AND ORGANIZATION: Using data and observations about the biodiversity of an ecosystem, make predictions or draw conclusions about how the diversity contributes to the stability of the ecosystem.
Level 1 Entering	Label components of an ecosystem (e.g., a pond), given a picture, and draw arrows between interconnected parts, with the support of a word bank and working with a partner.
Level 2 Beginning	Compare pictures of stable and unstable ecosystems; then match each to a simple sentence explaining factors that could cause the change in stability (e.g., a healthy pond with a variety of plants and an unhealthy pond overgrown with one type of plant).
Level 3 Developing	Complete a graphic organizer about an ecosystem and the factors that influence it, from an oral description; then identify an appropriate conclusion regarding its stability, from multiple choices.
Level 4 Expanding	Discuss in a small group what happens when an essential component of an ecosystem is changed (e.g., the water temperature of a pond changes and kills the algae in the pond), using a picture of the ecosystem; then write a paragraph summarizing the discussion.
Level 5 Bridging	Predict in a written essay what will happen when a new predatory fish is introduced into a pond ecosystem, with the support of a word bank.

S:LS1:8:3.6	REPRODUCTION: Compare and contrast sexual reproduction with asexual reproduction.
Level 1 Entering	Label <i>cell</i> , <i>division</i> , <i>fertilization</i> , <i>asexual</i> , and <i>sexual</i> on diagrams of reproduction through cell division and reproduction through cell merging, with a partner.
Level 2 Beginning	Sequence descriptive sentences and diagrams according to the steps in mitosis and meiosis, in a small group.
Level 3 Developing	Complete a Venn diagram, with a partner, to compare and contrast features of sexual and asexual reproduction (e.g., cells merging vs. dividing; amount of time and energy needed, distribution of genetic material).
Level 4 Expanding	Write short sentences comparing and contrasting sexual and asexual reproduction (e.g., <i>Asexual reproduction is fast. Sexual reproduction is slow.</i>).
Level 5 Bridging	Discuss in a small group the advantages and disadvantages of each kind of reproduction; then write an individual short essay summarizing the discussion.

S:LS1:8:3.7	REPRODUCTION: Using data provided, select evidence that supports the concept that genetic information is passed on from both parents to offspring.
Level 1 Entering	Match traits that children in a family picture inherited from each parent (e.g., curly or straight hair; eye color; height, skin color) with the appropriate parent.
Level 2 Beginning	List, with a partner, traits that were inherited from the mother and traits inherited from the father (e.g., curly or straight hair; eye color; height, skin color), based on a family picture.
Level 3 Developing	Predict a child's eye color, hair color, or other trait, given a list of dominant and recessive traits and hypothetical parents, with the support of pictures.
Level 4 Expanding	Discuss in small groups data on blood types of a father and mother, supplied by the teacher, and predict what possible blood types their children might have.
Level 5 Bridging	Explain in writing what possible blood types children might have, based on data on the parents' blood types (supplied by the teacher).

LS2 Energy flows and matter recycles through an ecosystem.

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S:LS2:8:1. 3	ENVIRONMENT: Using data and observations, predict outcomes when abiotic/biotic factors are changed in an ecosystem.
Level 1 Entering	Identify pictures from teacher's oral descriptions of effects of biotic/abiotic change (e.g., effect of lack of water on plants).
Level 2 Beginning	Give examples of how plants and animals respond to change in biotic/abiotic factors, such as fire, drought, or an oil spill.
Level 3 Developing	Compare and contrast an ecosystem before and after a change in biotic/abiotic factors, in small groups and with the support of pictures.
Level 4 Expanding	Chart data on the amount of water given to plants and the effect on the plants in a lab; draw conclusions with a partner.
Level 5 Bridging	Predict from data on monthly rainfall or temperature the effects on a given ecosystem.

S:LS2:8:2. 2	FLOW OF ENERGY: Given a scenario, trace the flow of energy through an ecosystem, beginning with the sun, through organisms in the food web, and into the environment (includes photosynthesis and respiration).
Level 1 Entering	Label features on a chart showing the flow of energy through an ecosystem, using a word bank.
Level 2 Beginning	Draw arrows to show the flow of energy on a chart and match with a simple description of each stage, with a partner.
Level 3 Developing	Provide a description of a simple ecosystem (e.g., for a pond: <i>Fish eat microorganisms, birds eat fish, larger birds eat smaller birds</i>), from an illustration.
Level 4 Expanding	Summarize orally or in writing a diagram showing the flow of energy (e.g., sun nourishes crops on a farm; cow eats grass; people drink milk and eat meat; people have energy).
Level 5 Bridging	Create a poster showing the flow of energy through an ecosystem, including photosynthesis and respiration; present the poster to the class.

S:LS2:8:3. 6	RECYCLING OF MATERIALS: Given an ecosystem, trace how matter cycles among and between organisms and the physical environment (includes water, oxygen, food web, decomposition and recycling, but not carbon cycle nor nitrogen cycle).
Level 1 Entering	Match labeled diagrams of how matter cycles (e.g., pictures of a hemlock tree, a deer eats the needles, dies, decomposes, humus forms, hemlock tree grows) with vocabulary from a word bank (e.g., <i>water, oxygen, food web, decomposition, recycling</i>).
Level 2 Beginning	Describe the phases of matter cycling from a diagram, using general language.
Level 3 Developing	Sequence descriptive sentences and diagrams according to how matter cycles.
Level 4 Expanding	Explain the role of specific vocabulary words (e.g., <i>water, oxygen, food web, decomposition, recycling</i>) in the process of matter cycling, with a partner.
Level 5 Bridging	Explain in writing how matter cycles among organisms and the physical environment, using words from a word bank.

LS3 Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).

S:LS3:8:2. 3	EVIDENCE OF EVOLUTION: Use a model, classification system, or dichotomous key to illustrate, compare, or interpret possible relationships among groups of organisms (e.g., internal and external structures, anatomical features).
Level 1	Sort pictures of organisms based on similarity in structures or anatomical features

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Entering	(e.g., put groups of related organisms together), with a partner.
Level 2 Beginning	Identify features that groups of related organisms have in common (e.g., birds and reptiles laying eggs, reptiles and frogs laying eggs, mammals and birds warm blooded, etc.), with a partner.
Level 3 Developing	Compare and contrast various mammals using pictures of skeletons, in a small group.
Level 4 Expanding	Classify skulls (carnivore, herbivore) using a dichotomous key and models.
Level 5 Bridging	Give reasons why an organism belongs to a particular classification (e.g., why a whale is a mammal), given a chart of characteristics of mammals, reptiles, fish, and amphibians.

S:LS3:8:3.5	NATURAL SELECTION: Cite examples supporting the concept that certain traits of organisms may provide a survival advantage in a specific environment and therefore, an increased likelihood to produce offspring.
Level 1 Entering	Match pictures of bird beaks and food sources (e.g., which birds would eat seeds, worms, insects, nectar, frogs, mice, etc.).
Level 2 Beginning	Sort an illustrated list of animals according to the environment in which they would be most likely to survive (e.g., snakes in desert, spotted fawns in sunny forest, etc.), with a partner.
Level 3 Developing	Identify traits that allow certain organisms to survive in a specific environment, with a partner.
Level 4 Expanding	Discuss in a small group the relationship between traits that allow organisms to survive and the increased likelihood of producing offspring.
Level 5 Bridging	Explain, with examples, why certain traits of a particular organism may provide a survival advantage in a specific environment.

LS4 Humans are similar to other species in many ways, and yet are unique among Earth's life forms.

S:LS4:8:2.4	DISEASE: Use data and observations to support the concept that environmental or biological factors affect human body systems (biotic and abiotic).
Level 1 Entering	Describe the effects of environmental factors (e.g., poison ivy, sunburn, bug bites and stings, a scratch) on the skin, with a partner and with the support of a word bank.
Level 2 Beginning	Create a poster, with a partner, showing environmental or biological factors that harm the human body (draw or collect and label pictures).
Level 3 Developing	Identify environmental factors that increase risk of disease (e.g., heart, liver, etc.) in a small group and with the support of charts, notes, etc.
Level 4 Expanding	Explain in a small group how smoking affects the respiratory system, or how drugs affect the neurological system.
Level 5 Bridging	Read and summarize a short article about how an environmental or biological factor affect the human body.

S:LS4:8:3.3	HUMAN IDENTITY: Describe the major changes that occur over time in human development from single cell through embryonic development to new born (i.e., group of cells during the first trimester, organs form during the second, organs mature during the third).
Level 1 Entering	Sequence pictures of embryo development over time, with a partner; then point out changes from the teacher's oral descriptions.
Level 2	Describe developmental changes from embryo to newborn (e.g., growth of organs),

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Beginning	from pictures, with a partner and a word bank.
Level 3 Developing	Create a poster, with a partner, that compares and contrasts embryos at each trimester of human development, and label changes (e.g., growth of organs).
Level 4 Expanding	Discuss in a small group the changes that occur over time in embryo development; write three short paragraphs summarizing the discussion.
Level 5 Bridging	Explain in an essay the changes that occur in human development over the nine months of gestation.

S:LS4:8:3.4	HUMAN IDENTITY: Using data provided, select evidence that supports the concept that genetic information is passed on from both parents to offspring.
Level 1 Entering	Match traits that children in a family picture inherited from each parent (e.g., curly or straight hair; eye color; height, skin color) with the appropriate parent.
Level 2 Beginning	List, with a partner, traits that were inherited from the mother and traits inherited from the father (e.g., curly or straight hair; eye color; height, skin color), based on a family picture.
Level 3 Developing	Predict a child's eye color, hair color, or other trait, given a list of dominant and recessive traits and hypothetical parents, with the support of pictures.
Level 4 Expanding	Discuss in small groups data on blood types of a father and mother, supplied by the teacher, and predict what possible blood types their children might have.
Level 5 Bridging	Explain in writing what possible blood types children might have, based on data on the parents' blood types (supplied by the teacher).

Physical Science

PS1 All living and nonliving things are composed of matter having characteristic properties that distinguish one substance from another (independent of size/amount of substance).

S:PS1:8:1.6	COMPOSITION: Collect data or use data provided to infer or predict that the total amount of mass in a closed system stays the same, regardless of how substances interact (conservation of matter).
Level 1 Entering	Label a teacher-provided set of pictures showing a lab performed in class showing that matter is conserved (e.g., baking soda and vinegar), with a partner.
Level 2 Beginning	Match pictures depicting a lab performed in class showing matter that is conserved (e.g., baking soda and vinegar), to statements about the pictures.
Level 3 Developing	Engage in discussion (pair/share) about an activity that depicts the conservation of matter (e.g., baking soda and vinegar); then present a summary, including data, to the class.
Level 4 Expanding	Predict the results of an activity involving the conservation of matter (e.g., baking soda and vinegar), in a small group; use the data in graph or table form to evaluate the predictions.
Level 5 Bridging	Predict what will happen to matter when sugar is mixed with iced tea, after having done a salt and water solution activity; then explain the prediction in writing, using academic vocabulary and a graphic organizer.

S:PS1:8:1.7	Given graphic or written information, classify matter as atom/molecule or element/compound (not the structure of an atom).
Level 1 Entering	Identify orally a number of elements and a number of compounds (e.g., iron, salt, etc.), using real life objects.
Level 2	Create an atom and a molecule, with a partner, using gum drops; then state the

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Beginning	difference between them, using a graphic organizer.
Level 3 Developing	Classify materials as elements or compounds, atoms or molecules, given a list of common chemical formulas, the materials they represent, and the periodic table, in a small group.
Level 4 Expanding	Write a statement that explains the difference between an atom and a molecule, and an element and a compound, given a word bank.
Level 5 Bridging	Make a list of materials that are elements and another list of materials that are compounds; justify your decisions in writing, using a word bank.

S:PS1:8:2.4	PROPERTIES: Investigate the relationships among mass, volume and density.
Level 1 Entering	Identify orally the tools used to measure mass and volume; identify the units used to state mass and volume; match the terms <i>mass</i> and <i>volume</i> to the measuring activity performed, using an illustrated handout.
Level 2 Beginning	Describe orally how the properties of mass and volume change when additional air is blown into a balloon, with a partner and using a word bank.
Level 3 Developing	Write a short paragraph describing the difference between two objects of the same volume but different mass, after discussion with a partner and using a word bank.
Level 4 Expanding	Summarize in writing the steps and results of a lab involving displacement and density, using a word bank and with a partner.
Level 5 Bridging	Predict whether an object will float or sink, given its density, and justify your choice.

S:PS1:8:2.5	PROPERTIES: Given data about characteristic properties of matter (e.g., melting and boiling points, density, solubility), identify, compare, or classify different substances.
Level 1 Entering	Match teacher statements (e.g., <i>the melting point of water</i>), to illustrations of thermometers.
Level 2 Beginning	Sort actual substances based on some characteristic properties by putting the substances into pre-labeled groups (e.g. magnetic, dense, soluble), with a partner; then make lists of the substances in each group.
Level 3 Developing	Compare and contrast actual substances, based on their characteristic properties (e.g., magnetic/non-magnetic), to create a Venn diagram, working in small groups.
Level 4 Expanding	Classify substances and orally explain the common properties of each group (e.g., dense or not dense), working with a partner.
Level 5 Bridging	Explain in writing the reasons for classifying a substance as dense.

S:PS1:8:2.6	PROPERTIES: Represent or explain the relationship between or among energy, molecular motion, temperature, and states of matter.
Level 1 Entering	Match pictures of molecular motion with the words <i>solid</i> , <i>liquid</i> , and <i>gas</i> , using a poster as a resource,
Level 2 Beginning	Create a poster in pairs, showing how changes in the temperature of water change the state of matter and/or the molecular motion; then define orally the 3 states of matter.
Level 3 Developing	Associate an increase in temperature with a change in state, using a textbook or handout; then summarize in writing.
Level 4 Expanding	Role-play the activities of a molecule as temperature increases and decreases, in a small group, using academic vocabulary from a word bank.
Level 5 Bridging	Explain in writing the relationship among temperature, molecular motion, and states of matter.

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PS2 Energy is necessary for change to occur in matter. Energy can be stored, transferred and transformed, but cannot be destroyed.

S:PS2:8:1.5	CHANGE: Given a real-world example, show that within a system, energy transforms from one form to another (i.e., chemical, heat, electrical, gravitational, light, sound, mechanical).
Level 1 Entering	Label the kinds of energy shown in a drawing, using a word bank.
Level 2 Beginning	Draw an incandescent light bulb and complete a cloze telling about the changes in form.
Level 3 Developing	Discuss with a partner the different kinds of energy involved in ringing a doorbell, and how energy changes from one form to another.
Level 4 Expanding	Create a model of an energy system, with a partner, and describe it to the class, using academic vocabulary from a word bank.
Level 5 Bridging	Write a description of the changes in energy from one form to another in a particular system.

S:PS2:8:2.2	CONSERVATION: Collect data or use data provided to infer or predict that the total amount of mass in a closed system stays the same, regardless of how substances interact (conservation of matter).
Level 1 Entering	Label a teacher-provided set of pictures showing a lab performed in class showing that matter is conserved (e.g., baking soda and vinegar), with a partner.
Level 2 Beginning	Match pictures depicting a lab performed in class showing matter that is conserved (e.g., baking soda and vinegar), to statements about the pictures.
Level 3 Developing	Engage in discussion (pair/share) about an activity that depicts the conservation of matter (e.g., baking soda and vinegar); then present a summary, including data, to the class.
Level 4 Expanding	Predict the results of an activity involving the conservation of matter (e.g., baking soda and vinegar), in a small group; use the data in graph or table form to evaluate the predictions.
Level 5 Bridging	Predict what will happen to matter when sugar is mixed with iced tea, after having done a salt and water solution activity; then explain the prediction in writing, using academic vocabulary and a graphic organizer.

S:PS2:8:3.6	ENERGY: Use data to draw conclusions about how heat can be transferred (convection, conduction, radiation).
Level 1 Entering	Label the three kinds of heat transfer in a picture of a kitchen (e.g., stove: <i>conduction</i> ; fan: <i>convection</i> ; radiator: <i>radiation</i>), using an illustrated handout.
Level 2 Beginning	Give examples of sources of heat, in a small group, and sort them into lists by kind of heat.
Level 3 Developing	Compare and contrast two or three kinds of heat transfer, using a Venn diagram and working with a partner.
Level 4 Expanding	Prepare and present a poster comparing the three kinds of heat transfer, with a partner.
Level 5 Bridging	Write a paragraph about each kind of heat transfer, giving examples and explaining how the transfer occurs.

PS3 The motion of an object is affected by force.

S:PS3:8:1.3	FORCES: Use data to determine or predict the overall (net) effect of multiple forces (e.g., friction, gravitational, magnetic) on the position, speed, and direction of motion of objects.
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Level 1 Entering	Chart information from trials demonstrating the effect of friction and gravity on the speed and direction of motion of an object, with a partner.
Level 2 Beginning	Describe orally the effect of a single force on the speed and/or direction of an object, after completing a data table from multiple trials.
Level 3 Developing	State reasons why a toy car goes farther when sent down a steeper slope, using a word bank.
Level 4 Expanding	Use data to predict the net effect of multiple forces on position, speed, and direction of motion of objects, with a partner, in writing..
Level 5 Bridging	Create a comic strip or a skit, using humor, to explain the effect of multiple forces on an object, such as a car or a body, including academic language.

Social Studies

Civics and Governments

The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.

SS:CV:1 The Nature and Purpose of Government: Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.

SS:CV:8: 1.1.1	Explain why limiting the powers of government is essential for the protection of individual rights. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)
Level 1 Entering	Match illustrations of the three branches of the U.S. government to short, simple teacher-created phrases that show limitations of power on each branch.
Level 2 Beginning	Identify and label illustrations of the three branches of the U.S. government; then discuss, in a small group and in the native language as possible and appropriate, limitations on the power on each branch.
Level 3 Developing	Compare/contrast limitations on the power of the three branches of the U.S. government; then create a chart showing how these limitations protect individual rights.
Level 4 Expanding	Discuss, in a small group, the function of each branch of the U.S. government and how limitations on its power protect individual rights; then write an individual paragraph summarizing the discussion.
Level 5 Bridging	Write a short essay explaining why limiting the powers of government is essential for the protection of individual rights, after a small group discussion of the topic.

SS:CV:8: 1.2	Analyze the major arguments for and against representative government as distinguished from direct democracy, and discuss how, in a representative democracy, minority rights are protected. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)
Level 1 Entering	Match the terms <i>majority</i> , <i>minority</i> , <i>representative democracy</i> , and <i>direct democracy</i> to pictures demonstrating each term, with a partner and after participating in classroom activities that model each.
Level 2 Beginning	Identify the characteristics of direct and representative democracy and define the term <i>minority</i> , in a small group and after participating in classroom activities that model each term.
Level 3 Developing	Prepare an oral presentation on representative democracy, in a small group and after viewing clips, short documentaries, or articles on the topic, including at least one example of how minority rights are protected or violated.
Level 4 Expanding	Discuss in a small group the personal impact of the laws and rules made, applied, and enforced to protect minority rights in a representative democracy.

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Level 5 Bridging	Read a news article on a civil rights issue and, in writing, analyze how the article is an example of minority rights being protected under a representative democracy.
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SS:CV:2: Structure and Function of United States and New Hampshire Government: Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.

SS:CV:8: 2.1	Define the organization and responsibilities of federal government that are set forth in the New Hampshire Constitution, the United States Constitution and their amendments, e.g., Separation of Powers, Division of Powers, or the Bill of Rights. (Themes: B: Civic Ideals, Practices, and Engagement)
Level 1 Entering	Match five concrete words (e.g., <i>President, Congress, government, representative, court</i>) with pictures representing them.
Level 2 Beginning	Draw and label a diagram of the three branches of the federal government, with a partner.
Level 3 Developing	List the similarities and differences between the U.S. government and the N.H. government, in pairs, using information provided.
Level 4 Expanding	Discuss examples of the expressed powers of each branch of the federal government, and why the powers are explicitly for that level of government, in a small group; then write an individual summary of the examples.
Level 5 Bridging	Explain how each branch of the federal government checks on the others to keep a balance of power, in a written or oral report.

SS:CV:8: 2.2	Compare and contrast the structure and major responsibilities and services of government at the local, state, and federal levels as set forth in the New Hampshire Constitution and the United States Constitution, e.g., taxation, transportation, or education. (Themes: B: Civic Ideals, Practices, and Engagement)
Level 1 Entering	Draw pictures to illustrate the meanings of five services provided by government (e.g., taxation, transportation, education, health, housing).
Level 2 Beginning	Complete a chart that connects major government agencies at the local, state, and federal levels with their descriptions, using a list.
Level 3 Developing	Compare and contrast two government agencies, one on the federal level and one on the state level, using a Venn diagram and word bank.
Level 4 Expanding	Formulate questions about an agency at any of the three levels, research the answers, and present findings to classmates, with a partner.
Level 5 Bridging	Discuss in a small group a current event and the role and effectiveness of each level of government agencies in dealing with that event; then write an individual paragraph summarizing the discussion.

SS:CV:8: 2.3	Describe ways in which particular events and documents contributed to the evolution of American government, e.g., states' rights, universal suffrage, or civil rights. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)
Level 1 Entering	Match pictures of events related to states' rights, universal suffrage, or civil rights with labels from a word bank (e.g., <i>civil rights, suffrage, equality, authority, declaration</i>).
Level 2 Beginning	Create a timeline showing the order in which selected events and documents have affected the evolution of American government, working in pairs and using leveled

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	texts or data supplied by the teacher.
Level 3 Developing	Identify the effects of selected events and documents on American government, in a small group discussion.
Level 4 Expanding	Reenact a selected event or the steps that led to the development of a document, and describe how it affected the evolution of American government, in a small group.
Level 5 Bridging	Explain, orally or in writing, how selected events or documents continue to affect Americans today.

SS:CV:8: 2.4	Explain the legislative and political processes by which a bill becomes a law or government policy is established at the local, state, and federal levels, e.g., citizen petitions or conference committees. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)
Level 1 Entering	Illustrate the words <i>bill, law, Congress, legislative, veto, Senators, and representatives</i> .
Level 2 Beginning	Listen as the teacher describes the passage of a bill through Congress, in simplified language, and fill in a graphic organizer showing the main steps of the process.
Level 3 Developing	Sequence, on a flow chart, the steps needed to pass a bill through Congress, with a partner.
Level 4 Expanding	List the steps a bill must go through in Congress in order to become a law, in sentence form and in correct sequence (students can pretend they are a bill being passed through Congress).
Level 5 Bridging	Select a current bill and track its movement through the House and Senate.

SS:CV:3: The World and the United States' Place In It: Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.

SS:CV:8: 3.1	Illustrate the importance of countries working together to resolve problems, e.g., the United Nations, NATO, or the European Union. (Themes: A: Conflict and Cooperation)
Level 1 Entering	Participate in a group team-building activity that requires reaching a common goal through cooperation and interdependence.
Level 2 Beginning	Participate in a group team-building activity as described in Level 1; then identify the roles of students and teachers in accomplishing the goal.
Level 3 Developing	Define the roles of world organizations and connect school roles to those of the world organizations, in a small group.
Level 4 Expanding	Role-play a world organization's response to a given crisis or conflict in the world, in a small group.
Level 5 Bridging	Write a report on a present-day world organization (e.g., NATO, the European Union, the G-20), explaining the ways in which they mediate issues.

SS:CV:8: 3.2	Analyze environmental, economic, and technological developments and their impact on society. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society)
Level 1 Entering	Show the meanings of the following, in a small group, through words, pictures, and/or examples: <i>environment, economy, and technology</i> .
Level 2	Sort short, simple teacher-created sentences into groups according to whether a

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Beginning	sentence shows environmental, economic, or technological developments, in a small group.
Level 3 Developing	Create a visual with a short written explanation to show how a given invention has impacted the environment, economy, and/or technology, with a partner.
Level 4 Expanding	Summarize in a short paragraph the impact of a given advancement in technology on the environment and the economy, with a partner.
Level 5 Bridging	Select and research an environmental, economical, or technological advancement; and defend why it had a significant impact on society, in a persuasive essay.

SS:CV:4: Rights and Responsibilities: Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.

SS:CV:8: 4.1	Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels, e.g., problem solving, public engagement, or voting. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, J: Human Expression and Communication)
Level 1 Entering	Participate in simple voting activities in the classroom and school and express feelings about the outcomes in simple words and phrases.
Level 2 Beginning	Categorize a list of activities (e.g., town meetings, state referenda, communications with Federal decision makers) as to whether they relate to local, state, or federal government, with a partner.
Level 3 Developing	Present solutions to given scenarios, using short phrases and sentences (e.g., <i>What would you do if your street was not plowed? ... if you were concerned about pollution at a state park? ... if you were dissatisfied with the current president?</i>), with a partner.
Level 4 Expanding	Research current issues in local, state, and/or national government; then discuss the results of your research in small groups.
Level 5 Bridging	Analyze a current issue at the local, state, or national level and write a letter to the appropriate representative explaining concerns and proposing solutions.

Economics

Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.

Learning how to reason about economic issues is important also because the analytic approach of economics differs in key respects from approaches appropriate for other related subjects such as history, geography, and civics. Yet valid economic analysis

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helps us to master such subjects as well, providing effective ways to examine many of the “why questions in history, politics, geography, business, and international relations.

SS:EC:1: Economics and the Individual: Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.

SS:EC:8: 1.1	Identify how events in the business cycle impact individuals' lives, e.g., recession or depression. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)
Level 1 Entering	Sequence pictures showing how events in the business cycle impact students' own lives (e.g., a parent losing a job, less money in the house, so less money for the children, so they can't buy things they want), in a small group.
Level 2 Beginning	Match word cards (e.g., <i>recession, depression, boom, bust, stimulus, bankruptcy</i>) to pictures that show meanings or examples of the words; then connect these terms to the pictures sequenced in Level 1, with a partner.
Level 3 Developing	Discuss in a small group examples of how an economic downturn will affect your wants and needs; then complete a graphic organizer showing which examples are more serious than others.
Level 4 Expanding	Compare and contrast how the 1930s economic downturn affected people in a city versus people in rural areas, with a partner; then write an individual summary of the discussion.
Level 5 Bridging	Predict all the ways in which a present-day economic downturn would affect you, your local community and the country, and then write a paragraph about each.

SS:EC:2 Basic Economic Concepts: Students will learn about the pillars of a free market economy and the market mechanism.

SS:EC:8: 2:1	Identify and explain the determinants of supply and demand, e.g., income, tastes, or technology. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society, H: Individualism, Equality and Authority)
Level 1 Entering	Match basic vocabulary (e.g., <i>supply, demand, tastes, income, technology, resources</i>) with drawings that show examples of what the words mean.
Level 2 Beginning	Connect the definitions of supply/demand and wants/needs to an experience where all supplies are limited, through small-group discussion of a hands-on construction activity (e.g., building a structure with a limited number of Legos).
Level 3 Developing	Identify where different natural resources for making products (e.g., steel) can be found, working with a partner and labeling a blank map of the U.S.; then discuss how the location of the natural resources affects supply and demand of the products.
Level 4 Expanding	Explain in writing, with a partner, how demand affects the price of a product.
Level 5 Bridging	Discuss in a small group ways to increase demand for alternative energy so that the types of green energy will be increased; then write an individual summary of the discussion.

SS:EC:8: 2:2	Explain the elements of entrepreneurship, e.g., idea development, risk-taking, or management skills. (Themes: D: Material Wants and Needs, E:
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	Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)
Level 1 Entering	Identify what a small business is, and what skills the owner of the business needs in order to start it, by drawing and using general vocabulary from a word bank, with a partner.
Level 2 Beginning	Brainstorm, with a partner, three businesses you would like to start and tell why.
Level 3 Developing	Role-play examples of the management skills one needs to be a successful entrepreneur, in a small group.
Level 4 Expanding	Explain in a paragraph, with a partner, the need for risk-taking in order to become a successful entrepreneur.
Level 5 Bridging	Evaluate your own entrepreneurship ability with respect to a specific business (e.g., restaurant, boutique, sports gym), in a written essay.

SS:EC:3: Cycles in the Economy: Students will be able to explain the business cycle and trends in economic activity over time.

SS:EC:8: 3.1:	Identify and explain the different phases of the business cycle, e.g., recession or depression. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)
Level 1 Entering	Label the phases of the business cycle on a graphic organizer, using a word bank.
Level 2 Beginning	Create a poster showing the phases of the business cycle, with a partner.
Level 3 Developing	Write a short sentence describing each different phase of the business cycle, after brainstorming with a partner.
Level 4 Expanding	Find patterns in business cycles in the U.S. economy and identify events that led to a recession or depression, in a small group discussion.
Level 5 Bridging	Interpret, in a written essay, the actions of key power players that caused recessions and/or depressions in the United States business cycle in the last 50 years, with support from research.

SS:EC:8: 3.2	Understand how the stock market works, the buying and selling of stocks, and how it affects the economy. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)
Level 1 Entering	Match sentences (e.g., <i>The stock market goes up; The stock market goes down</i>) with the appropriate segment on a line graph showing the ups and downs of the stock market.
Level 2 Beginning	Define basic stock market vocabulary (e.g., <i>stock, stock market, shares, shareholder, corporation</i>) and demonstrate understanding through a small group question and answer session.
Level 3 Developing	Write short sentences, with a partner, describing the trends of a Coca Cola stock over a period of 6 months, using a current graph downloaded from the internet (e.g., <i>The price of Coca Cola stock went up in March. The price went down in May and June.</i>).
Level 4 Expanding	Create a chart showing the movement of two oil company stocks over a two-week period, and explain in a paragraph the contributing factors, such as weather, environmental catastrophe, war or land disputes to the progress up or down, with a partner.
Level 5 Bridging	Analyze the performance of a stock after tracking it for two weeks, in a written essay.

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SS:EC:4: Financial Institutions and the Government: Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.

SS:EC:8: 4.1	Explain how interest rates affect individual decisions, e.g., saving, borrowing, or lending money. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)
Level 1 Entering	Arrange a set of pictures in chronological order to show how interest rates influence the process of buying a car (e.g., person organizing financial papers, researching car prices, shopping for best interest rate, confirming appointment at bank).
Level 2 Beginning	Create a simple dialogue to correspond to the pictures in Level 1, to demonstrate the process of negotiating a car loan, with a partner.
Level 3 Developing	Complete a Venn diagram, in a small group, to compare and contrast the best way to borrow money to buy a car, using a bank pamphlet and an auto dealership advertisement.
Level 4 Expanding	Create and present to the class a chart to show the best way to borrow money to buy a car, working in pairs and using a bank pamphlet and an auto dealership advertisement.
Level 5 Bridging	Analyze various sources of information about car financing (e.g., bank pamphlet, dealership advertisement), including interest rate and attached stipulations, and write a paragraph explaining which would be best if you had to buy a car.

SS:EC:8: 4.2	Identify the different ways in which income can be redistributed, e.g., taxes, welfare, or government loans. (Themes: C: People, Places and Environment, D: Material Wants and Needs)
Level 1 Entering	Listen as the teacher uses simple language and pictures to describe different ways in which income can be redistributed (e.g., taxes, welfare, government loan), and choose from a word bank the correct word or phrase to match the description.
Level 2 Beginning	Match a list of sources of income and their recipients (e.g., <i>taxes-government, roads-car/truck drivers, government loan-individual borrower</i>), in a small group; then discuss (in the native language when possible and appropriate) how these are examples of redistribution of income).
Level 3 Developing	Discuss in a small group how the taxes adults pay are redistributed to different groups and in different ways by the government; write a group summary of the discussion.
Level 4 Expanding	Identify, in a small group discussion, various forms of the government's redistribution of wealth (e.g., taxes, welfare) and the personal effects they have on several people representative of differing economic classes; then write an individual paragraph summarizing one of the forms discussed.
Level 5 Bridging	Explain in a short paper the purpose of government redistribution of wealth.

SS:EC:5: International Economics and Trade: Students will recognize the importance of international trade and how economies are affected by it.

SS:EC:8: 5.1	Distinguish among the different methods of allocating resources, e.g., traditional, free market, or command economies. (Themes: D: Material Wants and Needs, F: Global Transformation, G: Science, Technology, and Society)
Level 1	Label pictures that illustrate different types of markets (e.g., traditional, free market,

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Entering	command economy), using a word bank and native language support as necessary.
Level 2 Beginning	Classify countries by the types of economic markets they have (e.g., traditional, free market, command economy), using a graphic organizer and teacher-generated list of countries and economic markets.
Level 3 Developing	Compare and contrast a free market with a command economy, using a Venn diagram; then write short sentences to summarize the differences and similarities, with a partner.
Level 4 Expanding	Produce a study guide for a test on different types of world markets, in small groups.
Level 5 Bridging	Debate in a small group whether a command economy will work in a capitalistic society, after watching a video on Cuba or North Korea and their economies.

SS:EC:8: 5.2	Identify and explain the impact on trade of government policies, e.g., tariffs, quotas, or embargoes. (Themes: A: Conflict and Cooperation, F: Global Transformation)
Level 1 Entering	Match vocabulary words (e.g., <i>free-trade zones, tariff, quota, embargo, policy</i>) with pictures or diagrams showing an example of each word.
Level 2 Beginning	Match examples of tariffs, quotas, and embargoes with their purposes, with a partner.
Level 3 Developing	Produce a poster showing the impact of United States policies on trade with a country of the student's choice, using the internet with teacher support.
Level 4 Expanding	Summarize orally how United States tariffs support American manufacturers, based on research and teacher support.
Level 5 Bridging	Draw conclusions on how tariffs impact trade with a selected country, using the Internet for data; then write a short essay showing the conclusions.

SS:EC:8: 5.3	Recognize the role of economics in international diplomacy and war, e.g., the United States Civil War, foreign aid, or conflict over natural resources. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, F: Global Transformation)
Level 1 Entering	Match pictures of natural resources to pictures of their source country and decide which resources are most important.
Level 2 Beginning	Identify teacher-selected natural resources, in a small group, using pictures and a word bank; then identify the sources of the resources and organize the resources on a chart, according to source.
Level 3 Developing	Respond to questions regarding the loss of natural resources in a given country, with a partner.
Level 4 Expanding	Explain in a paragraph how economics affected a selected historical event (e.g., the United States Civil War), after discussion with a partner.
Level 5 Bridging	Discuss possible effects of Global Warming on natural resources and international diplomacy.

SS:EC:8: 5.4:	Examine the effects of changing economies on international trade, e.g., modernization, specialization, or interdependence. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs, F: Global Transformation)
Level 1 Entering	Make a chart, in small groups, of products made or grown in students' home economies.
Level 2 Beginning	Make a poster, with a partner, showing the interdependence of world economies (e.g., products produced in home country economy and where they are exported to; products imported and where they come from).
Level 3 Developing	Explain how a selected development (e.g., industrialization, modern technology) has affected a particular economy, in a small group.
Level 4 Expanding	Formulate questions, with a partner, about the effects of modernization, specialization, and/or interdependence on changing world economies.

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Level 5 Bridging	Evaluate in a paragraph, after research, the need for world economies to work interdependently.
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Geography

The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.

A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.

SS:GE:1: The World in Spatial Terms: Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.

SS:GE:8: 1.1	Compare relative advantages and disadvantages of using maps, globes, aerial and other photographs, satellite-produced images, and models to solve geographic problems, e.g., the Mercator projections versus Robinson projections. (Themes: C: People, Places and Environment)
Level 1 Entering	Identify north, south, east, and west on different types of maps, globes, and aerial photographs, in a small group.
Level 2 Beginning	Locate and compare orally the relative size and position of several northern and southern countries on a globe and on Mercator and Robinson projection maps, with a partner.
Level 3 Developing	Complete a chart identifying the different characteristics of each type of geographic tool (e.g., maps, globes, aerial and other photographs, satellite-produced images, and models), and identify for what each might be best used, with a partner.
Level 4 Expanding	Compare and contrast two different projections, with a partner, and explain the relative advantages and disadvantages in writing, with a word bank.
Level 5 Bridging	Analyze a current geographic problem using two maps or images of the students' choice to help solve the problem, in a written essay.

SS:GE:2: Places and Regions: Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.

SS:GE:8: 2.1	Identify the types of regions, e.g., formal, functional, or vernacular regions of which the local community is a part. (Themes: C: People, Places and Environment)
Level 1 Entering	Make a list of places, with a partner, and identify them as country, region, state, or town.
Level 2	Brainstorm reasons why your community is in a specific region of your state or

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Beginning	United States, with a partner and using a map.
Level 3 Developing	Draw a topographical map, with a partner, showing geographically where a particular community is located within a region; decide whether that region is formal, functional, or vernacular
Level 4 Expanding	Follow teacher directions to identify on a map a community's boundaries various within regions (formal, functional, vernacular).
Level 5 Bridging	Elaborate in an essay based on internet research how your community fits into its functional region (e.g. industrial, agricultural).

SS:GE:8: 2.2	Illustrate the connections among regions, e.g., world trade or regional alliances. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation)
Level 1 Entering	Create a diagram/map showing how orange juice is grown, manufactured, and delivered, including vocabulary used to understand connections (e.g., <i>trade, region, alliance</i>).
Level 2 Beginning	Complete a cloze exercise with unit vocabulary that focuses on connections among regions, with a partner.
Level 3 Developing	Give oral examples, with a partner, of world trade alliances in the manufacturing of a product (e.g., automobiles, sneakers, soccer balls).
Level 4 Expanding	Explain in writing why a company has trade alliances around the world, based on class notes and internet research.
Level 5 Bridging	Defend the need for world trade alliances in a five-paragraph essay based on internet research.

SS:GE:8: 2.3	Describe how culture, technology, and experience affect perception of places and regions, e.g., images created by mass media or travel. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, G: Science, Technology, and Society)
Level 1 Entering	Create collages from magazine pictures to show students' perceptions of their community.
Level 2 Beginning	Interview a family member about their perceptions of the city/town they live in; share perceptions in a small group and discuss (in the native language when possible and appropriate) similarities and differences, and what factors influence different perceptions.
Level 3 Developing	Identify perception problems shown in an internet picture of the local community, with a partner, and discuss the reasons for these perceptions.
Level 4 Expanding	Prepare and give an oral presentation to the class, critiquing perception problems shown in an internet picture of the local community and providing possible reasons for those perceptions, in a small group.
Level 5 Bridging	Write an essay describing how culture, technology, and experience affect perceptions of the local community, with examples.

SS:GE:3: Physical Systems: Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.

SS:GE:8: 3.1	Recognize how physical processes influence the formation and distribution of resources, e.g., the potential for hydroelectric power or coal deposits. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)
Level 1	Draw and label pictures of natural sources of energy, with a partner.

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Entering	
Level 2 Beginning	Identify and label sources of hydroelectric power on a world map, using appropriate reference materials.
Level 3 Developing	Create a three-dimensional display showing how more hydroelectric power can be produced in higher elevations, with a partner.
Level 4 Expanding	Discuss in a small group reasons why early industrialists decided to build their industries along fast-moving rivers in the United States, based on leveled readings in handouts; then write a short essay explaining it.
Level 5 Bridging	Make written recommendations for how hydroelectric power could be expanded in the United States based, on internet research.

SS:GE:4: Human Systems: Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.

SS:GE:8: 4.1	Describe ways in which physical and human regional systems are interconnected, e.g., canal systems or "hub-and-spoke" airline operations. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)
Level 1 Entering	Draw pictures of ways in which humans living in different regions are connected through transportation (e.g., airline hub-and-spoke operations, train tracks, highway systems).
Level 2 Beginning	Discuss in a small group how people and regions are interconnected; share a written list with the class.
Level 3 Developing	Describe in written sentences, with a partner, how humans can be connected regionally, using an airline map showing destinations.
Level 4 Expanding	Brainstorm, in a small group, the advantages and disadvantages of using a hub-and-spoke operation for a delivery service such as United Parcel Service or Federal Express; then write a paragraph summarizing the discussion.
Level 5 Bridging	Analyze, in a written essay, the benefits of using a hub-and-spoke delivery service such as United Parcel Service or Federal Express.

SS:GE:8: 4.2:	Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g., trade agreements, military pacts, or boundary disputes. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)
Level 1 Entering	Create and label, with a partner and appropriate resource materials, pictures of vocabulary (e.g. <i>cooperation, conflict, war, peace</i>).
Level 2 Beginning	Complete a map showing where conflict is going on, with a partner and appropriate resource materials.
Level 3 Developing	Discuss in a small group where conflict is going on in the world today, using a political map and internet resources.
Level 4 Expanding	Summarize in an essay, researched on the internet with a partner, the negative results of international conflict.
Level 5 Bridging	Analyze in a written report, using internet resources, positive outcomes of international cooperation.

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History

The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.

An effective study of history must focus on broad themes, important concepts, major issues and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. The five standards below invite students to share in the excitement and relevance of the past and to envision a better future.

SS:HI:1: Political Foundations and Development: Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.

SS:HI:8: 1.1	Examine how suffrage expanded to various groups of citizens, e.g., women African-Americans. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)
Level 1 Entering	Match pictures that show examples of voting practices used throughout the 19 th and 20 th Centuries with their correct words (e.g., <i>ballot</i> , <i>vote</i> , <i>polling place</i> , <i>law</i> , <i>rights</i>), with a partner; then identify the minority groups that did not have this right during part of that time.
Level 2 Beginning	Match a list of amendments and laws that initiated and strengthened the voting rights of U.S. citizens with the groups that benefited from them, in a small group.
Level 3 Developing	Create, in a small group, a poster that identifies and describes an amendment that had a significant impact on suffrage in minority groups.
Level 4 Expanding	Discuss in a small group how each of the amendments presented on the posters have affected suffrage in minority groups, and then summarize the discussion in a individually-written paragraph.
Level 5 Bridging	Analyze in an essay how a given suffrage amendment has benefited all U.S. citizens.

SS:HI:8: 1.2	Describe the role New Hampshire voters have played in our nation's presidential primaries and elections. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)
Level 1 Entering	Match New Hampshire primary voting vocabulary (e.g. <i>primary</i> , <i>election</i> , <i>presidential</i> , <i>electoral college</i>) with simple definitions, using a phrase or word bank.
Level 2 Beginning	Describe the influence of the New Hampshire primary, with a partner, after viewing a pictorial representation of primary results and electoral outcomes.
Level 3 Developing	Brainstorm, in a small group, reasons why New Hampshire voters are important in a presidential campaign; then summarize the reasons in a written paragraph.

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Level 4 Expanding	Prepare, with a partner, the opening statement in a debate about whether New Hampshire should or should not be the first state to have a primary in presidential elections.
Level 5 Bridging	Defend, in a written essay, the need for New Hampshire to keep the first primary in presidential elections.

SS:HI:8: 1.3	Examine how religion has influenced the political life of the nation, e.g., the Know Nothing Party, the temperance movement, or the First Great Awakening. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)
Level 1 Entering	Match pictures depicting significant people, events, literature, or movements relative to religious influences in our Nation's history, with a partner, and match them with the appropriate captions.
Level 2 Beginning	Place the pictures used in the Level 1 activity in the appropriate place on a time line, with a partner and using appropriate resources as necessary.
Level 3 Developing	Describe each of the pictures used in the Level 1 activity, in a small group, and discuss how each pictured person, event, literature, or movement influenced the political life of the nation.
Level 4 Expanding	Re-enact an historical event that was affected by religious beliefs or mores, in a small group.
Level 5 Bridging	Draw conclusions about the effects of religion on the political life of the U.S., in a short written essay.

SS:HI:8: 1.4	Analyze the tension between states' rights and national authority, e.g., the nullification crisis of 1832 or school integration of the 1960's. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)
Level 1 Entering	Identify the state and country students lived in before coming to the U.S.; then identify the state and country they live in now, with a partner.
Level 2 Beginning	Match simple captions to teacher-selected pictures that exemplify tensions between states' rights and Federal laws.
Level 3 Developing	Compare and contrast states' rights and Federal laws from the above list in a Venn Diagram.
Level 4 Expanding	Discuss in a small group a given example of tension between states' rights and national authority (e.g., school integration), and list specific examples of conflict between the two that led to the tension.
Level 5 Bridging	Write a short essay analyzing the tension between states' rights and national authority in a particular instance (e.g., school integration in the 1960s), including examples of things that led to the tension.

SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions: Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.

SS:HI:8: 3.1	Explain how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., manifest destiny, protest movements, or freedom of expression. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)
Level 1 Entering	Collect examples from the internet, with a partner, of presidential campaign art.
Level 2 Beginning	Draw a campaign poster of yourself running for class president.

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Level 3 Developing	Discuss in a small group how art has been used in a specific political campaign (based on information provided by the teacher).
Level 4 Expanding	Discuss with a partner ways in which the political candidates in a specific election have used art and music in their campaigns; then write a short explanation of how use influences election results.
Level 5 Bridging	Analyze in an essay the ways that political candidates in a specific election have used art, music, and literature in their campaigns, and the effects of that use.

World History (WH:1)

The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalties and differences shared by the world's peoples past and present.

The knowledge incorporated within the phrase "World History and Contemporary Issues" may be presented under a variety of course titles. Whatever the course, the most effective study will focus on important concepts, broad themes, major issues, and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. For students to fully participate in historical thinking and be prepared for life as decision-making citizens, they must be able to draw upon ideas, issues and events from the full range of human experience?

SS:WH:2: Contacts, Exchanges & International Relations: Students will demonstrate their understanding of the interactions of peoples and governments over time.

SS:WH:8: 2.1	Analyze the demographic impact of diseases and their treatment, e.g., the bubonic plague, small pox in the Western Hemisphere, or AIDS. (Themes: F: Global Transformation)
Level 1 Entering	Label on a world map the countries that have AIDS, using a list of countries provided by the teacher.
Level 2 Beginning	Brainstorm and describe in short sentences, with a partner, how an epidemic of AIDS affects countries.
Level 3 Developing	Discuss with a partner the impact AIDS has had on a country of your choice; then write sentences showing the main ideas of the discussion.
Level 4 Expanding	Identify, in a small group, how AIDS has had an impact on the United States; then write an individual summary of the discussion.

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Level 5 Bridging	Evaluate in an essay how AIDS has impacted the United States.
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SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions: Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.

SS:WH:8: 3.1	Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)
Level 1 Entering	Match pictures of well-known art work from different periods of history with word cards showing the major idea, value, or conflict they reflect, with a partner.
Level 2 Beginning	Listen to short excerpts of music from different periods of history (e.g., Tchaikovsky's <i>1812 Overture</i> , Sibelius' <i>Finlandia</i>); then match the excerpts with words from a word bank that show how the music might have influenced people's ideas about historical events (e.g., <i>patriotism, defense, resistance, oppression</i>), with a partner.
Level 3 Developing	List the ideas or values promoted in examples of art chosen from a set of pictures provided by the teacher (e.g. Picasso's <i>Guernica</i> , Delacroix's <i>Liberty Leading the People</i>), in a small group.
Level 4 Expanding	Discuss in a small group how a particular piece of art reflects the major idea/s of the time it was created; then write a short individual paragraph summarizing the discussion.
Level 5 Bridging	Draw conclusions about how modern art has influenced the present era in a five-paragraph essay, using internet research.

SS:WH:8: 3.2	Analyze how architecture has symbolized the values of various societies, e.g., Greco-Roman, Tudor English, or Scandinavian. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)
Level 1 Entering	Match examples of different periods of architecture with the names of the periods, with a partner and using appropriate reference materials.
Level 2 Beginning	Draw a design of a town or city with architecture of a particular period, using the examples from the Level 1 activity; then label the parts of the buildings that reflect the values of the society.
Level 3 Developing	Make a poster, with a partner, showing a particular castle, and labeling how society influenced the necessity of its style; present the poster to the class.
Level 4 Expanding	Discuss in a small group a photograph of a home from a particular period, explaining how its style was influenced by the societal values of the time it was built; then write an individual paragraph summarizing the discussion.
Level 5 Bridging	Write a research paper, using internet sources, explaining how homes built today in the United States symbolize American society's values.

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Writing

Structures of Language

Applying Understanding of Sentences, Paragraphs, Text Structures (SL)

W:SL:1: Students demonstrate command of the structures of sentences, paragraphs, and text by ...

W:SL:7:1.1	Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)
Level 1 Entering	Identify simple sentences, phrases, or clauses, by matching a picture to the appropriate sentences, with the support of a graphic representation (e.g., <i>The boy ran. The boy ran to the store. The boy in the red shirt...</i>).
Level 2 Beginning	Identify and label the parts of a sentence read by the teacher (e.g., <i>Circle the noun, Underline the verb, Highlight the phrase, etc.</i>).
Level 3 Developing	Select appropriate words from a word bank to complete a visually-supported cloze paragraph (e.g., in the sentence <i>The boy in the red shirt ran to the store</i> , the word <i>shirt</i> would be replaced with a blank space to be filled in from a word bank).
Level 4 Expanding	Write varied sentences, with a partner, answering <i>who, what, where, and when</i> questions from a graphic representation.
Level 5 Bridging	Write varied sentences describing a graphic representation, and enhance with peer editing.

W:SL:7:1.2	Using the paragraph form: indenting, main idea, supporting details
Level 1 Entering	Identify the main idea of a paragraph orally, by pointing to the correct picture after hearing the paragraph read aloud.
Level 2 Beginning	Restate the main idea of a paragraph that has been read aloud, and show understanding of supporting details by highlighting information that answers <i>who, what, where, when, and how</i> questions.
Level 3 Developing	Sequence sentences given by the teacher to form a logical paragraph, with a partner, using correct paragraph form.
Level 4 Expanding	Discuss the elements of paragraph form (indenting, main idea, supporting details) in a small group; then individually write a simple paragraph from highlighted information.
Level 5 Bridging	Write a paragraph using paragraph form (indenting, main idea, supporting details).

W:SL:7:1.3	Recognizing organizational structures within paragraphs or within texts EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution EXAMPLE: When given a paragraph or text and a description of text structures, students identify structure used or their purposes
Level 1 Entering	Match simple definitions of text structures to samples of the text, using a word bank and visual representations (e.g., providing students with three samples of text, such as chronology, compare/contrast, and problem/solution, and having them choose the appropriate picture after the text has been read aloud).
Level 2 Beginning	Restate simple definitions of text structures, with a partner.
Level 3 Developing	Complete a graphic organizer (e.g., Venn diagram, story mapping, time line, etc.) of a specific text structure, based on a short text supplied by the teacher, in a small group.

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Level 4 Expanding	Discuss the text structures of given paragraphs, in pairs, using descriptions of text structures.
Level 5 Bridging	Identify the text structure of a particular paragraph or text, using descriptions of text structures.

W:SL:7:1.4	Applying a format and text structure appropriate to the purpose of the writing
Level 1 Entering	Draw pictures to show appropriate text structure by using a word bank and identifying paragraphs (read by a teacher) that contain different text structures (e.g., sequence, chronology, cause/effect, problem/solution).
Level 2 Beginning	Draw a picture of an assigned text structure (e.g., sequence, chronology, cause/effect, problem/solution) and label to show understanding of text.
Level 3 Developing	Write an outline of a paragraph using a particular text structure, in a small group, based on a completed graphic organizer that text structure (e.g., a Venn diagram for compare/contrast; a time line for chronology).
Level 4 Expanding	Write a paragraph using a particular text structure, individually, based on a completed graphic organizer that text structure (e.g., a Venn diagram for compare/contrast; a time line for chronology).
Level 5 Bridging	Write a paragraph using correct format and text structure.

Reading Connection Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)

W:RC:1: In response to literary or informational text, students show understanding of plot/ideas/concepts by ...

W:RC:7:1.1	Selecting and summarizing key ideas to set context
Level 1 Entering	Match the key ideas of a text to pictures of the key ideas from a story read aloud by the teacher.
Level 2 Beginning	Discuss with a partner the key ideas of a story or a picture book that has been read aloud.
Level 3 Developing	Write key ideas from a selection read by the teacher and discussed in a small group (e.g., draw and label the key ideas on a graphic organizer).
Level 4 Expanding	Write a simple sentence about the key idea of the text, using a word bank for support.
Level 5 Bridging	Select the key idea from a reading and summarize it in a paragraph.

W:RC:7:1.3	Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas
Level 1 Entering	Identify orally or with gestures a text-to-self connection to a concept, idea, or the plot of a text that has been read aloud.
Level 2 Beginning	Discuss with a partner the plot of a story or picture book that has been read aloud.
Level 3 Developing	Summarize a text-to-self connection by completing a graphic organizer in response to teacher-selected readings, in a small group.
Level 4 Expanding	Write a new ending (using pictures for support, if necessary) of a story that has been read aloud in class.
Level 5	Write a response to text that has been read aloud, by connecting the reading to

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Bridging	self, another text, or the world.
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Reading Connection Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)

W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text by ...

W:RC:7: 2.1	Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question
Level 1 Entering	Answer <i>who, what, where, and when</i> questions, orally, about a text that has been read aloud.
Level 2 Beginning	Match statements supporting the author's purpose or point of view with a text that has been read aloud.
Level 3 Developing	Discuss in a small group possible answers to a question about a text that has been read aloud, to help identify focus, judgment, or point of view.
Level 4 Expanding	Identify focus, judgment, or point of view of a text that has been read aloud, with the support of a graphic organizer completed with a partner.
Level 5 Bridging	Justify in writing an answer to a question from a text that has been read aloud.

W:RC:7: 2.2	Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft EXAMPLES: Making links between characterization and author's choice of words; making links to characteristics of literary forms or genres
Level 1 Entering	Match pictures of events, characters, setting, and theme from a picture book that has been read aloud, to represent what might happen next or when the setting is changed.
Level 2 Beginning	Create a new ending for a story, including major events, characters, setting, and theme, from a picture book that has been read aloud, assuming that a major event has changed, orally in small groups.
Level 3 Developing	Complete a graphic organizer, using a word bank, to identify major events, characters, setting, and theme of a text that has been read aloud; then make statements about the relationships among the various parts of the organizer.
Level 4 Expanding	Discuss in a small group how events and characters relate to the theme of a text that has been read aloud, using examples from the text to support inferences.
Level 5 Bridging	Explain in a short paragraph the relationship among content, events, characters, setting, or theme of a text that has been read aloud.

W:RC:7: 2.3	Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions
Level 1 Entering	Match a specific detail or reference with a picture.
Level 2 Beginning	Match a given set of supporting details or references with statements of conclusions drawn from a text that was read aloud.
Level 3 Developing	Answer inferential questions about a text that has been read aloud, using specific details, references to text, or relevant citations to support the answers, in a small group.
Level 4 Expanding	Respond orally and/or in writing to a given focus or judgment by listing references and details to support it (e.g., <i>The theme of Charlotte's Web is friendship; how do</i>

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	<i>we know this? How are the Socs biased towards the Greasers in The Outsiders?).</i>
Level 5 Bridging	Defend a judgment of a text by summarizing the references and details to support it in a paragraph

W:RC:7: 2.4	Organizing ideas, using transitional words/phrases and writing a conclusion that provides closure
Level 1 Entering	Identify the transitional words/phrases that occur in a text that has been read aloud, using a teacher-generated list of these words/phrases.
Level 2 Beginning	Outline the ideas from a text in a small group, after discussion.
Level 3 Developing	Complete a graphic organizer with ideas in response to a text that has been read aloud, then write sentences using the information from the organizer.
Level 4 Expanding	Write a conclusion about a text that has been read aloud in a short organized paragraph, using some transitional words/phrases.
Level 5 Bridging	Construct an organized 3-5 paragraph essay that draws a conclusion about a text that has been read aloud, using transitional words/phrases.

Expressive Writing Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)

W:EW:1: In written narratives, students organize and relate a story line/plot/series of events by...

W:EW:7: 1.1	Creating a clear and coherent (logically consistent) story line
Level 1 Entering	Sort pictures of a story in an appropriate order, with a partner, and write one-word labels for the pictures.
Level 2 Beginning	Write a short sentence for each of a series of pictures of a story in correct order, with teacher support.
Level 3 Developing	Complete a graphic organizer of a story created in a small group, sequencing main events of the story.
Level 4 Expanding	Write a short paragraph that has a logically consistent story line, using a completed graphic organizer or a series of pictures.
Level 5 Bridging	Organize and create a clear and coherent story line in a written narrative, using a completed graphic organizer or a series of pictures.

W:EW:7: 1:2	Establishing context, character motivation, problem/conflict/challenge, and resolution and maintaining point of view
Level 1 Entering	Match illustrations representing character, setting, conflict, and resolution to a story map.
Level 2 Beginning	Draw or orally describe an original character and assign motivations from a word bank.
Level 3 Developing	Recount a personal story of conflict and resolution, orally and then in writing (e.g., students share personal narratives orally, then write them in their journals).
Level 4 Expanding	Role play in a small group the characters from an original story to show the character's context, motivations and challenges.
Level 5 Bridging	Create a written narrative that maintains a point of view, by retelling the story from the point of view of a different character (e.g., Cinderella from a step-sister's point of view).

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W:EW:7: 1.3	Using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, or words/phrases) to enhance meaning
Level 1 Entering	Sequence pictures using key transitional words (e.g., <i>before, after, first, second, then, next, and last</i>).
Level 2 Beginning	Identify transitional devices that enhance meaning (e.g., words, ellipses, white spaces), in a whole group and facilitated by teacher modeling).
Level 3 Developing	Complete a cloze passage with appropriate transitional devices to enhance the meaning, using mentor text as a model.
Level 4 Expanding	Write a paragraph with correct time transitions, using a graphic organizer/story map.
Level 5 Bridging	Revise a narrative to include at least two transitional devices.

Expressive Writing Narrative – Applying Narrative Strategies (EW:2)

W:EW:2: Students demonstrate use of narrative strategies by...

W:EW:7: 2.1	Using relevant and descriptive details and sensory language to advance the plot/story line
Level 1 Entering	Label pictures with descriptive details from a word bank.
Level 2 Beginning	Write short sentences to describe illustrations on a storyboard, with teacher assistance.
Level 3 Developing	Develop a storyline in small groups that includes targeted sensory language (e.g., class lists of spooky words for stories about a haunted house, class lists of excitement expressions for a story about an amusement park).
Level 4 Expanding	Draft a narrative that includes descriptive details, using picture dictionaries and native-language/English dictionaries.
Level 5 Bridging	Plan and write an advanced storyline that includes descriptive details and sensory language, with the aid of graphic organizers, dictionaries, and peer support.

W:EW:7: 2:2	Using dialogue to advance plot/story line
Level 1 Entering	Insert dialogue into a narrative that has been read aloud to the class, using L1 to compose the dialogue, and dictionaries to translate.
Level 2 Beginning	Write a dialogue exchange between two characters in a comic strip, using a word bank, with a partner (e.g., have students draw a three frame comic strip and insert words related to plot/storyline).
Level 3 Developing	Incorporate dialogue to support the story line in the retelling of a family story or narrative.
Level 4 Expanding	Write an original scene of a climatic event, including dialogue, in a small group, and perform it for the class.
Level 5 Bridging	Write a short story that uses character dialogue to advance the plot, working with a partner to check the flow of the dialogue.

W:EW:7: 2.3	Developing characters through description, dialogue, and actions
Level 1 Entering	Create an oral story with a partner (using the native language as necessary and possible); then draw a picture of a from the story.
Level 2 Beginning	Draw characters from a known story; then write short phrases to describe them, using a word bank.

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Level 3 Developing	Complete a three part graphic organizer to describe a character by what the character says, what the character does, and what others say about the character.
Level 4 Expanding	Create an original character by drawing; then brainstorm lists of descriptors, actions, and attributes to describe the character.
Level 5 Bridging	Write a short story or play that includes character dialogue to build upon a previously created character.

W:EW:7: 2.4	Using voice appropriate to purpose
Level 1 Entering	Identify the character speaking in a known story, using visuals (e.g. Cinderella, Step-mother, Step-sisters, Prince, or Fairy Godmother).
Level 2 Beginning	Choose the best person to explain a given situation from a short list (e.g. choose a mother, a child or a firefighter as the best person to tell how to bake cookies, describe how good a mother's cookies are, or respond to an alarm for a kitchen fire).
Level 3 Developing	Organize a short story from an outline, using a graphic organizer to assign which parts of the story should be told by different characters, with a partner.
Level 4 Expanding	
Level 5 Bridging	

W:EW:7: 2.5	Maintaining focus
Level 1 Entering	Sort events from two or three known stories according to the story they come from (e.g., <i>Cinderella</i> , <i>Three Little Pigs</i> , <i>The Day Jimmy's Boa Ate the Wash</i>), with a partner.
Level 2 Beginning	Identify a sentence or scene that does not match or go with the rest of a story, in a small group.
Level 3 Developing	Choose from a brainstormed list of events and descriptions to assemble a story that follows a clear plotline, in a small group.
Level 4 Expanding	Edit a story, using a story map to make sure events follow a problem/solution format and all events lead up the climax, with a partner.
Level 5 Bridging	Revise a story to make sure all events and descriptions are important to the plot and forward momentum of the story.

Informational Writing Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)

W:IW:1 In informational writing (reports or procedures), students organize ideas/concepts by ...

W:IW:7: 1.1	Using an organizational text structure appropriate to focus/controlling idea EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution
Level 1 Entering	Arrange pictures in sequential order.
Level 2 Beginning	Show connections among facts and ideas by filling in a graphic organizer (e.g., fill in problems or solutions, missing events in a sequence, complete a timeline).
Level 3	Use a Venn diagram to write a well-developed paragraph comparing and

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Developing	contrasting information.
Level 4 Expanding	Develop and write questions about a topic, gather information, and choose an organization structure appropriate to a given topic, using models and step-by-step directions.
Level 5 Bridging	Produce a short essay with an appropriate focus and organizational structure to integrate information from a variety of sources.

W:IW:7: 1.2	Selecting appropriate and relevant information to set context, which may include a lead/hook
Level 1 Entering	Label <i>who</i> , <i>where</i> , and <i>when</i> on pictures .
Level 2 Beginning	Use a graphic organizer with labels to set context (e.g., a map of northern and southern states, with characteristics).
Level 3 Developing	Describe a time or place to begin a report, referring to a picture from the text.
Level 4 Expanding	Create a newspaper lead using the five “Ws” and write a headline, using a graphic organizer.
Level 5 Bridging	Compose a selection of introductions for informational writing; share with peers for feedback.

Informational Writing Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)

W:IW:2: In informational writing (reports or procedures only), students effectively convey purpose by ...

W:IW:7: 2.1	Establishing a topic
Level 1 Entering	Label the steps of an everyday procedure or activity (e.g. morning routine), with the help of a partner.
Level 2 Beginning	Organize the steps of an everyday procedure or activity into an introductory paragraph, in small groups.
Level 3 Developing	Select appropriate phrases and sentences for an introductory paragraph from a phrase bank.
Level 4 Expanding	Compose an introductory paragraph with a topic sentence.
Level 5 Bridging	Produce a report with an introduction, body, and conclusion.

W:IW:7: 2.2	Stating and maintaining a focus/controlling idea.
Level 1 Entering	Create a title for a picture.
Level 2 Beginning	Brainstorm a list of words around a given topic, using a word web, in small groups.
Level 3 Developing	Produce a simple topic sentence, with a partner.
Level 4 Expanding	Produce a simple topic sentence with three related facts, in a small group.
Level 5	Complete a paragraph with a topic sentence while maintaining focus in the body of

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Bridging	the text.
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W:IW:7: 2.3	Writing with a sense of audience, when appropriate
Level 1 Entering	Make a poster with an appropriate heading for class work.
Level 2 Beginning	Create different posters appropriate for different audiences (e.g., a poster for family, a poster for friends, and a poster for school), with a partner.
Level 3 Developing	Describe the form of writing for different audiences (e.g., an email and an essay for school).
Level 4 Expanding	Produce a letter to a friend and a letter to the principal on a given topic, with a partner.
Level 5 Bridging	Produce a three-paragraph essay for different audiences.

Informational Writing Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)

W:IW:3 In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by ...

W:IW:7: 3.1	Including facts and details relevant to focus/controlling idea, and excluding extraneous information
Level 1 Entering	Describe two different pictures by choosing appropriate words and phrases from a word bank (e.g., a polar environment and a desert one, Ancient Greece and Medieval Europe)
Level 2 Beginning	Rewrite, with a partner, a simple procedural description to remove extraneous information.
Level 3 Developing	Read a short report based on information from a graphic organizer (report and organizer prepared by the teacher); then add details to the report based on facts from the graphic organizer.
Level 4 Expanding	Read a short leveled informational text with a partner, and write a simple summary of the text individually; then edit the partner's summary to include missing information and delete extraneous information.
Level 5 Bridging	Write a procedure for a process of the student's choice; then self-edit to include missing information and delete extraneous information.

W:IW:7: 3.2	Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images
Level 1 Entering	Make a poster showing information from a leveled text that has been read aloud; label the most important pieces of information on the poster.
Level 2 Beginning	List information known about a topic, with a partner; then discuss the list with the partner (using L1 as needed and possible) and identify areas where additional facts or details are needed in order to write a report about the topic.
Level 3 Developing	Prepare two simple outlines, based on the information in a leveled text, with a partner; one outline for an oral presentation to middle school classmates, the other for an oral presentation to first grade students.
Level 4 Expanding	Take notes as the teacher reads a short leveled informational text about a familiar topic; then, with a partner, add additional facts or details to write a short summary of the text.

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Level 5 Bridging	Present an oral report to the class, including visuals, using the appropriate depth of information.
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W:IW:7: 3.3	Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports)
Level 1 Entering	Copy a short report on favorite foods, changing some nouns to personalize it, using a picture word bank.
Level 2 Beginning	Complete a cloze of a persuasive piece, using a word bank (e.g., a letter to Santa, based on possible presents and a list of reasons they want them; or a text message to a parent asking permission to visit the mall, based on a list reasons).
Level 3 Developing	Create a list of reasons why a teacher should not give homework on Fridays, in a small group.
Level 4 Expanding	Complete a graphic organizer giving arguments and counterarguments (e.g., why a student wants to attend a sleep-over, and the parent's objections).
Level 5 Bridging	Write a persuasive essay using a completed graphic organizer that lists arguments and counterarguments (e.g., for and against attending a sleep-over).

W:IW:7: 3.4:	Commenting on the significance of information when appropriate
Level 1 Entering	Identify whether a report contains comments on the significance of the information or not, after listening to very short, simple reports on known topics read aloud by the teacher.
Level 2 Beginning	Sort sentences from a very simple report supplied by the teacher into two categories, <i>Information</i> and <i>Comments on the information</i> , with a partner.
Level 3 Developing	Identify comments on the significance of information in a model report supplied by the teacher, in a small group.
Level 4 Expanding	Revise a report written by the teacher, without comments on the significance of the information, to include such comments, with a partner.
Level 5 Bridging	Write a report that includes comments on the significance of the information, when appropriate.

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (C)

W:C:1: In independent writing, students demonstrate command of appropriate English conventions by ...

W:C:7: 1.1:	Applying rules of standard English usage to correct grammatical errors EXAMPLES: Clear pronoun referent, subject-verb agreement, consistency of verb tense, irregular forms of verbs and nouns
Level 1 Entering	Choose the correct subject for a verb in a very simple sentence, or the correct verb for the subject, with a partner and using a word bank.
Level 2 Beginning	Complete sentences with the appropriate verb tense, given examples, with a partner.
Level 3 Developing	Rewrite a paragraph, changing the tense or the subjects of the verbs (e.g., present to past, or <i>they</i> to <i>he</i>).
Level 4 Expanding	Write a short paragraph using clear pronouns, appropriate subjects and verbs, consistent verb tenses, and correct irregular verbs and nouns; exchange paragraphs with a partner, edit the partner's writing, and discuss any changes made.
Level 5	Self-edit written work and correct pronoun referents, subject-verb agreement,

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Bridging	consistent verbs tenses, and irregular forms of verbs and nouns.
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W:C:7: 1.2	Applying capitalization rules
Level 1 Entering	Edit sentences to ensure they begin with a capital letter and all proper nouns are capitalized, given examples.
Level 2 Beginning	List proper nouns associated with a common noun (e.g., list Colorado, Iowa, etc. when given the noun <i>state</i>).
Level 3 Developing	Engage in peer editing with a focus on capitalization rules.
Level 4 Expanding	Self-edit own writing to correct capitalization errors.
Level 5 Bridging	Apply capitalization rules in general writing.

W:C:7: 1.4	Applying appropriate punctuation to various sentence patterns to enhance meaning EXAMPLES: colons, semicolons
Level 1 Entering	Match punctuation symbols with their names.
Level 2 Beginning	Classify sentences as statement, question, or exclamation by punctuating appropriately, given examples.
Level 3 Developing	Write sentences that include lists preceded by a colon, given models to follow.
Level 4 Expanding	Model sentences that use semicolons appropriately.
Level 5 Bridging	Apply appropriate punctuation to various sentences by peer- or self-editing.

W:C:7: 2.5	Correctly spelling grade-appropriate, high-frequency words and applying conventional spelling patterns/rules EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes
Level 1 Entering	Correctly spell known high-frequency words when dictated by the teacher.
Level 2 Beginning	Identify words that are spelled incorrectly and correct them, from a list of known words with conventional spelling patterns, some of which are spelled correctly and some incorrectly; then correct the incorrectly-spelled words.
Level 3 Developing	Combine known roots, prefixes, and suffixes from a list into words, using conventional spelling patterns, in a small group.
Level 4 Expanding	Peer edit a partner's written work to correct the spelling.
Level 5 Bridging	Self-edit all written work to check for correct spelling.

English Language Development
Standards
by Grade Level



English Language Proficiency Standards PreKindergarten through Grade 5

2007 Edition
THIRD PRINTING

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About the WIDA English Language Proficiency Standards

WIDA's English Language Proficiency Standards for English Language Learners in Pre-Kindergarten through Grade 12: Frameworks for Formative and Summative Assessment and Instruction, 2007 edition, is a key component of the World-Class Instructional Design and Assessment (WIDA) Consortium's assessment system. WIDA's vision of language proficiency encompasses both social and academic contexts tied to schooling, particularly to standards, curriculum, and instruction. By developing these English language proficiency (ELP) standards, first published in 2004, the WIDA Consortium has responded to this emergent vision to link language learning with academic content. Furthermore, these ELP standards guide the development of test blueprints, task specifications, and ELP measures, primarily WIDA's ACCESS for ELLs® test.

Originally developed by consortium members with funding from a U.S. Department of Education Enhanced Assessment Grant, the standards are designed for the many audiences in the field of education who are impacted by English language learners (ELLs). This second edition reflects an evolving understanding of the needs of ELLs and their educators in the use of the ELP standards as an instructional and assessment tool.

Organization of the Standards

There are five WIDA ELP Standards, which appear in two frameworks: Summative (the outcomes of learning) and Formative (the processes of learning). The standards, identical for both frameworks, reflect the social and academic dimensions of acquiring a second language that are expected of ELLs in grade levels PreK-12 attending schools in the United States. Each ELP standard addresses a specific context for English language

development. Overall, the standards center on the language needed and used by ELLs to succeed in school.

Each standard is organized by grade level cluster (PreK-K, grades 1-2, grades 3-5, grades 6-8, and grades 9-12) and by language domain (listening, speaking, reading, and writing). Within each grade cluster and domain, there are five model performance indicators (MPIs), one for each language proficiency level from 1, Entering, to 5, Bridging. All five MPIs focus on the same example topic from a content area reflected in the standard, forming a “strand” that illustrates the language development continuum. Each MPI contains three elements: a language function (e.g., describe, justify), an example topic (e.g., weather, human populations), and a form of support through level 4 (e.g., pictures or illustrations, working in small groups). The components of the ELP standards, from frameworks down to the elements of an MPI, work together to form the standards document, a critical tool for educators of ELLs for curriculum development, instruction and assessment.

The WIDA English Language Proficiency Standards

- *English Language Proficiency Standard 1:* English language learners communicate for **Social** and **Instructional** purposes within the school setting.
- *English Language Proficiency Standard 2:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- *English Language Proficiency Standard 3:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
- *English Language Proficiency Standard 4:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.
- *English Language Proficiency Standard 5:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

The ELP standards are often abbreviated as Social and Instructional language, the language of Language Arts, the language of Mathematics, the language of Science, and the language of Social Studies.

The Language Proficiency Levels and Performance Definitions

The five language proficiency levels outline the progression of language development implied in the acquisition of English as an additional language, from 1, Entering the process, to 6, Reaching the attainment of English language proficiency. The language proficiency levels delineate expected performance and describe what ELLs can do within each domain of the standards. The Performance Definitions define the expectations of students at each proficiency level. The definitions encompass three criteria: linguistic complexity—the amount and quality of speech or writing for a given situation; vocabulary usage—the specificity of words or phrases for a given context; and language control—the comprehensibility of the communication based on the amount and types of errors.

The Performance Definitions (see page 3) are a key component of the standards documents, and the use of the standards and corresponding MPIs must be in conjunction with the Performance Definitions. The MPIs, delineated by language proficiency level, give expectations for what students should be able to process and produce at a given proficiency level. The Performance Definitions describe how well the student can or should be expected to do so. For example, the language function “describe” appears in MPIs at levels 1-4. What language does a student at language proficiency level 2 need to produce in order to “describe”? What can he or she reasonably be expected to process to understand a description? How does this compare with a student at language proficiency level 4? The language

function “describe” for a level 2 student may mean producing or comprehending phrases or short sentences using common adjectives and modifiers, whereas a level 4 student may be expected to process or use extended discourse incorporating relative clauses, similes or metaphors. This example illustrates how the Performance Definitions are an essential companion to the strands of MPIs.

Performance Definitions for the levels of English language proficiency

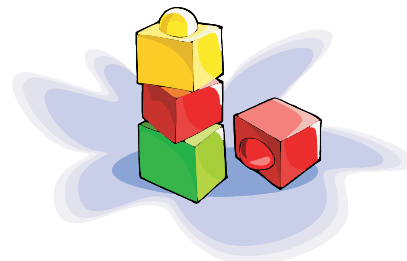
At the given level of English language proficiency, English language learners will process, understand, produce, or use:

<p>6 Reaching</p>	<ul style="list-style-type: none"> • specialized or technical language reflective of the content area 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
<p>5 Bridging</p>	<ul style="list-style-type: none"> • the 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 English proficient peers when presented with grade level material
<p>4 Expanding</p>	<ul style="list-style-type: none"> • specific and some technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related 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 occasional visual and graphic support
<p>3 Developing</p>	<ul style="list-style-type: none"> • 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 occasional visual and graphic support
<p>2 Beginning</p>	<ul style="list-style-type: none"> • 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 visual and graphic support
<p>1 Entering</p>	<ul style="list-style-type: none"> • 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-questions, or statements with visual and graphic support

Example Topics and Genres: Content Related to WIDA's English Language Proficiency Standards

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Standard 1: Social and Instructional language	Standard 2: The language of Language Arts	Standard 3: The language of Mathematics	Standard 4: The language of Science	Standard 5: The language of Social Studies
<p>Example Topics</p> <ul style="list-style-type: none"> Classrooms Colors Feelings Games Hygiene & safety Music & movement Recreational objects & activities Routines School Self & family Social behavior Spatial relations 	<p>Example Genres & Topics</p> <ul style="list-style-type: none"> Chants & songs Concepts about print Environmental print Fairy tales Forms of print Make-believe Nursery rhymes Picture books Rhyme Same & different Sounds & symbols (Phonemic awareness) Story elements 	<p>Example Topics</p> <ul style="list-style-type: none"> Attributes Equivalency Geometric shapes Measurement of time Non-standard measurement tools Number sense Numbers & operations Patterns Quantity Size Spatial relations Temperature Weight 	<p>Example Topics</p> <ul style="list-style-type: none"> Air Animals Body parts Change in self & environment Colors Forces in nature Living & non-living things Night/Day Rocks Safety practices Scientific process Seasons Senses Water Weather 	<p>Example Topics</p> <ul style="list-style-type: none"> Change from past to present Classroom/School Clothing Community workers Families Food Friends Historical stories & legends Homes in a community/ Habitats Location of objects & places Neighborhood Seasons Shelter Symbols & holidays Transportation



ELP Standard 1: Social and Instructional Language, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Music & movement	Mimic musical beats or movements modeled by teachers in a whole group (e.g., hop, hop, jump; one clap, two claps)	Respond to chants based on illustrations using gestures, movement or instruments modeled by teachers in a whole group	Respond to songs based on illustrations using gestures, movement or instruments modeled by teachers in a whole group	Interpret songs, (e.g., melodies from diverse cultures) based on illustrations through movement or playing of instruments in small groups or whole class	Follow lyrics of songs and respond accordingly in small groups or whole class (e.g., “Put your right foot in...”)
SPEAKING	Spatial relations	Repeat answers to questions about position or location of real-life objects or persons (e.g., “Where’s Maria? <i>Here.</i> ”)	Answer questions or commands about position or location of real-life objects or persons using relational words (e.g., “Where’s the bunny? <i>Over there.</i> ”)	Relate position or location of real-life objects or persons using phrases (e.g., “under the table,” “on the floor,” “in the corner”)	Indicate contrasting or opposite position or location of real-life objects or persons using phrases or short sentences (e.g., “The ball goes <i>up</i> . The ball comes <i>down.</i> ”)	Describe position or location of real-life objects or persons using sentences
READING	Hygiene & safety	Identify environmental print related to hygiene or safety around classroom or school (e.g., washrooms, fire extinguisher) in L1 or L2	Find real-life objects or pictures related to hygiene or safety that match environmental print around classroom or school (e.g., labels for soap, sink) in L1 or L2	Identify icons, symbols and words related to hygiene or safety found in environmental print or pictures around classroom or school in L1 or L2	Connect environmental print or pictures related to hygiene or safety to teacher reading of illustrated books in L1 or L2	Share “oral reading” of illustrated books related to hygiene or safety with a partner
WRITING	Games	Produce drawings of familiar games from home or school based on class models using language experience in L1 or L2	Describe familiar games from home or school based on class models using language experience in L1 or L2	Tell how to play familiar games from home or school based on class models using language experience in L1 or L2	Depict stories about familiar games from home or school with the class using language experience in L1 or L2	Create class books about games from home or school using language experience in L1 or L2

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Recreational objects & activities	Identify recreational objects (e.g., balls, swings) from pictures (e.g., of school, playground or park scenes) as directed orally	Follow one-step oral directions from pictures of recreational objects used in activities and oral statements	Follow two-step oral directions pertaining to use of recreational objects in activities from pictures and oral descriptions (e.g., “Pick up the ball. Then give it to a friend.”)	Indicate use of recreational objects in activities from pictures and complex oral directions (e.g., “Show me how to pass the ball from person to person.”)	Simulate playing activities according to pictures and sequential oral descriptions (e.g., “Make two rows. Choose a friend. Have the friend go between the rows.”)
SPEAKING	Social behavior	Repeat polite words or expressions when modeled (e.g., “Please” and “Thank you”) in short dialogues	Make polite requests from models or gestures (e.g., “Please sit down.”)	Use polite language in conversations (e.g., role play, telephone talk)	Give compliments, offer apologies or express gratitude within conversations	Adapt polite language to social situations appropriate to audience
READING	Classroom	Pair shapes of words related to illustrated classroom objects with print versions	Match labeled pictures of familiar objects to those in illustrated classroom scenes (e.g., “Here is a picture with a word inside. Find the same word.”)	Associate initial sounds or letters of illustrated classroom objects with words in print	Distinguish letters, words and sentences in illustrated classroom scenes	Identify words or phrases within illustrated classroom scenes
WRITING	Routines	Trace, copy or depict daily routines in drawings	Reproduce initial letters associated with daily routines from labeled drawings or illustrated models	Label pictures of daily routines from illustrated models using words with invented spellings	Describe daily routines from illustrated models using words and phrases with invented spellings	Compose notes about daily routines using phrases or short sentences with invented spellings

Level 6 - Reaching

ELP Standard 2: The Language of Language Arts, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Concepts about print	Point to features of big books in a large group (e.g., “cover,” “title,” “author,” “illustrator”) according to oral commands	Show directionality of print in various sources in a large group (e.g., left to right, beginning/ending of pages, top/bottom) according to oral commands	Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions	Sort features of text with a partner (e.g., lower/upper case letters, periods/question marks) according to oral directions	Match illustrations to oral reading of related sentences or short stories
SPEAKING	Nursery rhymes	Repeat key words in rhymes from picture cues in a whole group	Chant phrases or short sentences in rhymes using gestures from picture cues in a whole group	Rehearse short rhymes using gestures from picture cues in whole or small groups	Complete short rhymes using gestures from picture cues in whole or small groups	Recite rhymes using gestures from memory in whole or small groups
READING	Same & different	Match pictures and icons with those that are the same with a partner	Sort pictures and icons that are the same or different with a partner	Classify illustrated words that are the same or different with a partner	Identify letters in illustrated words that are the same or different with a partner	Point out features of words that are the same and different with a partner (e.g., capital v. lower case letters)
WRITING	Sounds & symbols	Experiment making symbols or letters from models using realia (e.g., in the sand, from play dough)	Reproduce symbols or letters from models using realia (e.g., straws)	Trace symbols or letters associated with pictures or realia	Copy symbols or letters of beginning sounds from labeled pictures in context	Produce letters of beginning sounds from pictures in context

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Make-believe	Identify pictures of make-believe animals or persons as modeled orally (e.g., “Here is a make believe horse. Find another one.”)	Match make-believe pictures of animals or persons to oral statements (e.g., “This make-believe horse has a horn. Find one <i>without</i> a horn.”)	Place pictures of make-believe animals or persons according to oral directions (e.g., “First is the girl; she is the princess. The prince is next to her.”)	Arrange pictures of make-believe animals or persons in logical order according to oral directions	Organize pictures to create make-believe stories (e.g., beginning, middle, end) according to descriptive oral discourse
SPEAKING	Rhyme	Repeat words or phrases from rhymes supported by illustrations	Complete phrases from rhymes supported by illustrated models	Describe persons or events in rhymes supported by illustrations	Discuss what happens (plot or events) in rhymes supported by illustrations	Paraphrase rhymes supported by illustrations
READING	Forms of print	Distinguish between illustrated examples of print and non-print	Match illustrated examples of the same form of print (e.g., two signs, two magazines)	Match functions of different forms of print with illustrated examples (e.g., notes, lists, menus)	Identify elements of print (e.g., letters, words, sentences) represented in illustrated forms	Find elements of print in different forms (e.g., the same word in different fonts)
WRITING	Environmental print	Draw or trace examples of environmental print (e.g., from foods or clothes)	Copy examples of environmental print from labeled icons or objects	Produce names of objects or icons represented in environmental print using invented spellings (e.g., ☀ = sun)	List examples of environmental print in illustrated scenes using icons, words or phrases with invented spellings	Use examples of environmental print in illustrated scenes to produce phrases or short sentences with invented spellings

Level 6 - Reaching

ELP Standard 3: The Language of Mathematics, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Non-standard measurement tools	Associate size of real-life objects (e.g., “big,” “little”) with non-standard measurement tools with a partner as modeled orally	Sort real-life objects by size (e.g., “short,” “long”) using non-standard measurement tools with a partner as modeled orally	Determine size of real-life objects using non-standard measurement tools (e.g., three hands long) with a partner as modeled orally	Estimate size of objects from pictures using non-standard measurement tools with a partner as directed orally	Rank size of objects described according to non-standard measurement tools with a partner as directed orally	Level 6- Reaching
SPEAKING	Quantity	Participate in and supply quantity words in songs and chants in a whole group (e.g., “ <i>One, two</i> , button my shoe.”)	Complete phrases in songs and chants involving quantity in a whole group (e.g., “ <i>One potato, two potato, _____.</i> ”)	Repeat verses and chants involving quantity in a whole group	Provide sentences or lines from songs and chants involving quantity in a whole group	Initiate and lead songs and chants involving quantity in a whole group	
READING	Attributes	Identify icons or pictures of real-life objects with a single attribute as modeled (e.g., “This is a toy. Find the picture of a toy.”)	Classify icons or pictures of real-life objects with a single attribute that belong and don’t belong to a group as modeled	Identify icons or pictures of real-life objects with two attributes that belong to a group as modeled (e.g., “Find the big, yellow ones.”)	Sort labeled icons or pictures of real-life objects with two attributes into groups as modeled	Arrange labeled icons or pictures of real-life objects with two attributes by group membership as modeled (e.g., <i>small</i> animals with four legs)	
WRITING	Equivalency	Draw or trace matched pairs of real-life objects as modeled and directed orally (e.g., two hands, two feet)	Connect 1:1 matched sets of real-life objects or pictures as modeled and directed orally (e.g., three pencils with three pencils)	Trace numerals that correspond to matched sets of real-life objects or pictures as modeled and directed orally	Make or reproduce numerals up to number ten with various materials that correspond to matched sets of pictures from word walls or word banks as modeled	Supply numerals and number words that correspond to matched sets of pictures from word walls or word banks	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Patterns	Imitate pattern sounds with physical movement from modeling (e.g., clap, snap, stomp)	Select “What comes first, next or last?” in illustrated patterns according to oral directions	Sort patterns from non-patterns in pictures from oral directions	Identify patterns from pictures (e.g., “girl, boy, girl, boy”) from oral directions	Form patterns from pictures (e.g., “the tall girl, the short girl, the tall boy, the short boy”) from detailed oral directions
SPEAKING	Size	Indicate size of objects in pictures (e.g., “small,” “big”) using gestures and words	Specify size of objects in pictures (e.g., “a small ball,” “a big ball”)	Compare the size of two objects in pictures using phrases (e.g., “the smaller ball”)	Make statements about size from pictures or illustrated scenes (e.g., “This is the <i>biggest</i> .”)	Make up related sentences or “stories” about differences in size using comparative language from illustrated scenes
READING	Geometric shapes	Match pictures of real-life objects (e.g., books or windows) with figures of geometric shapes	Classify pictures of real-life objects according to geometric shapes (e.g., circles or squares)	Sort diagrams of geometric shapes according to their first letter (e.g., “c” or “r”)	Find pairs of matching words and diagrams of geometric shapes	Identify words for geometric shapes from labeled diagrams
WRITING	Time	Draw, trace or copy pictures from models to express times of day	Depict times of day (e.g., day or night) from illustrated scenes and models using icons, letters or scribble writings	Express times of day (e.g., morning, noon or night) from illustrated scenes and models using words with invented spellings	Complete “story” starters related to times of day from illustrated scenes and models using words or phrases with invented spellings	Produce “stories” about times of day related to events or actions using phrases or short sentences with invented spellings

Level 6 - Reaching

ELP Standard 4: The Language of Science, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Change in self & environment	Indicate change in self through gestures or environment from pictures, according to oral commands	Match pictures or photographs of offspring with adults following oral models (e.g., from seeds to plants, from kittens to cats) as examples of change	Identify stages of development in pictures of self or organisms in the environment following oral models as examples of change	Sort illustrated activities by stages of development of self or organisms in the environment following oral models as examples of change	Sequence illustrated activities that denote change in self or environment (e.g., life cycle of plants) as directed orally
SPEAKING	Senses	Associate senses with physical actions with a partner in L1 or L2	Give examples of uses of senses with a partner in L1 or L2 (e.g., “I see...”)	Describe everyday activities that involve senses with a partner in L1 or L2	Explain why senses are useful or important to a partner in L1 or L2	Predict how senses are affected by change (e.g., injury, temperature)
READING	Animals	Match outlines of animals to pictures or objects (e.g., fitting puzzle pieces) with a partner	Match pictures of animals with labels to animal icons with a partner	Sort pictures of animals with labels by first letter (e.g., cat, cow) with a partner	Find animal words in picture books and classrooms (e.g., on word walls, bulletin boards) with or without a partner	Classify pictures of animals with labels according to picture books (e.g., at the farm)
WRITING	Colors	Create “messages” in L1 or L2 by experimenting with or mixing colors (e.g., paints)	Practice making letters or scribble writings from models in L1 or L2 using a variety of colors and media	Produce letters and words with invented spellings in L1 or L2 based on model picture books or experiments about colors	Reproduce words or phrases with invented spellings in L1 or L2 found in picture books or experiments about colors	Compose “stories” about colors (e.g., rainbows) using drawings and words, phrases or short sentences with invented spellings in L1 or L2

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Living & non-living things	Classify living or non-living things from oral statements and pictures	Match oral descriptions of living or non-living things with pictures (e.g., “It lives in water. It swims.”)	Identify living or non-living things from WH-questions and pictures (e.g., “Which animal has no legs?”)	Match features (e.g., feathers/birds, fur/dogs, skin/people) of living or non-living things according to pictures and oral directions	Organize pictures with labels or other graphic representations of features of living or non-living things described orally
SPEAKING	Weather	Name familiar objects in photographs or illustrations associated with weather conditions (e.g., “cloud”)	Describe weather conditions from photographs or illustrations (e.g., “windy”)	Predict weather conditions from illustrated scenes (e.g., “It’s going to rain.”)	Compare/contrast weather conditions in illustrated scenes	Express likes, dislikes or preferences, with reasons, related to weather conditions from illustrated scenes
READING	Body parts	Apply concepts of print to books about body parts (e.g., “The book is about eyes. Show me the title of the book.”)	Pair labeled pictures of body parts with matching icons	Associate labeled pictures of body parts with initial consonants (e.g., nose-n)	Find labeled pictures of body parts with the same initial consonant (e.g., fingers-feet)	Match pictures of body parts with words
WRITING	Scientific inquiry	Produce drawings of materials needed for scientific inquiry from labeled pictures	Copy names of materials needed for scientific inquiry from labeled pictures	Reproduce lists of materials needed for scientific inquiry (e.g., bean, water, soil) from labeled pictures using words with invented spellings	Describe materials used in scientific inquiry using words or phrases with invented spellings	Relate experiences from use of materials in scientific inquiry using phrases or short sentences with invented spellings

Level 6 - Reaching


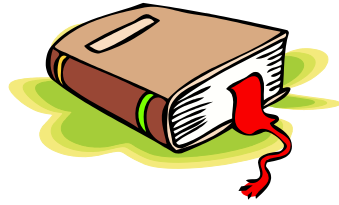


ELP Standard 5: The Language of Social Studies, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Symbols & holidays	Point to or locate symbols or holiday scenes in classrooms, pictures or objects named orally (e.g., flags)	Show symbols of holidays from pictures or objects based on oral commands (e.g., a pumpkin with a face)	Match symbols of holidays with illustrated scenes based on oral directions	Identify symbols of holidays within illustrated scenes based on oral directions	Find symbols of holidays based on oral descriptions or oral reading
SPEAKING	Clothing	Repeat names of and identify clothing on self or peers when modeled in L1 or L2	Brainstorm names of articles of clothing (e.g., “shorts,” “pants”) with peers in L1 or L2	Describe clothing on self to peers in phrases or short sentences	Describe, with details, clothing worn by peers or by characters in picture books (e.g., “He has a red and blue sweater.”)	Give reasons for wearing different kinds of clothing
READING	Seasons	Categorize pictures according to names of seasons in a whole group	Find labeled illustrations or photographs modeled on word walls or displays of seasons in small groups	Match labeled illustrations or photographs of seasons to those in trade books in small groups	Compare labeled illustrations of seasons in various trade books in small groups	Identify words associated with seasons in illustrated expository text in small groups
WRITING	Self & family	Draw self-portrait and copy or trace name	Draw family portrait from models or photographs and identify people by initials	Draw family members from models or photographs and label people and pets	Draw and describe family members using words or phrases with invented spellings	Produce illustrated “stories” about self and family using phrases or short sentences with invented spellings

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Transportation	Associate sounds of different modes of transportation with pictures (e.g., “Which goes choo choo?”)	Identify modes of transportation from visually supported rhymes or chants (e.g., “The Wheels on the Bus”)	Match pictures of modes of transportation with descriptive statements (e.g., “Airplanes go fast.”)	Pair modes of transportation with their environment (e.g., “Jets fly in the air.”) based on pictures and oral directions	Differentiate modes of transportation from the past or present based on pictures and oral descriptions	
SPEAKING	Homes in a community/ Habitats	Repeat names of different types of homes or habitats from models and illustrations (e.g., “house,” “nest”)	Match homes or habitats to animals in illustrated scenes using phrases or chunks of language (e.g., “bee hive,” “in a pond”)	Describe different types of homes or habitats from illustrated scenes using phrases or short sentences	Compare/contrast different types of homes or habitats from illustrated scenes using related sentences	Provide detailed information about homes or habitats (e.g., personal address or “Birds live in nests in trees.”)	
READING	Food	Recognize food-related symbols or icons in illustrations	Match labeled pictures with words about food from various sources (e.g., labels on cans or cartons)	Find labeled pictures of food by initial sounds or consonants (e.g., “pineapple,” “peas”)	Sort pictures of food by initial sounds or consonants (e.g., “Find foods that start with the letter B.”)	Identify food words in illustrated phrases or short sentences	
WRITING	School	Draw personal responses to people, places or objects in school from pictures or models	Represent people, places or objects in school from pictures and models using letters or scribble writings	Label people, places or objects in school from pictures and models using words with invented spellings	Make lists of people, places or objects in school from pictures and models using words or phrases with invented spellings	Create “stories” about people, places or objects in school from pictures using phrases or short sentences with invented spellings	

Example Topics and Genres: Content Related to WIDA's English Language Proficiency Standards

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Standard 1: Social and Instructional language	Standard 2: The language of Language Arts	Standard 3: The language of Mathematics	Standard 4: The language of Science	Standard 5: The language of Social Studies
<p>Example Topics</p> <ul style="list-style-type: none"> Classroom & school rules Everyday objects Feelings & emotions Following directions Interests, opinions & preferences Leisure activities Likes, dislikes & needs Personal correspondence Personal information School areas, personnel & activities Sharing/Cooperation <div style="text-align: center; margin-top: 20px;">  </div>	<p>Example Genres</p> <ul style="list-style-type: none"> Fiction (literary text) Folktales Non-fiction (expository text) Pattern books/ Predictable books Poetry <p>Example Topics</p> <ul style="list-style-type: none"> Compound words Elements of story Homophones Phonemic awareness Phonics Rhyming words Role play Sequence of story Spatial relations Story elements Story telling Word families <div style="text-align: center; margin-top: 20px;">  </div>	<p>Example Topics</p> <ul style="list-style-type: none"> Basic operations (addition & subtraction) Capacity Estimation Graphs Interpretation of data Money Number sense Patterns Place value Quantity Shapes Size Standard & metric measurement tools Symmetry Time (digital & analog) Two- and three-dimensional shapes Weight Whole numbers <div style="text-align: center; margin-top: 20px;">  </div>	<p>Example Topics</p> <ul style="list-style-type: none"> Animals Astronomy Body parts Change Chemical & physical attributes Earth & sky Force & motion Gravity Life cycles Light Living & non-living things Magnetism Natural resources Organisms & environment Plants Renewable & non-renewable resources Senses Sound Water cycle Weather Weathering & erosion 	<p>Example Topics</p> <ul style="list-style-type: none"> Artifacts of the past Celebrations/Customs Citizenship Community workers Cultural heritage Families & responsibilities Historical figures & leaders Homes & habitats Indigenous peoples & cultures Jobs & careers Land forms/Bodies of water Money & banking Neighborhoods & communities Products in the marketplace Representations of the earth (maps & globes) Seasons Time & chronology Use of resources & land <div style="text-align: center; margin-top: 20px;">  </div>

ELP Standard 1: Social and Instructional Language, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Following directions	Follow oral directions according to simple commands using manipulatives or real-life objects (e.g., “Show me your paper.”)	Follow oral directions according to complex commands using manipulatives or real-life objects (e.g., “Put the cubes in a row across the paper.”)	Follow oral directions by comparing them with visual cues, nonverbal cues or modeling (e.g., “Fold the paper in half. Then place it on your table the long way.”)	Follow oral directions without visual or nonverbal support and check with a peer (e.g., “Put your name on the top line of the paper.”)	Follow a series of oral directions without support (e.g., “Put your name on the left-hand side of the paper. Then put the date on the right-hand side.”)
SPEAKING	Likes, dislikes & needs	Answer yes/no or choice questions about likes or dislikes with a partner in L1 or L2 (e.g., “Do you like school?”)	Share likes, dislikes or needs with a partner in L1 or L2	Paraphrase or combine likes, dislikes or needs with a partner (e.g., “She likes cake and ice cream.”) in L1 or L2	Give reasons for likes, dislikes or needs with a partner (e.g., “I like _____ because...” in L1 or L2	Convince a partner to share your likes, dislikes or needs in L1 or L2
READING	Leisure activities	Match icons or pictures to same on board games or other leisure activities with a partner	Place labeled pictures with corresponding pictures on board games or other leisure activities with a partner	Respond to words or phrases on board games or other leisure activities by carrying out actions with a partner	Carry out directions according to a series of sentences for board games or other leisure activities with a partner	Follow grade-level written directions for board games or other leisure activities
WRITING	Feelings & emotions	Draw or orally dictate personal experiences involving feelings and emotions in L1 or L2 from pictures or photographs	Label personal experiences involving feelings and emotions in L1 or L2 using pictures or photographs	Produce phrases or sentences about personal experiences involving feelings and emotions in L1 or L2	Maintain diaries or journals of related sentences about personal experiences involving feelings and emotions in L1 or L2	Compose illustrated stories based on personal experiences involving feelings and emotions

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	School areas, personnel & activities	Identify symbols, objects or people associated with classrooms or school areas, personnel or activities from pictures and oral statements (e.g., "Office" or "Exit")	Locate school areas, personnel or activities from pictures and oral descriptive phrases (e.g., "corner of the room," "washroom down the hall")	Relate school areas, personnel or activities described orally in a series of sentences to illustrated school or classroom scenes	Sort school areas, personnel or activities from non-school areas, personnel or activities according to oral descriptions with visual support (e.g., "Which person works outside the school?")	Match oral descriptions of school areas, personnel or activities with individual needs or situations (e.g., "If..., then...", "Suppose...")	
SPEAKING	Everyday objects	Name everyday objects depicted visually in real-life contexts (e.g. "paper" in a classroom scene)	Tell primary function or use of everyday objects depicted visually (e.g., "You write on it.")	Relate multiple functions or uses of everyday objects depicted visually (e.g., "I do homework on the table and eat dinner there.")	Compare/contrast uses of everyday objects depicted visually (e.g., "I wash myself with soap. I dry myself with a towel.")	Evaluate and give reasons for usefulness of everyday objects (e.g., "Pencils are better than crayons for writing. You can write neater with pencils.")	
READING	Sharing/ Cooperation	Match illustrated words with a word bank about cooperation or sharing	Identify illustrated phrases reflective of cooperation or sharing (e.g., "I help.")	Find examples of cooperation or sharing in illustrated sentences (e.g., "I give her my book.")	Select illustrated pairs of sentences reflective of cooperation or sharing (e.g., "I give her my book. She gives me hers.")	Identify titles or main ideas illustrative of cooperation or sharing based on grade-level text	
WRITING	Personal correspondence	Trace, copy or produce words about self using models and pictures	Make lists for varying personal purposes using models and pictures (e.g., school supplies)	Relate personal facts (e.g., to pen pals) using models and pictures (e.g., "I play soccer.")	Produce personal messages for friends or family using models and pictures	Compose personal stories from pictures or illustrated scenes	

ELP Standard 2: The Language of Language Arts, Formative Framework



		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Example Genre	Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books after numerous recitations	Match visuals of characters, places or objects with oral statements from illustrated pattern or predictable books after numerous recitations	Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books after numerous recitations	Interpret visual connections between characters, places or objects in pages read aloud from illustrated pattern or predictable books	Draw conclusions about characters, places or objects from pattern or predictable books read aloud
	Pattern books/ Predictable books					
	Example Topic	Follow along with classmates in role play activities modeled and described orally (e.g., gestures for songs, chants or poems)	Role play familiar, everyday activities modeled in illustrated books read by teachers in small groups	Role play characters in plays, videos or illustrated stories read by teachers in small groups	Reenact scenes in plays, videos or illustrated stories read by teachers in small groups	Dramatize grade-level stories that are read by teachers or viewed
	Role play					
SPEAKING	Example Genre	Name people (e.g., “boy,” “man”) or objects depicted on illustrated covers of fictional stories with a partner in L1 or L2	Describe people or objects in titles and illustrated covers of fictional stories with a partner in L1 or L2	Predict ideas in storylines based on titles and illustrated covers of fictional stories and share with a partner	Make up the beginning of storylines based on titles and illustrated covers of fictional stories and share with a partner	Connect storylines to personal experiences based on titles and illustrated covers of fictional stories
	Fiction (literary text)					
	Example Topic	Repeat new language related to story pictures or wordless picture books modeled by teachers	Describe people or places depicted in story pictures or wordless picture books in small groups or pairs	State actions of characters or describe events depicted in story pictures or wordless picture books in small groups or pairs	Tell stories from pictures or wordless picture books in small groups or pairs	Create original stories from a series of pictures, wordless picture books or personal experiences
	Story telling					

Level 6 - Reaching

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	Example Genre	Pair illustrated features or photographs of places or objects with icons in non-fiction books in small groups	Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction books in small groups	Compare/contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in non-fiction books in small groups	Categorize illustrated features of places or objects using graphic organizers and sentences in non-fiction books in small groups	Summarize features of places or objects from multiple compound sentences in non-fiction books	
	Non-fiction (expository text)						
	Example Topic	Demonstrate awareness of unique sounds by pointing or through gestures	Match voice to print by pointing to icons, letters or illustrated words	Cross-check pictures with phonics clues with a partner	Use phonics clues to sound out illustrated words in context	Predict words or phrases based on context cues in grade-level text	
	Phonics						
	Sequence of story	Sequence a series of pictures to tell stories	Match a series of pictures that tell stories with sequence words (e.g., “first,” “then,” “last”)	Select titles that correspond to a sequence of pictures	Sequence a series of sentences to related pictures	Sequence short paragraphs to tell stories	
WRITING	Example Genre	Copy words related to settings or characters in illustrated folktales from word walls or big books	Describe settings or characters in illustrated folktales from phrase walls or big books	Compare/contrast two characters, settings or events in illustrated folktales using graphic organizers with a partner	Relate sequence of events to characters and settings in illustrated folktales using graphic organizers with a partner	Connect events, characters or morals in illustrated folktales to self	
	Folktales						
	Example Topic	Reproduce symbols, letters or pictures of rhyming pairs from illustrated charts or displays with a partner	Pair rhyming words from illustrated charts or displays with a partner	Produce and organize rhyming words from pictures on charts, displays or graphic organizers with a partner	Use rhyming words in phrases or short sentences from illustrated charts or displays with a partner	Create original stories or poems using rhyming words in sentences from charts or displays	
	Rhyming words						

ELP Standard 2: The Language of Language Arts, Summative Framework



		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Example Genre Pattern books/ Predictable books	Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books	Match visuals of characters, places or objects with oral statements from illustrated pattern or predictable books	Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books	Interpret visual connections between characters, places or objects in paragraphs or pages read aloud from illustrated pattern or predictable books	Draw conclusions about main ideas from pattern or predictable books read aloud
	Example Topic Sequence of story	Match pictures to sentences read aloud	Order pictures of related sentences read aloud that use sequential language (e.g., first, second, last; first, then, next)	Sequence pictures of stories read aloud by beginning, middle and end	Match story sequence read aloud to a series of pictures (e.g., “Once upon a time...and they lived happily ever after.”)	Select logical outcomes or endings to stories read aloud
SPEAKING	Example Genre Fiction (literary text)	Name people (e.g., “boy,” “man”) or objects depicted in illustrated covers of fictional stories	Describe people or objects in titles and illustrated covers of fictional stories	Predict ideas in storylines based on titles and illustrated covers of fictional stories	Make up the beginning of storylines based on titles and illustrated covers of fictional stories	Relate storylines to personal experiences based on titles and illustrated covers of fictional stories
	Example Topic Story elements	Name persons (characters) or settings of stories from picture books	Describe characters or settings of stories from picture books	State main ideas or themes of stories, including characters or settings, from picture books or illustrated short stories	Narrate main events of plot sequences in given time frames of picture books or illustrated short stories	Re/tell stories using story elements from picture books or short stories

Level 6 - Reaching

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Example Genre Non-fiction (expository text)	Pair illustrated features or photographs of places or objects with icons in non-fiction books (e.g., ☺ and a person's face)	Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction books	Compare/contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in non-fiction books	Categorize illustrated features of places or objects using graphic organizers and sentences in non-fiction books	Summarize features of places or objects from multiple compound sentences in non-fiction books
	Example Topic Phonemic awareness	Recognize sounds in spoken words with accompanying illustrations	Blend sounds together to make words, shown visually	Remove or add sounds to existing words to make new words, shown visually (e.g., "Cover up the t in cart. What do you have now?")	Segment illustrated sentences into words or phrases	Identify spell/sound correspondence in grade-level text
WRITING	Example Genre Folktales	Select and copy words related to settings or characters in illustrated folktales from word banks	Describe settings or characters in illustrated folktales from phrase banks	Compare/contrast two characters, settings or events in illustrated folktales using graphic organizers	Describe sequence of events related to characters and settings in illustrated folktales using graphic organizers	Connect events, characters or morals in illustrated folktales to self
	Example Topic Word families	Reproduce illustrated word pairs by families (e.g., cat, hat)	Generate lists of word families from illustrated models	Make statements or questions about illustrated word families	Describe illustrated word families using related sentences	Create stories about word families

Level 6 - Reaching

ELP Standard 3: The Language of Mathematics, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Graphs Interpretation of data	Shade or color graphs according to oral commands modeled by a teacher (e.g., “Here is a graph. Color this bar red.”)	Identify data in graphs from oral commands or questions modeled by a teacher (e.g., “Which bar shows the most?”)	Locate information on graphs based on oral statements or questions (e.g., “Which bar shows that most people like ice cream?”) and check with a partner	Display comparative data on graphs according to oral commands (e.g., “Fill in the graph to say there are more girls than boys.”) and check with a partner	Interpret data on graphs from oral descriptions (e.g., “Which graph says, ‘Most children are wearing red, some are wearing blue and the fewest are wearing green?’”)	Level 6 - Reaching
SPEAKING	Number sense	Provide identifying information that involves real-world numbers (e.g., age, address or telephone number) to a partner	Give examples of things with real-world numbers (e.g., room numbers, bus numbers or calendars) to a partner	Exchange examples of how or when to use numbers outside of school with a partner (e.g., shopping)	Explain how to play games or activities that involve numbers (e.g., sports, board games, hopscotch) to a partner	Tell or make up stories or events that involve numbers	
READING	Standard & metric measurement tools	Use diagrams to guide use of standard or metric measurement tools with a partner	Use labeled diagrams from texts to guide use of standard or metric measurement tools with a partner	Identify key phrases in illustrated text to use standard or metric measurement tools with a partner	Follow illustrated directions from text to compare tools for standard or metric measurement with a partner	Follow illustrated directions from text to use standard or metric measurement tools	
WRITING	Quantity	Produce pictures with numerals or reproduce words associated with quantities from models (e.g., from newspapers or magazines)	Take dictation or make notes of examples of phrases associated with quantities in everyday situations (e.g., “a little of,” “a lot of”)	Provide examples of quantities in context (e.g. “a bunch of grapes”) using phrases or short sentences	Describe uses of quantities in everyday math with illustrated examples using sentences	Explain importance of everyday math using quantities in real-life situations (e.g., when shopping or cooking) using a series of related sentences	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Two- & three-dimensional shapes	Identify two- or three-dimensional shapes depicted in illustrations described orally (e.g., “Find a shape like the sun.”)	Match attributes of two- or three-dimensional shapes described orally to objects	Identify objects composed of multiple two- or three-dimensional shapes described orally (e.g., “Put a sphere or ball on either side of a cylinder. What do you see?”)	Construct two- or three-dimensional figures described orally (e.g., “Put two lines up and down and two lines across. What shape do you have?”)	Change attributes of two- or three-dimensional shapes to make others based on oral discourse (e.g., “Take one side away from a square. Then move the three line segments to make a shape. What do you have?”)	
SPEAKING	Basic operations	Recite math-related words or phrases related to basic operations from pictures of everyday objects and oral statements	Restate or paraphrase basic operations from oral statements, referring to pictures of everyday objects (e.g., “Ten pencils <i>and</i> ten more are twenty.”)	Describe representations of basic operations from pictures of everyday objects and oral descriptions (e.g., “There are seven dogs <i>altogether</i> .”)	Compare/contrast language of basic operations from pictures and oral descriptions (e.g., “Tell me different ways to say this math sentence...”)	Explain basic operations involved in problem solving using pictures and grade-level oral descriptions	
READING	Estimation Money	Match labeled pictures with general words related to estimation (e.g., “a lot,” “a little”) to pictures of varying quantities	Match words or phrases related to estimation (e.g., “about 20 cents”) to illustrated word banks of varying quantities	Identify language associated with estimation in illustrated phrases or sentences (e.g., “I see <i>close to</i> 100 nickels.”)	Distinguish between language of estimation (e.g., “I have <i>almost</i> one dollar.”) and language of precision (“I have one dollar.”) in illustrated sentences	Order illustrated sentences involving the language of estimation used to solve grade-level problems	
WRITING	Whole numbers	Find and reproduce number words (e.g., from 1-100) from an assortment of labeled visuals	Distinguish number words from other math words using graphic or visual support and word banks	Group numbers presented in graphs or visuals using phrases or short sentences (e.g., “This group has more than 40.”)	Compare numbers in graphs or visuals using sentences (e.g., “85 is greater than 75. It goes up higher in the table.”)	Describe illustrated scenes or events using numbers in a series of related sentences	

ELP Standard 4: The Language of Science, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Force & motion	Explore movement of real-life objects by following oral commands and modeling (e.g., “Push the ball. Watch it move. Make it stop.”)	Move real-life objects by following multi-step oral directions (e.g., “The car goes backwards. The car then goes forwards. Finally, it stops.”)	Compare movement of objects based on oral statements by pointing to pictures or demonstrating using real-life objects (e.g., “Show me which goes fastest: bikes, buses or airplanes.”)	Predict movement of objects by pointing to pictures or demonstrating based on oral statements (e.g., “Show what happens when you let go of balloons.”)	Role play effects of force on motion through gestures or demonstration based on oral scenarios
SPEAKING	Earth & sky	Name objects of the earth or sky from observation, photographs or models	Describe objects of the earth or sky from observation, photographs or models (e.g., “The sun is big and yellow.”)	State relationships between objects of earth or sky using diagrams, photographs or models (e.g., “Mercury is closest to the sun.”)	Discuss and show changes in the earth and sky using diagrams, photographs or models (e.g., seasons, day/night)	Report, with details, on topics about the earth and sky (e.g., the Big Dipper) using diagrams, photographs or models
READING	Natural resources	Select labeled natural resources (e.g., sources of water) to make posters from magazine pictures with a partner	Search for words and pictures in big books or illustrated trade books associated with natural resources (e.g., rain or ice) with a partner	Identify illustrated phrases associated with the use of natural resources in activities (e.g., “go swimming”) with a partner	Classify illustrated sentences associated with the use/non-use of natural resources in activities with a partner	Sequence sentences to show the use of natural resources in activities (e.g., washing clothes)
WRITING	Renewable & non-renewable resources	Label objects that represent renewable and non-renewable materials from real-life or illustrated examples (e.g., paper, cotton or wool) in L1 or L2	List examples of renewable and non-renewable materials from illustrated word/phrase banks using graphic organizers (e.g., T chart) in L1 or L2	Distinguish between renewable and non-renewable resources from pictures or real-life materials (e.g. using phrases or short sentences with opposites) in L1 or L2	Describe goods made from renewable or non-renewable resources from pictures or real-life materials using sentences	Evaluate usefulness of goods made from renewable and non-renewable resources using a series of related sentences

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Chemical & physical attributes	Identify objects according to chemical or physical properties from pictures and oral statements	Match objects according to chemical or physical properties from pictures and oral descriptions	Group objects according to chemical or physical properties from pictures and oral statements (e.g., “Water and milk are liquids. You can pour them. Find something else to pour.”)	Rank or compare objects according to chemical or physical properties from pictures and oral descriptions (e.g., “Which one is the coldest?”)	Identify chemical or physical change in properties of objects based on oral scenarios	
SPEAKING	Weather	Use words or phrases related to weather from pictures or photographs (e.g., “clouds in sky”)	Make statements about weather from pictures or photographs (e.g. “It’s raining.”)	Compare/contrast weather conditions from pictures, photographs or graphs	Forecast weather and provide reasons from pictures, photographs or graphs	Validate weather forecasts against pictures, photographs or graphs	
READING	Living organisms	Identify living organisms from labeled diagrams, pictures in graphs or charts	Sort living organisms according to descriptions of their attributes using pictures and phrases with graphic organizers (e.g., T charts)	Transfer information on living organisms and their attributes using pictures and sentences to complete graphs or charts	Compare living organisms according to their attributes using illustrated graphs or charts and text	Interpret graphs or charts related to living organisms and their attributes using explicit grade-level text	
WRITING	Change	Note difference or change by labeling drawings or copying words from word banks (e.g., baby to man)	Identify change according to stages of processes or cycles (e.g., from seeds to plants or from caterpillars to butterflies) using words or phrases	Describe change in processes or cycles depicted in visuals using phrases and short sentences	Compare/contrast change depicted in visuals using a series of sentences	Explain the process of change in visuals using connected sentences	

ELP Standard 5: The Language of Social Studies, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Neighborhoods/ Communities	Match signs around neighborhoods with actions based on oral commands and pictures, realia or field trips (e.g., “Stop, look, listen” at railroad crossings) with a partner	Identify signs or places in communities from oral statements and pictures, realia or field trips (e.g., “Firefighters work here.”) with a partner	Locate places in relation to other places or signs in neighborhoods or communities from pictures, maps or field trips and oral statements (e.g., “The house is next to the park.”) with a partner	Find specific locations on neighborhood or community maps based on detailed oral statements (e.g., “The school is at the corner of First and Oak.”) with a partner	Construct or complete neighborhood or community maps with places and signs based on a series of oral directions
SPEAKING	Families & responsibilities	State what families do based on gestures or modeling in small groups	Share personal responsibilities within a family based on pictures or role playing (e.g., “I feed the dog.”) in small groups	Compare responsibilities of family members (e.g., younger and older siblings) based on pictures, role playing or personal experiences in small groups	Propose changes to personal or family responsibilities based on role playing or personal experiences in small groups	Discuss or rate importance of personal or family responsibilities in small groups
READING	Money & banking	Use phonetic clues to sort or match real or visuals of currencies from around the world, (e.g., peso, penny)	Associate words or phrases related to currencies with illustrated word/phrase walls or picture books	Match simple sentences about familiar experiences with uses of currency shown in illustrations	Sequence illustrated sentences about familiar experiences with uses of currency to make a story	Select titles for grade-level stories about money and banking
WRITING	Homes & habitats	Draw and label pictures of different types of homes or habitats from models (e.g., on bulletin boards)	Identify different types of homes or habitats from pictures or models using general vocabulary (e.g., “Birds <i>here</i> .”)	Describe different types of homes or habitats from pictures using some specific vocabulary (e.g., “Birds live in nests.”)	Compare different types of homes or habitats from illustrated scenes using specific vocabulary (e.g., hives v. caves)	Produce stories about different types of homes or habitats using grade-level vocabulary

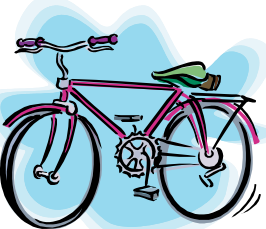
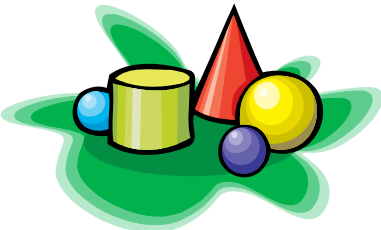

Level 6 - Reaching

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Land forms/ Bodies of water	Match land forms or bodies of water with illustrated scenes based on oral questions or directions	Identify characteristics of land forms or bodies of water from oral descriptions and visuals (e.g., “You see many hills. This one is the highest.”)	Classify or group land forms or bodies of water by common characteristics described orally with visuals (e.g., oceans, rivers, streams)	Locate land forms or bodies of water based on specific language, descriptive oral discourse and visuals	Differentiate land forms or bodies of water based on specific language and oral scenarios (e.g., mountains, hills or plateaus)
SPEAKING	Community workers	Name community workers shown doing their jobs in pictures or illustrated scenes	State roles of community workers in pictures or illustrated scenes	Describe encounters or interactions with community workers in illustrated scenes	Explain importance or contributions of community workers in illustrated scenes	Predict impact of community workers in emergencies or unusual situations
READING	Artifacts of the past	Match labeled pictures with illustrated artifacts of the past	Sort types of artifacts of the past (e.g., transportation v. communication) described in illustrated phrases	Compare/contrast information about artifacts of the past from illustrated text	Summarize information about artifacts of the past from illustrated text	Interpret explicit information about artifacts of the past from illustrated text
WRITING	Products in the marketplace	Reproduce or label pictures of products in the marketplace from illustrated word banks	Describe products in the marketplace from illustrated examples	Compare attributes of two products in the marketplace from illustrated examples	State uses of products in the marketplace from illustrated examples	Evaluate usefulness of products in the marketplace and give reasons for choices or decisions

Level 6 - Reaching

Example Topics and Genres: Content Related to WIDA’s English Language Proficiency Standards

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Standard 1: Social and Instructional language	Standard 2: The language of Language Arts	Standard 3: The language of Mathematics	Standard 4: The language of Science	Standard 5: The language of Social Studies
<p>Example Topics</p> <ul style="list-style-type: none"> Assignments Classroom supplies/ Resources Following directions Health & safety Information gathering Leisure activities Opinions Personal experiences Personal information Rules & procedures <div style="text-align: center; margin-top: 20px;">  </div>	<p>Example Genres</p> <ul style="list-style-type: none"> Biographies & autobiographies Fables Fairy tales Fantasies Folklore Informational texts Legends Mysteries Myths Narratives Prose Science fiction Tall tales <p>Example Topics</p> <ul style="list-style-type: none"> Affixes & root words Comprehension strategies Conventions & mechanics Editing & revising Explicit & inferential information Fact or opinion Fluency strategies Hyperbole Main ideas/Details Organization of texts Phonemes/Phonology Points of view Story elements & types of genres Story grammar Text structure & organization 	<p>Example Topics</p> <ul style="list-style-type: none"> Angles Area Attributes of two- and three-dimensional shapes Basic operations (multiplication & division) Cost/Money Data analysis Decimals Descriptive statistics Fractions Large whole numbers Metric system Patterns & relationships Percent Perimeter Place value Polygons Scale Sets Strategies for problem solving <div style="text-align: center; margin-top: 20px;">  </div>	<p>Example Topics</p> <ul style="list-style-type: none"> Body systems Cells & organisms Earth history/Materials Ecology & conservation Ecosystems Electricity Energy sources Foods & nutrition Forces of nature Fossils Geological forms Heat Living systems Magnetism Natural resources Nature Reproduction & heredity Scientific inquiry Simple machines Solar system States of matter Weather patterns <div style="text-align: center; margin-top: 20px;">  </div>	<p>Example Topics</p> <ul style="list-style-type: none"> Ancient civilizations Branches of government Colonization Communities Cross-cultural experiences Explorers Goods & services Historical events, figures & leaders Immigration/Migration Legends & scales Maps & globes/Locations Needs of groups, societies & cultures Neighbors North & South Prehistoric animals Resources & products Times long ago Tools & artifacts Topography: rivers, coasts, mountains, deserts, plains Trade routes U.S. documents U.S. regions

ELP Standard 1: Social and Instructional Language, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Classroom supplies/ Resources	Identify materials needed to complete tasks from realia and oral commands and check with a partner (e.g., “Take out a number 2 pencil.”)	Select materials or resources needed to complete tasks based on realia and compound sentences and check with a partner (e.g., “You need your activity sheet and math book.”)	Match materials or resources needed to complete tasks with their uses based on realia and oral directions and check with a partner	Sequence use of materials or resources needed to complete tasks based on realia and oral directions and check with a partner	Evaluate use of materials or resources needed to complete tasks based on oral discourse (e.g., “I may need to change my answer. Which kind of writing tool would be best?”)
SPEAKING	Information gathering	Seek assistance from peers or teachers to gather information (e.g., for assignments) in L1 or L2	Respond to questions from peers or teachers about information gathering (e.g., finding meaning of words) in L1 or L2	Ask questions to obtain information to share with peers in L1 or L2	Clarify information by restating or rephrasing ideas to peers in L1 or L2	Offer specific information that supports ideas with peers
READING	Personal experiences	Identify words or phrases related to self or personal experiences from illustrated text or word/phrase walls	Make predictions from illustrated text using prior knowledge or personal experiences	Confirm predictions based on prior knowledge or personal experiences from illustrated text	Compare/contrast personal experiences with those in illustrated text	Evaluate validity of information in grade-level text based on personal experiences
WRITING	Health & safety	Draw, label or list substances or objects around school, home or community related to health or safety from visuals in L1 or L2	Describe health or safety practices around school, home or community from visuals (e.g., pedestrian safety) in L1 or L2	Sequence health or safety procedures or practices at school, home or community from visuals (e.g., fire or disaster drills, accidents on the playground) in L1 or L2	Provide examples and strategies for maintaining health or safety at school, home or community from visuals in L1 or L2	Create pieces (e.g., brochures or newsletters) about safety or health issues with classroom, school, home or community examples

Level 6 - Reaching

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Following directions	Follow one-step oral commands supported visually or modeled	Follow two-step oral commands supported visually that involve language of request (e.g., “Please open your book <i>and</i> point to a picture.”)	Follow multi-step oral commands supported visually that incorporate language of request (e.g., “I’m asking you to close your book, put it in your desk and get in line.”)	Follow a series of oral directions supported visually that involve language of request (e.g., “First, I would like you to... Then, please... Finally,...”)	Follow multiple linguistically complex oral directions that involve language of request (e.g., “Before you wash your hands, please be so kind as to clean up the mess under your desk.”)	
SPEAKING	Personal information/ Opinions	Produce words in response to WH-questions about self from picture prompts and models	Produce phrases or short sentences in response to personal, open-ended questions from picture prompts	Use sentences to provide information about self or opinions in response to picture prompts	Express connected ideas to relate personal information or opinions using picture prompts	Provide extended discourse with justification in regard to personal information or opinions	
READING	Leisure activities	Select general themes related to leisure activities from pictures and words or phrases (e.g., “Play ball.”)	Locate information in visually or graphically supported text on leisure activities (e.g., soccer schedule)	Identify overall message from visually or graphically supported examples of leisure activities	Compare information from visually or graphically supported text on leisure activities (e.g., soccer schedule for September and October)	Infer information on leisure activities from text (e.g., soccer team’s travel schedule)	
WRITING	Rules or procedures	Produce words/phrases associated with school rules or procedures from illustrated scenes and models	List dos and don’ts regarding school rules or procedures from illustrated scenes (e.g., “Don’t run in the halls.”)	Give examples of school rules or procedures from illustrated scenes for specific situations (e.g., fire drills, lunchroom)	Explain the usefulness or importance of school rules or procedures from illustrated scenes of specific situations	Discuss or propose modifications to or consequences of breaking school rules or procedures	

ELP Standard 2: The Language of Language Arts, Formative Framework



		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Example Genre Mysteries	Match pictures to individual clues based on oral statements with a partner	Identify pictures associated with solutions to short mysteries read aloud with a partner	Make predictions based on pictures of clues/pieces of evidence from mysteries and oral descriptions in cooperative groups	Sequence pictures of clues/pieces of evidence from mysteries read aloud in cooperative groups	Apply analogies of events or characters in mysteries read aloud to students' lives
	Example Topic Comprehension strategies	Point to letter combinations, words, parts of books or illustrations in response to teachers' reading of illustrated books to show comprehension	Gesture during shared reading of illustrated stories or trade books (e.g., giving thumbs-up/thumbs-down signals) to show comprehension	Follow directions (e.g., create word families or word walls) in response to group reading of illustrated stories or trade books to show comprehension	Respond non-verbally to teachers or peers (e.g., during guided reading) to demonstrate comprehension strategies	Connect information from oral reading of grade-level material to demonstrate comprehension strategies (e.g., "Show me two sentences that go together.")
SPEAKING	Example Genre Fantasies	Answer WH- or choice questions about pictures of imaginary people, objects or situations from peers in L1 or L2	Describe pictures of imaginary people, objects or situations to peers in L1 or L2	Provide details of pictures of imaginary people, objects or situations to peers	Develop and enact scenarios from pictures of imaginary people, objects or situations with peers	Make up fantasies about imaginary people, objects or situations and share with peers
	Example Topic Points of view	Describe self with words and gestures (e.g., features, likes and dislikes)	Compare self with familiar persons (e.g., friends, family members, movie stars) using photographs, pictures or graphic organizers	Compare self with characters in literary works using graphic organizers or technology	Compare self with motives or points of view of characters in literary works using graphic organizers or technology	Explain differences between self-motives or points of view and those of characters in literary works using graphic organizers or technology

Level 6 - Reaching

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Example Genre Biographies & autobiographies	Find identifying information on biographies from words or phrases in illustrated books or word/phrase walls using physical activity	Sequence events in biographical sketches in illustrated books using graphic organizers or physical activity	Sort relevant from irrelevant biographical information in illustrated books using graphic organizers or physical activity	Compare/contrast biographical information of two persons in illustrated books using graphic organizers or physical activity	Synthesize biographical information of two persons from grade-level material to form opinions on people
	Example Topic Fact or opinion	Match labels or identify facts from illustrations and phrases (e.g., “I see...,” “There is...”)	Identify language associated with fact in fiction or non-fiction illustrated paragraphs (e.g., “I know that...,” “It is true that...”)	Sort language associated with fact or opinion in fiction or non-fiction illustrated text (e.g., “I think that...,” “We believe that...,” “It could be...”)	Differentiate between statements of fact and opinion found in various illustrated reading selections	Identify authors’ purpose associated with fact or opinion in fiction or non-fiction from grade-level text
	Fluency strategies	Use cues for sounding out unfamiliar words with accompanying visuals	Match visually supported context cues with statements to find meaning and facilitate fluency	Show how to use punctuation cues to facilitate expression and fluency with visually supported text	Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text	Apply strategies to adjust pace and expression while reading orally
WRITING	Example Genre Narratives	Respond to illustrated events using words or phrases based on models in round tables with peers	List illustrated events using phrases or short sentences based on models in round tables with peers	Describe a series of illustrated events using related sentences in narrative form based on models in round tables with peers	Narrate a series of illustrated events using paragraph transitions in narrative form based on models and peer edits	Produce grade-level narrative stories or reports using process writing
	Example Topic Editing & revising	Produce personal word/phrase lists from labeled pictures and check with a partner for edits and revision	Create phrases/short sentences from models and check with a partner for edits and revision	Edit and revise guided writing (e.g., for conventions and structures) based on teacher feedback	Edit and revise writing (e.g., using word processing or rubrics) based on class or peer reviews	Self-assess to edit and revise writing to produce final drafts

Level 6 - Reaching

ELP Standard 2: The Language of Language Arts, Summative Framework



		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Example Genre Mysteries	Match pictures to individual clues based on oral statements	Identify pictures associated with solutions to short mysteries read aloud	Make predictions based on pictures of clues/pieces of evidence from mysteries and oral descriptions	Sequence pictures of clues/pieces of evidence from mysteries read aloud	Apply analogies of events or characters in mysteries read aloud to students' lives
	Example Topic Explicit & inferential information	Match oral statements from narrative or expository material to their illustrated representations	Determine literal meanings of oral passages from narrative or expository material and match to illustrations	Project next in a sequence from oral discourse on narrative or expository material supported by illustrations	Identify cause/effect in oral discourse from narrative or expository material supported by illustrations	Make connections and draw conclusions from oral discourse using grade-level materials
	Example Genre Fantasies	Answer WH- questions to distinguish between pictures of real and imaginary people, objects or situations	Describe pictures of imaginary people, objects or situations	Provide details of pictures of imaginary people, objects or situations	Complete scenarios from pictures of imaginary people, objects or situations	Make up fantasies about imaginary people, objects or situations
	Example Topic Story elements & types of genres	Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables or legends) depicted visually	Describe story elements of various genres supported by illustrations	Summarize story lines, issues or conflicts in various genres supported by illustrations	Discuss relationships among ideas or offer opinions on issues in various genres supported by illustrations	Propose options or solutions to issues in various genres and support responses with details

Level 6 - Reaching

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Example Genre Biographies & autobiographies	Find identifying information on biographies from illustrations, words or phrases	Sequence events in biographical sketches using illustrations and graphic organizers (e.g., time lines)	Sort relevant from irrelevant biographical information using illustrations and graphic organizers	Compare/contrast biographical information of two persons using illustrations and graphic organizers	Synthesize biographical information of two persons from grade-level material to form opinions on people
	Example Topic Main ideas & details	Find identifying information illustrative of main ideas from illustrations, words or phrases	Sort main ideas and details from sentences using visual support and graphic organizers	Match main ideas with their details from paragraphs using visual support and graphic organizers	Interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support	Form or infer main ideas from details using grade-level materials
WRITING	Example Genre Narratives	Respond to illustrated events using words or phrases based on models	List illustrated events using phrases or short sentences based on models	Depict a series of illustrated events using related sentences in narrative form based on models	Sequence a series of illustrated events using paragraph transitions in narrative form based on models	Produce grade-level narrative stories or reports
	Example Topic Conventions & mechanics	Identify basic conventions or mechanics in text (e.g., use of capital letters)	Differentiate uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks)	Relate when to use conventions or mechanics in illustrated passages (e.g., commas to indicate a series)	Revise illustrated paragraphs according to use of specified conventions or mechanics (e.g., combine sentences to make appositives)	Provide examples and reasons for use of specified conventions or mechanics (e.g., “Why do we need commas?”)

Level 6 - Reaching

ELP Standard 3: The Language of Mathematics, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Cost/Money	Match prices to goods using visually supported materials (e.g., newspapers or magazines) and oral questions (e.g., “Which one costs a lot?”) with a partner	Compare prices of goods using visually supported materials and oral questions (e.g., “Which one costs more, X or Y?”) with a partner	Analyze prices of goods using visually supported materials and oral questions (e.g., “Which one is the most expensive?”) with a partner	Predict prices of goods using visually supported materials and oral questions (e.g., “Which one do you think costs <i>under</i> \$1,000?”) with a partner	Make conditional purchases of goods from oral questions (e.g., “If you had \$1,000, which items would you buy?”)
SPEAKING	Basic operations	Repeat information about math operations using realia or manipulatives and teacher models (e.g., “Here are 3 groups of 4.”) in L1 or L2	Paraphrase information about math operations using realia or manipulatives and teacher models in L1 or L2	Connect new information about math operations to previous experiences using realia or manipulatives	Explain or discuss uses of information about math operations using realia or manipulatives	Integrate or synthesize information about math operations to create own problems
READING	Scale	Recreate drawings from diagrams and written directions in a small group (e.g., “Make a car like this.”)	Create scale drawings from diagrams or models and written directions in a small group	Construct scale drawings from everyday experiences, diagrams or models and written sets of directions in a small group	Reproduce scale models from diagrams and written sets of directions in a small group	Build models to scale based on diagrams and written instructions (e.g., three-dimensional puzzles)
WRITING	Fractions	Label fractional parts of diagrams or realia from number word banks	Describe what the fractional parts mean from diagrams or realia in phrases or short sentences	Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences	Describe strategies or tips for solving problems involving fractions from diagrams in paragraph form	Create original problems involving fractions embedded in scenarios or situations

Level 6 - Reaching

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Descriptive statistics	Mark position/ location of numbers or illustrated objects from oral commands (e.g., “top,” “bottom,” “middle”)	Identify comparative quantities of numbers or illustrated objects from oral commands or questions (e.g., “most,” “least”)	Match general and some specific language associated with descriptive statistics to illustrated oral examples	Discriminate between different meanings of language associated with descriptive statistics from illustrated oral discourse	Apply technical language related to descriptive statistics to grade-level oral scenarios (e.g., “mean,” “mode,” “median,” “range”)
SPEAKING	Strategies for problem solving	State words in figures or formulas from illustrated examples (e.g., X in 3×5 says “times”)	Use general vocabulary in math sentences from illustrated examples (e.g., “You <i>times</i> three <i>by</i> five.”)	Relate multiple uses of specific vocabulary in illustrated math sentences (e.g., “How many are left when you take away?” “Which number is to the left?”)	Paraphrase illustrated math sentences using specific or technical vocabulary (e.g., “‘How many are <i>left</i> ?’ means, ‘What is the <i>remainder</i> ?’”)	Explain different ways of problem solving grade-level examples using specific or technical vocabulary
READING	Large whole numbers	Identify large whole numbers from pictures and models (e.g., “This number has 7 places.”)	Identify large whole numbers from pictures or models and phrases or short sentences	Sort examples of large whole numbers from pictures or models and text (e.g., those more than and less than one thousand)	Compare examples of large whole numbers presented in pictures and text	Match situations to use of large whole numbers from grade-level text
WRITING	Three-dimensional shapes	Reproduce names of three-dimensional shapes from labeled models (e.g., cones, cylinders or prisms)	Make lists of real-world examples of three-dimensional shapes from labeled models	Describe attributes of three-dimensional shapes from labeled models	Compare/contrast attributes of three-dimensional shapes from labeled models or charts (e.g., “A ___ is like a ___ because ___.”)	Incorporate descriptions of three-dimensional shapes into real-world situations

Level 6- Reaching

ELP Standard 4: The Language of Science, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Foods & nutrition	Choose foods from realia, magazines or newspapers following oral directions	Classify foods from realia, magazines or newspapers following oral directions	Compare choices of foods by following oral directions with visual support	Evaluate choices of foods by following oral descriptions (e.g., “Choose the most nutritious food in this group.”)	Design meals by making choices of foods following a series of oral descriptions
SPEAKING	Nature	Organize and identify natural phenomena from real-life examples (e.g., “leaves,” “insects,” “rocks”) in small groups	Describe natural phenomena from real-life examples using general vocabulary (e.g., “This leaf has five points.”) in small groups	Categorize natural phenomena from real-life examples and give reasons for categorization scheme using general and some specific vocabulary in small groups	Compare features of natural phenomena from real-life examples using specific and some technical vocabulary (e.g., “This leaf has five veins while this one has two.”) in small groups	Discuss and explain physical relationships among natural phenomena from real-life examples using technical vocabulary
READING	Ecology & conservation	Sort real-life objects according to labels (e.g., recyclable and not recyclable)	Identify ways to conserve from pictures and written text	Sequence descriptive sentences and pictures to illustrate forms of conservation (e.g., recycling process)	Find solutions to conservation issues presented in illustrated texts or Web sites	Research better or new ways to conserve using grade-level materials
WRITING	Earth’s history	Label features of the Earth based on diagrams or models (e.g., its layers)	Classify features of the Earth, past or present, from diagrams or graphic organizers using phrases or short sentences	Describe features of the Earth, past or present, from diagrams or graphic organizers using related sentences	Differentiate features of the Earth in past, present or future from diagrams or graphic organizers using paragraphs	Compose fictional and non-fictional multi-paragraph pieces about the Earth’s features

Level 6 - Reaching

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	States of matter	Identify examples of states of matter from oral statements with visual support	Distinguish among examples of states of matter from oral statements and visual support	Identify series of changes in states of matter based on oral descriptions and visual support (e.g., from liquid to steam, back to liquid)	Hypothesize change in states of matter based on oral descriptions and visual support (e.g. “I take ice cubes out of the freezer. I put them in the sun. What will happen?”)	Determine relationships between states of matter from oral discourse
SPEAKING	Body or living systems	Answer questions that name basic parts of systems depicted visually and modeled (e.g., “Your arm is a bone. What is another bone?”)	Classify or give examples of parts of systems depicted visually (e.g., “Heart and blood go together.”)	Describe functions of systems or their parts using visual support	Discuss importance or usefulness of systems or their parts using visual support	Imagine how change affects systems or their parts (e.g., “How might breaking an arm change your daily life?”)
READING	Earth materials	Match labeled pictures representing earth materials with vocabulary (e.g., “Which one is a rock?”)	Sort descriptive phrases according to pictures of earth materials	Differentiate among earth materials using charts, tables or graphic organizers	Interpret information on earth materials from charts, tables or graphic organizers	Apply information on earth materials to new contexts using grade-level text
WRITING	Solar system	Copy names of astronomical objects associated with the solar system from labeled diagrams (e.g., “planets,” “stars”)	Describe features of astronomical objects from labeled diagrams	Compare/contrast astronomical objects from diagrams or graphs (e.g., size, distance from sun)	Discuss relationships between astronomical objects from diagrams or graphs	Evaluate potential usefulness of astronomical objects (e.g., life on the moon, solar power)

Level 6 - Reaching

ELP Standard 5: The Language of Social Studies, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<p>Tools & artifacts</p> <p>Time long ago</p>	Identify tools or artifacts of the past (e.g., from indigenous cultures) from pictures and oral statements in small groups	Identify uses of tools or artifacts of the past from pictures and detailed oral descriptions in small groups	Match pictures of tools or artifacts of the past within their environments with illustrated oral scenarios in small groups	Re-enact the past involving the creation or use of tools or artifacts based on illustrated oral readings, videos or movies in small groups	Interpret work of paleontologists and anthropologists through role play based on oral readings, videos or movies
SPEAKING	<p>Maps & globes/ Locations</p>	Locate and show places on maps or globes (e.g., “Here is Delaware.”) in L1 or L2 with a partner	Define locations of places on maps or globes (e.g., using relational language—“Wisconsin is <i>between</i> Minnesota and Michigan.”) in L1 or L2 with a partner	Detail locations of places on maps or globes (e.g., using descriptive language) with a partner	Give directions from one place/location to another on maps or globes (e.g., using sequential language) to a partner	Give explanations for places/locations on maps or globes (e.g., “I know this city is the capital because there is a star.”)
READING	<p>Immigration/ Migration</p>	Trace immigration/ migration routes on globes or maps with a partner	Match immigration/ migration routes on globes or maps to text and share with a partner	Organize information on immigration/ migration based on investigation using graphic or visual support with a partner	Compare information on immigration/ migration based on investigation (e.g. in Web sites, newspapers or libraries) using graphic or visual support with a partner	Identify reasons or explanations for immigration/migration based on investigation using grade-level multicultural texts
WRITING	<p>Historical events</p>	Reproduce historical highlights from labeled timelines or visually supported headlines	Create phrases or short sentences from timelines or visually supported headlines	Make entries of related sentences (e.g., in journals or logs) based on timelines or visually supported text	Produce reports by summarizing information (e.g., using first person)	Compose historical documentaries from multiple sources (e.g., using third person)

Level 6 - Reaching

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Trade routes	Identify information on trade routes from oral statements supported graphically or visually (e.g., points on timelines or icons on maps)	Arrange information on trade routes from oral directions supported visually or graphically (e.g., timelines, graphs, charts, maps)	Order or sequence information on trade routes from oral directions supported visually or graphically	Interpret information on trade routes from oral descriptions supported visually or graphically	Draw conclusions from information on trade routes from oral discourse supported visually or graphically	
SPEAKING	Explorers	Provide information about explorers depicted in illustrated scenes	Give examples of what explorers do or did from illustrated scenes	State reasons for exploration from maps, charts or timelines	Compare/contrast accomplishments of explorers from maps, charts or timelines	Explain, with details, contributions of explorers to history	
READING	Historical events, figures, & leaders	Match examples of historical events with illustrations and labels	Identify features, people or historical events depicted in illustrations and phrases	Compare/contrast different time periods or people using graphic organizers and sentences	Interpret effects of historical events on people's lives during different time periods using graphic organizers and text	Detect trends based on historical events or people's actions using grade-level text	
WRITING	Communities & regions	Label features of communities or regions depicted in pictures or maps	Describe communities or regions depicted in pictures or maps	Compare/contrast different aspects of communities or regions depicted in pictures or maps (e.g., location, people, places, resources)	Discuss relationships between communities or regions depicted in pictures or maps	Analyze resources of communities or regions and discuss accomplishments or needs	



English Language Proficiency Standards Grade 6 through Grade 12

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About the WIDA English Language Proficiency Standards

WIDA's English Language Proficiency Standards for English Language Learners in Pre-Kindergarten through Grade 12: Frameworks for Formative and Summative Assessment and Instruction, 2007 edition, is a key component of the World-Class Instructional Design and Assessment (WIDA) Consortium's assessment system. WIDA's vision of language proficiency encompasses both social and academic contexts tied to schooling, particularly to standards, curriculum, and instruction. By developing these English language proficiency (ELP) standards, first published in 2004, the WIDA Consortium has responded to this emergent vision to link language learning with academic content. Furthermore, these ELP standards guide the development of test blueprints, task specifications, and ELP measures, primarily WIDA's ACCESS for ELLs® test.

Originally developed by consortium members with funding from a U.S. Department of Education Enhanced Assessment Grant, the standards are designed for the many audiences in the field of education who are impacted by English language learners (ELLs). This second edition reflects an evolving understanding of the needs of ELLs and their educators in the use of the ELP standards as an instructional and assessment tool.

Organization of the Standards

There are five WIDA ELP Standards, which appear in two frameworks: Summative (the outcomes of learning) and Formative (the processes of learning). The standards, identical for both frameworks, reflect the social and academic dimensions of acquiring a second language that are expected of ELLs in grade levels PreK-12 attending schools in the United States. Each ELP standard addresses a specific context for English language

development. Overall, the standards center on the language needed and used by ELLs to succeed in school.

Each standard is organized by grade level cluster (PreK-K, grades 1-2, grades 3-5, grades 6-8, and grades 9-12) and by language domain (listening, speaking, reading, and writing). Within each grade cluster and domain, there are five model performance indicators (MPIs), one for each language proficiency level from 1, Entering, to 5, Bridging. All five MPIs focus on the same example topic from a content area reflected in the standard, forming a “strand” that illustrates the language development continuum. Each MPI contains three elements: a language function (e.g., describe, justify), an example topic (e.g., weather, human populations), and a form of support through level 4 (e.g., pictures or illustrations, working in small groups). The components of the ELP standards, from frameworks down to the elements of an MPI, work together to form the standards document, a critical tool for educators of ELLs for curriculum development, instruction and assessment.

The WIDA English Language Proficiency Standards

- *English Language Proficiency Standard 1:* English language learners communicate for **Social** and **Instructional** purposes within the school setting.
- *English Language Proficiency Standard 2:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- *English Language Proficiency Standard 3:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
- *English Language Proficiency Standard 4:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.
- *English Language Proficiency Standard 5:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

The ELP standards are often abbreviated as Social and Instructional language, the language of Language Arts, the language of Mathematics, the language of Science, and the language of Social Studies.

The Language Proficiency Levels and Performance Definitions

The five language proficiency levels outline the progression of language development implied in the acquisition of English as an additional language, from 1, Entering the process, to 6, Reaching the attainment of English language proficiency. The language proficiency levels delineate expected performance and describe what ELLs can do within each domain of the standards. The Performance Definitions define the expectations of students at each proficiency level. The definitions encompass three criteria: linguistic complexity—the amount and quality of speech or writing for a given situation; vocabulary usage—the specificity of words or phrases for a given context; and language control—the comprehensibility of the communication based on the amount and types of errors.

The Performance Definitions (see page 3) are a key component of the standards documents, and the use of the standards and corresponding MPIs must be in conjunction with the Performance Definitions. The MPIs, delineated by language proficiency level, give expectations for what students should be able to process and produce at a given proficiency level. The Performance Definitions describe how well the student can or should be expected to do so. For example, the language function “describe” appears in MPIs at levels 1-4. What language does a student at language proficiency level 2 need to produce in order to “describe”? What can he or she reasonably be expected to process to understand a description? How does this compare with a student at language proficiency level 4? The language

function “describe” for a level 2 student may mean producing or comprehending phrases or short sentences using common adjectives and modifiers, whereas a level 4 student may be expected to process or use extended discourse incorporating relative clauses, similes or metaphors. This example illustrates how the Performance Definitions are an essential companion to the strands of MPIs.


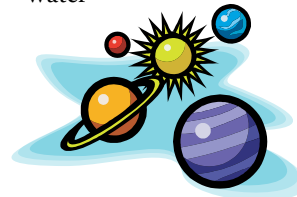
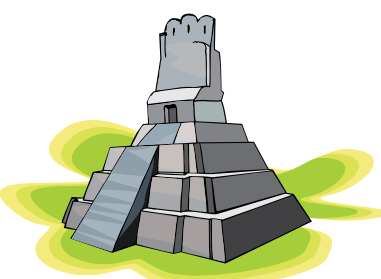
Performance Definitions for the levels of English language proficiency

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content area 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	<ul style="list-style-type: none"> the 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 English proficient peers when presented with grade level material
4 Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related 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 occasional visual and graphic support
3 Developing	<ul style="list-style-type: none"> 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 occasional visual and graphic support
2 Beginning	<ul style="list-style-type: none"> 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 visual and graphic support
1 Entering	<ul style="list-style-type: none"> 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-questions, or statements with visual and graphic support

Example Topics and Genres: Content Related to WIDA's English Language Proficiency Standards

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Standard 1: Social and Instructional language	Standard 2: The language of Language Arts	Standard 3: The language of Mathematics	Standard 4: The language of Science	Standard 5: The language of Social Studies
<p>Example Topics</p> <ul style="list-style-type: none"> Assignments/Research Character development Instructions/Assignments Resources & supplies School behavior School life Social interaction Use of information Use of multiple resources Use of register <div style="text-align: center; margin-top: 20px;">  </div>	<p>Example Genres</p> <ul style="list-style-type: none"> Adventures Ballads Editorials Historical documents Human interest Mythology Poetry/Free verse Science fiction Technical texts <p>Example Topics</p> <ul style="list-style-type: none"> Alliteration Author's purpose Biographies Comprehension strategies Dialogue Editing Figures of speech Literacy devices Metaphors & similes Multimedia Multiple meanings Personification Synonyms & antonyms Test-taking strategies Word origins 	<p>Example Topics</p> <ul style="list-style-type: none"> Algebraic equations Area, volume & circumference Complex two- & three-dimensional figures Data interpretation & statistics Data sets & plots Decimals Estimation Factors Fractions Geometric relations Integers Line segments & angles Measures of central tendency (mean, median, mode, range) Metric & standard units of measurement Parallel lines Percent Perimeter Probability Ratio & proportion Square root 	<p>Example Topics</p> <ul style="list-style-type: none"> Atoms & molecules Bacteria to plants Body systems & organs Chemical building blocks Climate/Temperature change Climate zones Comets & meteorites Cycles Elements & compounds Forms of energy Light Motion & force Natural disasters Populations, resources & environments Processes Reproduction Scientific inventions or discoveries Scientific tools or instruments Solar system Sound Universe: Stars and planets Water <div style="text-align: center; margin-top: 20px;">  </div>	<p>Example Topics</p> <ul style="list-style-type: none"> Agriculture America's story Ancient/Medieval civilizations Bill of Rights Civic rights & responsibilities Civil wars Colonization Countries & continents Cultural perspectives & frames of reference Economic trends Forms & organization of government Freedom & democracy Human resources Longitude/Latitude/Time zones Maps Revolution Slavery U.S. Constitution <div style="text-align: center; margin-top: 20px;">  </div>

ELP Standard 1: Social and Instructional Language, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Character development	Point out school behavior from gestures or illustrations and oral statements with a partner (e.g., in class, on the playground, in gym class, on the bus)	Identify examples of school etiquette based on gestures or illustrations and oral descriptions with a partner (e.g., turn-taking)	Interact in social and cultural school situations to depict character development based on oral descriptions in small groups (e.g., in the lunchroom)	Role play school situations involving character development based on oral descriptions in small groups (e.g., succumbing to peer pressure)	Interpret oral scenarios or readings on character development through role play or dramatization
SPEAKING	Social interaction	Respond to and offer greetings, compliments, introductions or farewells with teachers or peers in L1 and L2	Ask questions or exchange information with teachers or peers in L1 and L2	Initiate or engage in conversation with peers or in small groups	Initiate, respond to or clarify meaning of idiomatic expressions, slang or nuances in conversation with peers	Express or respond to humor or sarcasm in conversation
READING	Use of multiple resources	Search for topics on Web sites, in libraries or using other sources with a partner from a list	Classify topics identified on Web sites or other sources (e.g., class-generated list) with a partner	Sort information on topics of choice gathered from multiple sources with a partner	Arrange information on topics of choice gathered from multiple sources in logical order with a partner	Confirm or rearrange information after re/reading of topics of choice gathered from multiple sources
WRITING	Use of register	Respond to requests or invitations supported visually using words and polite phrases	Respond to or initiate correspondence (e.g., e-mail, messages, postcards or notes) to friends or siblings using informal register	Respond to or generate text (e.g., suggestions, announcements, journal entries, complaints, apologies or thank yous) within the school context using semi-formal register	Respond to teachers (e.g., feedback from journals) or complete assignments using formal register	Produce a variety of writing forms using register appropriate to audience

Level 6 - Reaching

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Resources & supplies	Identify needed resources or supplies for activities from pictures and oral statements (e.g., “pencils,” “paper,” “computers”)	Match needed resources or supplies with types of activities from pictures and oral statements (e.g., calculators and math books)	Categorize needed resources or supplies with types of activities from pictures and oral descriptions	Analyze tasks or projects by activities and match with needed resources based on pictures and oral discourse	Evaluate and select needed resources for tasks or projects based on oral discourse
SPEAKING	Instructions/ Assignments	Respond to WH-questions or commands based on oral instructions or visually supported assignments	Paraphrase or retell oral instructions or visually supported assignments (e.g., recap of homework)	Recount steps for following oral instructions or visually supported assignments (e.g., through think-alouds)	Summarize oral instructions or visually supported assignments	Explain, with details, reasons for instructions or assignments appropriate for grade level
READING	Use of information	Locate words or phrases on socially-related topics (e.g., school dances) from visually supported information (e.g., on posters)	Identify sentence-level information on socially-related topics from illustrated text (e.g., in advertisements or instructions)	Summarize information on socially-related topics from illustrated paragraphs	Interpret information on socially-related topics from illustrated text (e.g., directions for board or video games)	Infer information on socially-related topics from text
WRITING	School life	Make lists associated with school life from visuals and word/phrase banks (e.g., subjects, classes, activities)	Outline or complete graphic organizers about school life (e.g., weekly schedule with times and subjects)	Discuss different aspects of school life using graphic organizers (e.g., likes and dislikes, favorite subjects on T chart)	Suggest ideas for making changes to school life (e.g., rearranging schedules or adding clubs) using graphic organizers	Propose changes to school life and give reasons for choices (e.g., policies or procedures)

Level 6 - Reaching

ELP Standard 2: The Language of Language Arts, Formative Framework



		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Example Genre Poetry/Free verse	Identify illustrated rhyming words in recited excerpts of poems and check with a partner	Classify illustrations descriptive of recited excerpts as poetry or free verse and check with a partner	Match main ideas in recited short poems or free verse with illustrations and check with a partner	Interpret main ideas or details in recited poems or free verse with illustrations and check with a partner	Make inferences from main ideas and details of recited grade-level poetry or free verse
	Example Topic Test-taking strategies/ Comprehension strategies	Match oral commands with learning strategies represented visually and compare with a partner (e.g., “Fill in bubbles on answer sheets.”)	Follow oral directions associated with learning strategies represented visually and compare with a partner	Use learning strategies according to oral directions and compare with a partner (e.g., “Answer easy questions first on tests.”)	Practice using learning strategies described orally in a variety of familiar situations and verify with a partner	Apply learning strategies described orally to new situations
SPEAKING	Example Genre Human interest	Describe persons or objects in human interest stories (e.g., “Girls talking”) from visual frames or media excerpts	Relate main ideas of human interest stories from visual frames or media excerpts (e.g., news broadcasts)	State reasons for the ‘interest’ in human interest stories from visual frames or media excerpts	Apply ideas from human interest stories from visual frames or media excerpts to personal experiences	Defend and justify stances or points of view in human interest stories from various sources
	Example Topic Multimedia	Answer choice or yes/ no questions regarding visually supported information from multimedia (e.g., on ads, cartoons, signs or posters)	Restate or paraphrase visually supported information from multimedia (e.g., in newspapers, magazines or broadcasts)	Present visually supported information from multimedia (e.g., in Web sites, CDs or software)	Summarize or integrate visually supported information from multimedia (e.g., in trade books, books on tape or videos)	Give reviews of information from multimedia that include interpretations, critiques or self-reflections

Level 6 - Reaching

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Example Genre Adventures	Identify words or phrases associated with adventures using visual support and word/phrase walls or banks	Answer WH- questions related to adventures using visual support (e.g., “Who is missing?”) and share with a peer	Sequence plots of adventures using visual support and share with a peer	Summarize plots of adventures using visual support and share with a peer	Identify cause and effect of events on characters in adventure stories
	Example Topic Genres	Identify words or phrases supported by illustrations associated with various genres (e.g., adventures, ballads, science fiction, mythology)	Match general vocabulary or expressions in context with illustrations associated with various genres read orally	Associate types of genres with language structures or specific vocabulary in illustrated text or oral description	Pair illustrated summaries with excerpts from genres read orally or in writing (e.g., mythology, science fiction or ballads)	Infer types of genres from written descriptions or summaries in grade-level text
WRITING	Example Genre Editorials	Answer yes/no or choice questions to agree or disagree with current issues discussed with partners or in small groups in L1 or L2	React positively or negatively to current issues in editorials discussed in small groups in L1 or L2	Give opinions in reaction to current issues in editorials (e.g., from newspapers or Web sites) discussed in small groups	Discuss pros and cons of current issues in editorials in small groups	Produce editorials (opinions backed by evidence) in response to newspaper or Web site articles
	Example Topic Editing	Brainstorm words or phrases relevant to tasks with a partner (e.g., using bilingual or picture dictionaries) in L1 or L2	Check some aspect of editing (e.g., conventions or mechanics) with resources (e.g., computers, peers or visual models) and confirm with a partner in L1 or L2	Engage in peer editing (e.g., using checklists) during process writing and make notations to a partner in L1 or L2	Self-edit during process writing using multiple resources (e.g., thesauruses or dictionaries) and check with a partner	Self-assess process writing using rubrics or other resources and explain editing strategies

Level 6- Reaching

ELP Standard 2: The Language of Language Arts, Summative Framework



		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Example Genre Poetry/ Free verse	Identify illustrated rhyming words in recited excerpts from poems	Classify illustrations descriptive of recited excerpts of poetry or free verse	Match main ideas in recited short poems or free verse with illustrations	Interpret main ideas or details in recited poems or free verse with illustrations	Make inferences from main ideas and details of recited grade-level poetry or free verse
	Example Topic Literary devices	Identify words and phrases related to different time frames following oral directions with visual support	Match oral phrases or sentences supported visually with different time frames	Identify use of literary devices related to different time frames in visually supported discourse (e.g., foreshadowing or flashback)	Analyze use of literary devices related to different time frames in visually supported oral passages	Interpret use of literary devices related to different time frames presented orally from grade-level text
	Example Genre Human interest	Describe persons or objects in human interest stories from visual frames	Relate main ideas of human interest stories from visual frames	State reasons for the 'interest' in human interest stories from visual frames	Apply ideas from human interest stories from visual frames	Defend and justify stances or points of view in human interest stories
	Example Topic Biographies	Answer WH- questions from pictures or cartoons related to biographies	Describe pictures or cartoons related to biographies	State biographical information based on timelines or other graphic organizers	Summarize points from outlines or graphic organizers on biographies	Project character roles using notes on grade-level biographies

Level 6 - Reaching

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Example Genre Adventures	Identify words or phrases associated with adventures using visual support	Answer WH- questions related to adventures using visual support (e.g., “What is the spy looking for?”)	Sequence plots of adventures using visual support	Summarize plots of adventures using visual support	Predict effects of altering events in adventures (e.g., “If X happened at another time, what do you think would change?”)
	Example Topic Figures of speech (metaphors, personification, similes)	Respond to literal questions that involve figures of speech from visually supported phrases	Identify words or phrases representing figures of speech in visually supported related sentences (e.g., like or as)	Categorize or classify figures of speech in visually supported passages	Identify figures of speech in visually supported text and match to their meanings	Interpret figures of speech in grade-level text
WRITING	Example Genre Editorials	Answer questions to agree or disagree with current issues from models depicted visually or graphically	React positively or negatively to current issues in editorials from models depicted visually or graphically	Give opinions in reaction to current issues in editorials from models depicted visually or graphically (e.g., “I think...”)	Discuss pros and cons of current issues in editorials from models depicted visually or graphically (e.g., “I agree with X; I disagree with Y.”)	Produce editorials (opinions backed by examples) from current grade-level issues
	Example Topic Synonyms & antonyms	Match familiar symbols, words or phrases with antonyms from word/ phrase banks and visuals	Describe familiar people, places or events in phrases or sentences with synonyms or antonyms using word/ phrase banks and visuals	Rewrite visually supported paragraphs using synonyms or antonyms to change context or purpose of communication (e.g., switch positive with negative traits)	Produce original ideas that incorporate synonyms or antonyms from visually supported material	Create stories or essays that include synonyms or antonyms

Level 6 - Reaching

ELP Standard 3: The Language of Mathematics, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Measures of central tendency (mean, median, mode & range)	Match oral language associated with measures of central tendency with visual or graphic displays	Illustrate or identify examples of measures of central tendency based on oral directions and visual or graphic displays	Select measures of central tendency based on visual or graphic displays and oral descriptions of real-life situations	Make predictions or estimates of measures of central tendency from oral scenarios and visual or graphic displays	Make inferences about uses of measures of central tendency from oral scenarios of grade-level materials
SPEAKING	Metric & standard units of measurement	Name tools and units of standard or metric measurement from labeled examples (e.g., ruler—_inches or cm; scale—pounds or kilos)	Estimate standard or metric measurement from pictures or real objects (e.g., “The dog weighs about 10 kilograms.”)	Describe real-life situations where measurement is needed from illustrated scenes (e.g., at the clinic or marketplace)	Discuss how measurement is used in real-life situations from illustrated scenes (e.g., construction, architecture or cartography)	Explain how or when to convert standard or metric measurement in real-life situations (e.g., recipes or temperatures)
READING	Percent/ Decimals	Identify or sort values noted on everyday products related to percent or decimals (e.g., nutritional facts, serving sizes or % daily use) with a partner	Compare or rank order values noted on everyday products related to percent or decimals with a partner	Follow listed instructions that involve hands-on math using percent or decimals (e.g., from recipes or games) with a partner	Follow written instructions to determine when and how to apply math in real-life situations involving percent or decimals (e.g., sales tax, interest rates or tips) with a partner	Interpret various representations of numbers in real-life problems involving percent or decimals from various texts
WRITING	Probability	Record and label outcomes of events involving chance using real objects (e.g., coin flips)	Give outcomes of events involving probability using real objects with words and phrases or short sentences	Propose probability based on observed outcomes and describe results in a series of sentences	Detail possible combinations based on probability and compare against observed outcomes in paragraph form	Explain and give reasons for likely probabilities in multiple paragraphs

Level 6 - Reaching

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Percent/ Fractions	Identify proportional representation of objects from oral directions and graphs or visuals (e.g., “Two halves make a whole. Find half a pizza.”)	Follow multi-step oral directions to change proportional representation of percent or fractions in graphs or visuals	Match everyday examples of percent or fractions with oral descriptions using graphic or visual support (e.g., interest or taxes)	Analyze everyday situations involving percent or fractions from oral scenarios with graphic or visual support (e.g., “Sales tax is based on percent. When might you need to use percent?”)	Apply ways of using percent or fractions in grade-level situations from oral discourse	
SPEAKING	Line segments & angles	Identify line segments or angles from pictures of everyday objects	Define or describe types of line segments or angles from pictures of everyday objects (e.g., “This angle is larger.”)	Compare/contrast types of line segments from diagrams (e.g., parallel v. perpendicular lines)	Discuss how to solve problems using different types of line segments or angles from diagrams	Explain, with details, ways to solve grade-level problems using different types of line segments or angles	
READING	Perimeter/ Area, volume & circumference	Match vocabulary associated with perimeter or area with graphics, symbols or figures	Identify visually supported examples of use of perimeter, area, volume or circumference in real-world situations (e.g., painting a room)	Classify visually supported examples of use of perimeter, area, volume or circumference in real-world situations	Order steps for computing perimeter, area, volume or circumference in real-world situations using sequential language	Select reasons for uses of perimeter, area, volume or circumference in grade-level text	
WRITING	Algebraic equations	Show pictorial representations or label terms related to algebraic equations from models or visuals	Give examples and express meaning of terms related to algebraic equations from models or visuals	Describe math operations, procedures, patterns or functions involving algebraic equations from models or visuals	Produce everyday math problems involving algebraic equations and give steps in problem-solving from models or visuals	Summarize or predict information needed to solve problems involving algebraic equations	

ELP Standard 4: The Language of Science, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Light/Sound	Match oral statements about light or sound with illustrations (e.g., “White is made up of all colors.”)	Create or complete models or diagrams of light or sound based on illustrations and oral directions (e.g., circuits)	Classify examples of properties of light or sound based on illustrations and oral directions	Apply oral descriptions of properties of light or sound to everyday examples	Identify explanations of properties of light or sound in oral scenarios
SPEAKING	Climate/ Temperature change	Offer information on temperature from charts or graphs (e.g., daytime/ nighttime highs and lows) to a partner in L1 or L2	State differences in temperature over time based on information from charts or graphs to a partner in L1 or L2	Compare differences in temperature based on information from charts or graphs with a partner	Summarize and present information on temperature changes from charts or graphs to a partner	Explain patterns of changes in temperature over time based on evidence from charts or graphs
READING	Natural disasters	Chart information on natural disasters (e.g., hurricanes, tornadoes, floods, typhoons, earthquakes) based on graphic support, models or pictures (e.g., by months of the year)	Respond to yes/ no, choice or WH- questions regarding natural disasters based on graphic support or pictures (e.g., “Does Illinois have hurricanes?”)	Identify characteristics or conditions for natural disasters based on text and graphic support	Compare types of natural disasters using multiple written sources, including Web sites and graphic support	Interpret impact of natural disasters on people and places from grade-level text
WRITING	Elements & compounds	Make posters or label diagrams in response to scientific questions or formulas involving elements or compounds with a partner	Record results of scientific inquiry involving elements or compounds with a partner	Outline steps of scientific inquiry involving elements or compounds with a partner	Describe procedures related to scientific inquiry involving elements or compounds with a partner (e.g., in lab reports)	Explain, in detail, examples of scientific inquiry involving elements or compounds (e.g., in displays or exhibits)

Level 6 - Reaching

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Scientific tools or instruments	Match scientific tools or instruments with pictures from oral statements (e.g., sundial)	Classify scientific tools or instruments with pictures and labels from oral directions (e.g., “Telescopes and sundials go with the sky.”)	Identify examples of scientific tools or instruments and their uses from pictures and oral descriptions	Compare/contrast examples of scientific tools or instruments and their uses from oral descriptions (e.g., differences between telescopes and microscopes)	Infer uses of scientific tools or instruments from oral reading of grade-level material	
SPEAKING	Scientific inventions or discoveries	Use general vocabulary associated with scientific inventions or discoveries based on illustrations (e.g., machine or x-ray)	Describe scientific inventions or discoveries based on illustrations	Compare/contrast scientific inventions or discoveries described orally with visual support (e.g., “__ is similar to/different from __ because __.”)	Imagine future scientific inventions or discoveries based on oral and visual clues	Predict potential impact of scientific inventions or discoveries on life based on oral evidence (e.g., “In 100 years, we could/may/might...”)	
READING	Cycles/ Processes	Match labeled diagrams of cycles or processes with vocabulary from word/phrase banks (e.g., nitrogen cycle)	Sort or classify descriptive phrases and diagrams by cycles or processes	Sequence descriptive sentences and diagrams according to cycles or processes (e.g., mitosis or meiosis)	Identify cycles or processes from descriptive paragraphs and diagrams	Predict consequences of alteration of cycles or processes from grade-level text	
WRITING	Forms of energy	Match or classify forms of energy from everyday illustrated examples and models (e.g., light, sound, heat)	List and describe examples of illustrated forms of energy from word/phrase banks	Compare/contrast two forms of energy depicted visually (e.g., “__ and __ are alike/different in these ways.”)	Explain uses of different forms of energy depicted visually (e.g., “__ is used to __.”)	Evaluate and defend uses of different forms of energy (e.g., “I think solar energy is most efficient because...”)	

ELP Standard 5: The Language of Social Studies, Formative Framework



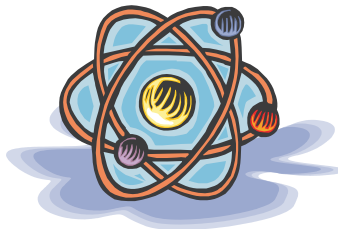


	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Maps	Identify locations of land and water masses on maps based on oral statements and check with a partner	Sort locations on maps by land or water masses based on oral statements and check with a partner	Identify specific geographic locations (e.g., time zones, latitude, longitude) on maps based on oral information and check with a partner	Compare/contrast locations on maps (e.g., cities in Northern and Southern Hemispheres) from oral descriptions and check with a partner	Evaluate locations on maps for different purposes from oral descriptions (e.g., “Show me the best city in Asia to....”)	Level 6 - Reaching
SPEAKING	Civil wars	Identify historical figures or events associated with civil wars from photographs or illustrations in small groups	Describe historical figures or events associated with civil wars from photographs, illustrations or videos in small groups	Role-play scenes from historical events or lives of figures associated with civil wars in small groups	Re-enact historical events or lives of figures associated with civil wars from varied perspectives with peers (e.g., Lincoln-Douglas debates)	Give monologues simulating historical events or figures associated with civil wars (e.g., scenes in plays)	
READING	Economic trends	Chart economic data based on phrases or simple statements with graphic support (e.g., changes in crop production)	Classify economic data based on information in text and charts (e.g., major crops by states or regions)	Compare economic data based on information in text and charts (e.g., “Which crop is produced less today than five years ago?”)	Predict economic data for upcoming years based on information in text and charts (e.g., “Which crop will have less production in five years?”)	Interpret economic trend data based on information from grade-level text and charts (e.g., “Why has there been a decline in profits from this crop in the past five years?”)	
WRITING	Ancient/ Medieval civilizations	Identify features of historical periods from illustrations and word/ phrase banks and share with a partner in L1 or L2	Describe features of historical periods using notes from graphic organizers and share with a partner in L1 or L2	Compare historical periods using sentences from graphic organizers and share with a partner	Produce contrastive summaries of historical periods using information from graphic organizers and share with a partner	Create historical essays descriptive of past civilizations	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Agriculture	Identify agricultural icons from oral statements using visual or graphic support (e.g., on maps or graphs)	Locate resources or agricultural products from oral statements using visual or graphic support (e.g., “Corn is an important crop. Show where the most corn is grown.”)	Distinguish among resources or agricultural products from oral statements using visual or graphic support	Find patterns associated with resources or agricultural products from oral statements using visual or graphic support	Draw conclusions about resources or agricultural products on maps or graphs described orally from grade-level material	
SPEAKING	America’s story	Connect events with people in U.S. history using timelines, graphics or illustrations	Describe features or characteristics of major events or people in U.S. history depicted in timelines, graphics or illustrations	Summarize significance of major events or people in U.S. history depicted in timelines, graphics or illustrations	Paraphrase reasons for major events or people’s actions in U.S. history depicted in timelines, graphics or illustrations	Explain causes and effects of major events and people’s actions in U.S. history (e.g., “This happened as a result of...”)	
READING	Civic rights & responsibilities	Identify rights or responsibilities of people in U.S. or other countries using illustrations and labels or phrases	Sort rights or responsibilities of people in U.S. or other countries by descriptors using illustrations and written statements	Select examples of rights or responsibilities of people in U.S. or other countries using illustrations and written descriptions	Evaluate rights or responsibilities of people in U.S. or other countries using illustrated text	Infer rights or responsibilities of people in U.S. or other countries from grade-level text	
WRITING	Forms & organization of government	Label illustrations of features of U.S. or other governments using word/phrase banks	Describe features of U.S. or other governments using visuals or graphics and word/phrase banks	Compare/contrast features or functions of U.S. or other governments using graphic organizers (e.g., executive, legislative and judicial branches)	Discuss functions of U.S. or other governments in response to current events using graphic organizers	Discuss and justify relative effectiveness of forms or organization of governments	

Example Topics and Genres: Content Related to WIDA's English Language Proficiency Standards

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Standard 1: Social and Instructional language	Standard 2: The language of Language Arts	Standard 3: The language of Mathematics	Standard 4: The language of Science	Standard 5: The language of Social Studies
<p>Example Topics</p> <ul style="list-style-type: none"> Classroom routines Personal & business communication Personal preferences Points of view Recommendations/Suggestions School life Social & cultural traditions & values Study skills & strategies Information gathering Workplace readiness <div style="text-align: center; margin-top: 20px;">  </div>	<p>Example Genres</p> <ul style="list-style-type: none"> Allusion Autobiographical & biographical narratives Comedies Critical commentary Epics Literary genres Monologues/soliloquy Multicultural/world literature Tragedies <p>Example Topics</p> <ul style="list-style-type: none"> Analogies Author's perspective/Point of view Bias Character development Convention & mechanics Literal & figurative language Multiple meanings Note taking Parody Research Satire Symbolism Word derivations (etymology) 	<p>Example Topics</p> <ul style="list-style-type: none"> Congruence Coordinate planes, graphs & equations Data displays & interpretation Derived attributes Formulas & equations Mathematical relations & functions Multi-dimensional shapes Powers Problem solving Quadrilaterals Roots Scale & proportion Speed & acceleration Theoretic probability Trigonometric functions (sine, cosine, tangent) <div style="text-align: center; margin-top: 20px;">  </div>	<p>Example Topics</p> <ul style="list-style-type: none"> Atoms & molecules/ Nuclear structures Chemical & physical change Conservation of energy & matter Constellations Ecology & adaptation Elements & compounds Food chains Forces & motion Genetics & heredity Life cycles Meteorology Nuclear change Scientific research & investigation Simple organisms Taxonomic systems <div style="text-align: center; margin-top: 20px;">  </div>	<p>Example Topics</p> <ul style="list-style-type: none"> Banking and money Behaviors of individuals & groups Conflict resolution Cultural diversity & cohesion Federal, civil & individual rights Global economy Historical figures & times Human populations Individual responsibilities Interdependence among states & nations International & multinational organizations Production, consumption & distribution Social issues & inequities Supply & demand Supreme Court cases Survey research The story of the U.S. World histories/ Civilizations/Cultures

ELP Standard 1: Social and Instructional Language, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
LISTENING	School life	Carry out requests from peers or teachers (e.g., “Hand in your homework.”) with L1 support	Follow instructions from peers or teachers (e.g., “Meet me at my locker after 7th period.”) with L1 support	Follow everyday conversations with teachers or other adults (e.g., guest speakers) with clarification in L1	React to discourse related to school life from indirect sources (e.g., loud speaker, CDs)	Infer subtleties of oral messages or information related to school life	
SPEAKING	Recommendations/ Suggestions	State preferences for types of music, food, games or recreational activities from illustrated examples in a small group	Describe preferences for clothing, TV programs or recreational activities from illustrated examples in a small group	Recommend or suggest songs, Web sites or other interests and give reasons for selection in a small group	Discuss pros and cons based on recommendations or suggestions for plays, films, stories, books, poems or Web site articles in a small group	Critique, evaluate and make recommendations or suggestions for a variety of everyday information sources	
READING	Study skills & strategies	Preview visually supported text to glean basic facts (e.g., titles or bold print)	Highlight main ideas or important information from visually supported text (e.g., newspaper columns in L1 and L2)	Scan material from visually supported text to identify details that confirm main ideas	Skim material from visually supported text for meaning of words, phrases or sentences in context	Draw conclusions based on information from text	
WRITING	Information gathering	Copy information from media (e.g., newspapers, Web sites) and check with a partner	List points of information from media (e.g., TV, films, video or DVDs) and share with a partner	Form general ideas based on information from familiar speakers, media or print in a series of related sentences and share with a partner	Summarize information from various sources (e.g., radio, TV or newspapers) in paragraph form and share with a partner	Integrate information from multiple sources to produce short stories	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Classroom routines	Follow simple commands pertaining to classroom routines using illustrations (e.g., “Close your book.”)	Carry out multi-step, descriptive instructions pertaining to classroom routines using illustrations (e.g., “Open your book to page 46 and find the table that shows population growth.”)	Match idiomatic or slang expressions pertaining to classroom routines with illustrations	Identify figurative language pertaining to classroom routines (e.g., use of hyperboles or metaphors)	Select relevant information from complex oral discourse related to classroom routines
SPEAKING	Personal preferences	Answer WH- questions that express likes and dislikes from visuals	Reply to a range of questions that expresses personal preferences from visuals	Express personal preferences and give reasons for selection from visuals	Explain, elaborate and defend personal preferences from visuals	Discuss and support changes in personal preferences over time
READING	Workplace readiness	Identify words and phrases associated with the workplace from visually supported material (e.g., newspaper ads)	Glean information from workplace related forms supported visually or graphically (e.g., job applications)	Compare information from workplace related forms supported visually or graphically (e.g., workplace v. school rules)	Interpret information about situations in the workplace supported visually or graphically	Evaluate information about the workplace and its personal relevance
WRITING	Personal & business communication	Complete forms read orally with identifying information or produce facts about self	Complete real-life forms from models (e.g., job applications)	Respond to personal or business correspondence from models (e.g., announcements, invitations)	Produce personal or business correspondence from models (e.g., social letters, autobiographical paragraphs)	Compose extended personal or business correspondence (e.g., editorials, reviews or narrative resumes)

Level 6 - Reaching

ELP Standard 2: The Language of Language Arts, Formative Framework



		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Example Genre	Identify examples of comedic situations based on oral statements and visual scenes with a partner	Match oral descriptions to literal visual depictions to elicit comedy (e.g., idioms, as in literal depiction of ‘honeymoon’) with a partner	Apply oral descriptions that contain double meanings to visual representations to depict comedy with a partner	Identify comedic elements from oral discourse and visuals (e.g., use of hyperbole, irony, or satire) with a partner	Match comedic elements from oral discourse to intended meanings
	Comedies					
	Example Topic	Recognize different intonation patterns of speech working with a partner (e.g., statements, questions)	Identify intonation patterns of satirical remarks working with a partner (e.g., tag questions, “You didn’t do your homework, <i>did you?</i> ”)	Compare intonation patterns of satirical/non-satirical speech working with a partner	Identify satire or inferences in speech from intonation patterns working with a partner	Analyze speech to identify and make inferences from satire
	Satire					
SPEAKING	Example Genre	Give examples of literature from native cultures using visuals or graphic organizers (e.g., books, poems, short stories) in literature circles using L1 or L2	Summarize examples of story lines from native cultures using visuals or graphic organizers (e.g., outlines) in literature circles using L1 or L2	Compare/contrast features of similar story lines (e.g., characters, events) from different cultures using visuals or graphic organizers in literature circles	Compare authors’ points of view of similar story lines from different cultures using visuals or graphic organizers in literature circles	Discuss how different views in multicultural literature represent global perspectives
	Multicultural world literature					
	Example Topic	State facts about characters in visuals with L1 support	Describe personalities of characters in visuals with L1 support	Compare character assets and flaws using visuals or graphic organizers with L1 support	Discuss, with examples, character development using visuals or graphic organizers	Critique, with detailed examples, character development in literary works
	Character development					

Level 6 - Reaching

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Example Genre Autobiographical & biographical narratives	Associate familiar people with their acts or contributions using visuals and word or phrase level text in L1 or L2 in small groups	Identify influences (e.g., people or events) on familiar people's lives using visuals and sentence-level text in L1 or L2 in small groups	Match cause of influences on familiar people's lives with effect using visuals and multi-sentence text in small groups	Interpret impact of familiar people's lives on others or society using visuals and paragraph-level text in small groups	Predict people's reactions to living in different time periods or circumstances using grade-level text (e.g., "What would Martin Luther King, Jr. think if he lived today?")
	Example Topic Bias	Identify facts (as non-biased information) from visually supported phrases or sentences and share with a partner	Sort information as biased or not biased using models or illustrated criteria and share with a partner	Identify evidence of bias in various texts using models or criteria and share with a partner	Critique information in regard to bias from various sources including Web sites using models or criteria and share with a partner	Evaluate validity of information in regard to bias from various sources, including Web sites
	Example Genre Critical commentary	Reproduce comments on various topics from visually supported sentences from newspapers or Web sites	Produce comments on various topics from visually supported paragraphs from newspapers or Web sites	Summarize critical commentaries from visually supported newspaper, Web site or magazine articles	Respond to critical commentaries by offering claims and counter-claims from visually supported newspaper, Web site or magazine articles	Provide critical commentary commensurate with proficient peers on a wide range of topics and sources
WRITING	Example Topic Note taking	Take notes on key symbols, words or phrases from visuals pertaining to discussions	List key phrases or sentences from discussions and models (e.g., on the board or from overhead projector)	Produce sentence outlines from discussions, lectures or readings	Summarize notes from lectures or readings in paragraph form	Produce essays based on notes from lectures or readings
	Conventions & mechanics	Copy key points about language learning (e.g., use of capital letters for days of week and months of year) and check with a partner	Check use of newly acquired language (e.g., through spell or grammar check or dictionaries) and share with a partner	Reflect on use of newly acquired language or language patterns (e.g., through self-assessment checklists) and share with a partner	Revise or rephrase written language based on feedback from teachers, peers and rubrics	Expand, elaborate and correct written language as directed

Level 6 - Reaching

ELP Standard 2: The Language of Language Arts, Summative Framework



		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Example Genre Comedies	Identify examples of comedic situations based on oral statements and visual scenes	Match oral descriptions to literal visual depictions to elicit comedy (e.g., idioms as in literal depiction of ‘honeymoon’)	Apply oral descriptions that contain double meanings to visual representations to depict comedy	Identify subtle comedic elements from oral discourse and visuals (e.g., use of hyperbole, irony or satire)	Match subtle comedic elements from oral discourse to intended meanings
	Example Topic Multiple meanings	Identify examples of high-frequency words or phrases with multiple meanings from visuals (e.g., dinner <i>table</i> , <i>Table of Contents</i>)	Pair examples of use of words or phrases with multiple meanings from visuals (e.g., “Which one shows what <i>table</i> means in math class? Which one shows what <i>table</i> means in English class?”)	Sort examples of words, phrases or sentences with multiple meanings from visuals according to context	Distinguish between examples of words, phrases or sentences with multiple meanings from oral input with or without visual support	Infer nuances from oral discourse containing multiple meanings
SPEAKING	Example Genre Multicultural world literature	Give examples of literature from native cultures using visuals or graphic organizers	Summarize examples of story lines from native cultures using visuals or graphic organizers (e.g., outlines)	Compare/contrast features of similar story lines (e.g., characters, events) from different cultures using visuals or graphic organizers	Compare authors’ points of view of similar story lines from different cultures using visuals or graphic organizers	Discuss how different views in multicultural literature represent global perspectives
	Example Topic Analogies/Symbolism	State information using visual support as a precursor for identifying symbolism or analogies	Restate or paraphrase information that contains symbolism or analogies using visual support	Relate analogies or symbolism using visual support (e.g., cartoons) to personal experiences	Discuss or extend analogies or symbolism within familiar contexts using visual support	Explain meaning of analogies or symbolism within familiar contexts

Level 6- Reaching

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Example Genre	Associate people with their acts or contributions using visuals and word or phrase level text	Identify influences on people's lives using visuals and sentence-level text	Match cause of influences on people's lives with effect using visuals and multi-sentence text	Interpret impact of people's lives on others or society using visuals and paragraph-level text	Predict people's reactions to living in different time periods or circumstances using grade-level text
	Autobiographical & biographical narratives					
	Example Topic	Identify words and phrases related to author's perspective in visually supported sentences	Identify main ideas related to author's perspective in visually supported series of related sentences	Identify main ideas and supporting details related to author's perspective in visually supported paragraphs	Interpret author's perspective in visually supported literary text	Apply author's perspective in literary text to other contexts
	Author's perspective/ Point of view					
WRITING	Example Genre	Reproduce critical statements on various topics from illustrated models or outlines	Produce critical comments on various topics from illustrated models or outlines	Summarize critical commentaries on issues from illustrated models or outlines	Respond to critical commentaries by offering claims and counter-claims on a range of issues from illustrated models or outlines	Provide critical commentary on a wide range of issues commensurate with proficient peers
	Critical commentary					
	Example Topic	Produce literal words or phrases from illustrations or cartoons and word/phrase banks	Express ideas using literal language from illustrations or cartoons and word/phrase banks	Use examples of literal and figurative language in context from illustrations or cartoons and word/phrase banks	Elaborate on examples of literal and figurative language with or without illustrations	Compose narratives using literal and figurative language
	Literal & figurative language					

Level 6- Reaching

ELP Standard 3: The Language of Mathematics, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Quadrilaterals	Identify properties of geometric figures based on visual representations and oral descriptions	Visualize, draw or construct geometric figures based on visual representations and oral descriptions	Locate intersections of geometric figures based on visual representations and oral descriptions (e.g., points, lines or planes)	Compare two- and three-dimensional figures based on visual representations and oral descriptions	Transform geometric figures (e.g., rotations, reflections or enlargements) by following oral directions	
SPEAKING	Problem solving	Exchange key words involved in problem solving from models and visual support in L1 or L2 with a partner	Rephrase or recite phrases or sentences involved in problem solving using models and visual support in L1 or L2 with a partner	Sequence sentences to show how to solve problems using visual support and confirm with a partner (e.g., think-alouds)	Describe two or more approaches to solve problems using visual support and share with a partner	Explain to peers, with details, strategies for solving problems	
READING	Data displays & interpretation	Organize graphically displayed data from written directions and models (e.g., rank sports teams based on statistics) in small groups	Organize graphically displayed data sets from newspapers or magazines (e.g., stock market trends) in small groups	Display data sets in charts, tables or graphs according to written directions in small groups	Interpret data presented in charts, tables or graphs in small groups	Predict impact of changes in data displayed in charts, tables or graphs	
WRITING	Scale & proportion	Draw and compare dimensions (e.g., width, length, depth) of figures or real-life objects to scale	Describe differences in figures or real-life objects based on scale and proportion	Compare/contrast figures or real-life objects based on scale and proportion	Give detailed examples from diagrams of the use of scale and proportion (e.g., in various occupations)	Report on designing models to scale and proportion (e.g., “If you were an architect...”)	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Coordinate planes, graphs & equations	Identify language of basic components of coordinate planes, graphs or equations from figures and oral statements (e.g., x-axis, y-axis, coefficients, variables)	Create or change graphs, equations or points on coordinate planes from figures and general oral descriptions (e.g., “Shift the graph up by two.”)	Match specific language of complex graphs, equations or coordinate planes with figures and detailed oral descriptions (e.g., zeros, y-intercept, slope, rise, run, change in x)	Compare/contrast graphs, equations or coordinate planes from figures and oral scenarios using some technical language (e.g., trends, logarithmic/exponential growth, periodic motion)	Analyze graphing techniques, graphical models or equations from oral reading of grade-level material (e.g., best fit lines, connections between multiple representations)	Level 6 - Reaching
SPEAKING	Mathematical relations & functions	Name variables from illustrations and notation	Relate functions of two variables from illustrations and notation	Give examples of representations of functions of two variables from illustrations and notation	Interpret representations of functions of two variables with or without visual support	Analyze functions of one variable in relation to another (e.g., rates of change, intercepts, zeros, asymptotes)	
READING	Multi-dimensional shapes	Identify basic components of multi-dimensional shapes from visually supported words or phrases (e.g., segment, angle, side, diagonal)	Pair descriptions of multi-dimensional shapes or their components with visually supported sentences (e.g., prism, cube, sphere, cylinder)	Compare/contrast multi-dimensional shapes or arguments within visually supported text (e.g., based on angles, parallel/perpendicular sides or diagonals, “At least one pair of...”)	Match specific and some technical language associated with components of geometric arguments, constructions or shapes to visually supported text (e.g., ray, alternate interior angles, corresponding sides)	Analyze and defend geometric arguments, theorems or shapes (e.g., examples v. proofs)	
WRITING	Formulas & equations	Produce elements of equations or formulas from word/phrase banks and models (e.g., labeling diagrams)	Describe equations or formulas using figures and notation from word/phrase banks and models (e.g., factors, terms)	Sequence steps for solving problems involving equations or formulas using figures, notation and sequential language (e.g., “First, put an x in the top half or numerator”)	Explain uses of equations or formulas using figures, notation and complex sentences (e.g., “Give examples of when you would use...”)	Summarize procedures for solving problems involving formulas and equations (e.g., geometry problems involving algebra)	

ELP Standard 4: The Language of Science, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Elements & compounds	Collect and share real-life examples of elements and compounds based on oral directions and models	Distinguish between elements and compounds described orally with visual support or real-life examples with a partner	Build hypotheses from oral descriptions based on use of elements and compounds and share with a partner	Follow multi-step oral directions with specific and some technical language to test hypotheses about elements and compounds and check with a partner	Draw conclusions regarding results of scientific investigation involving elements and compounds based on oral explanations
SPEAKING	Ecology & adaptation	Create and present collages or depictions of conservation or ecology from models in small groups	Brainstorm ideas about conservation or ecology that affect everyday life (e.g., “What are some examples of pollution?”) based on illustrations in small groups	Suggest ways to resolve issues related to conservation or ecology using visuals or graphic organizers (e.g., “How can we reduce pollution?”) in small groups	Discuss pros and cons of issues related to conservation or ecology using visuals or graphic organizers in small groups	Engage in debates on issues related to conservation or ecology (e.g., global warming, solar heating)
READING	Genetics & heredity	Match pictures or visuals with symbols, words or phrases (e.g., ♀ and females) with a partner	Sort pictures and phrases into categories (e.g., recessive and dominant traits) with a partner	Predict traits of individuals or groups based on visually supported text (e.g., combination of genes) with a partner	Analyze and identify reasons for genetic alterations based on visually supported text (e.g., mutation) with a partner	Evaluate theories and practices related to genetics based on grade-level materials
WRITING	Chemical & physical change	Answer WH- questions (e.g., on lab reports) based on experiments involving chemical or physical change using drawings, words and phrases in L1 or L2	Answer questions on lab reports based on experiments involving chemical or physical change using phrases and sentences in L1 or L2	Complete lab reports following step-by-step procedures based on experiments involving chemical or physical change using a series of sentences	Produce lab reports from outlines or learning logs based on experiments involving chemical or physical change in paragraph form	Create narrative lab reports based on science experiments involving chemical or physical change

Level 6 - Reaching

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Atoms & molecules/ Nuclear structures	Locate components of elements or compounds from diagrams and oral statements (e.g., atomic structure)	Identify types or properties of elements or compounds from diagrams and oral statements (e.g., weight of electrons and protons)	Distinguish between types or properties of elements or compounds from diagrams and oral descriptions (e.g., isotopes, ions)	Compare/contrast functions of atomic or molecular structures or models from diagrams and oral descriptions	Analyze processes involving atomic or molecular structures from oral descriptions of grade-level material (e.g., radioactive decay)
SPEAKING	Food chains/ Life cycles	Identify components of food chains or life cycles from diagrams or graphic organizers	Give examples of components or functions of food chains or life cycles from diagrams or graphic organizers	Describe sequence within food chains or life cycles from diagrams or graphic organizers	Explain the importance or impact of the iterative nature of food chains or life cycles	Discuss how food chains or life cycles within ecosystems are interdependent
READING	Scientific research & investigation	Identify data from scientific research from tables, charts or graphs	Match sources of data depicted in tables, charts or graphs from scientific studies with research questions	Describe use of data from scientific research presented in tables, charts or graphs with text	Interpret data from scientific research presented in text and tables	Infer significance of data presented in grade-level text on scientific research
WRITING	Taxonomic systems	Label examples from different taxonomies using illustrations and word/phrase banks (e.g., one-celled plants and animals)	Describe in sentences features of taxonomies depicted in illustrations or graphic organizers	Summarize in a series of related sentences features of taxonomies depicted in illustrations or graphic organizers	Compare/contrast in paragraph form features of taxonomies depicted in illustrations or graphic organizers	Integrate information about taxonomic systems into essays or reports

Level 6 - Reaching

ELP Standard 5: The Language of Social Studies, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Supply & demand	Identify resources or products in supply or demand on maps or graphs from oral statements	Indicate availability of resources or products in supply or demand from maps or graphs and oral statements	Compare resources or products in supply or demand from maps or graphs and oral statements	Analyze oral scenarios related to resources or products in supply or demand from maps or graphs	Interpret cause and effect of resources or products in supply or demand from oral discourse	
SPEAKING	Social issues & inequities	Name major social issues or inequities depicted in illustrations (e.g., war) in L1 or L2	Characterize major social issues or inequities depicted in illustrations (e.g., slavery) in L1 or L2	Give examples or descriptions of social issues or inequities depicted in illustrations or political cartoons	Explain how major social issues or inequities depicted in illustrations or political cartoons have changed our lives	Discuss and pose solutions to social issues or inequities depicted in illustrations or political cartoons	
READING	Behavior of individuals & groups	Locate visually supported information on behavior of individuals and groups (e.g., from photographs, headlines and bylines in newspapers or magazines)	Locate visually supported information on behavior of individuals and groups (e.g., in newspaper, magazine or Web site articles)	Compare/contrast visually supported information on behavior of individuals and groups from various news sources	Interpret visually supported information on behavior of individuals and groups from various news sources	Evaluate authenticity of information on behavior of individuals and groups from various news sources	
WRITING	Survey research	Answer yes/no or choice questions in visually supported surveys with a partner	Formulate WH-questions for visually supported survey research from models with a partner	Describe how to compile and state results of visually supported survey research in small groups	Summarize responses to interview questions from visually supported survey research in small groups	Interpret results of survey research and pose questions for further study	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Global economy	Identify products related to economic trends of regions or countries from oral statements and maps or charts (e.g., “Oil is part of the world’s economy. Find countries with oil.”)	Match regions or countries to economic trends from oral descriptions and maps or charts	Find examples of regions or countries with similar economic trends from descriptive oral scenarios and maps or charts	Compare/contrast economic trends of regions or countries from oral discourse and maps or charts	Evaluate impact of economic trends on regions or countries from oral reading of grade-level material	
SPEAKING	Federal, civil & individual rights	Give examples of federal, civil or individual rights in U.S. or native country using visual support	Describe federal, civil or individual rights in U.S. or native country using visual support	Compare federal, civil or individual rights in U.S. to native or other countries using visual support	Discuss federal, civil or individual rights in U.S. or native country and their personal impact using visual support	Critique federal, civil or individual rights in U.S. or native country giving pros and cons	
READING	World histories, civilizations & cultures	Match people or places to periods in world history through illustrations, words/ phrases and timelines	Identify features of periods in world history from phrases or sentences and timelines	Classify features of periods in world history from descriptive sentences and timelines (e.g., government before and after French Revolution)	Compare/contrast features of periods in world history based on paragraphs and timelines	Interpret features of periods in world history from grade-level text	
WRITING	Historical figures & times	Label significant individuals or historical times in politics, economics or society using illustrations or photographs and models	Outline contributions of significant individuals or historical times in politics, economics or society using illustrations or photographs and models	Describe contributions of significant individuals or historical times in politics, economics or society using illustrations or photographs and models	Discuss how significant individuals or historical times have impacted politics, economics or society using illustrations or photographs	Explain and evaluate contributions of significant individuals or historical times in politics, economics or society	

CAN-DO Descriptors by Grade Level

5.4 The CAN DO Descriptors for WIDA's Levels of English Language Proficiency

For teachers unfamiliar with the ELP standards, the CAN DO Descriptors provide a starting point for working with ELLs and a collaborative tool for planning. As teachers become comfortable with the Descriptors, the standards' matrices can be introduced. The CAN DO Descriptors are also general enough to be appropriate to share with students' family members to help them understand the continuum of English language development.

The CAN DO Descriptors expand the Performance Definitions for the ELP standards by giving suggested indicators (not a definitive set) in each language domain: listening, speaking, reading and writing. More targeted than the Performance Definitions, the Descriptors have greater instructional implications; that is, the information may be used to plan differentiated lessons or unit plans. The Descriptors may also apply to ACCESS for ELLs® scores and may assist teachers and administrators in interpreting the meaning of the score reports. In addition, the Descriptors may help explain the Speaking and Writing Rubrics associated with the ELP test. A distinguishing feature of these Descriptors, although not explicitly mentioned, is the presence of sensory, graphic or interactive support, through ELP level 4, to facilitate ELLs' access to content in order to succeed in school.

The CAN DO Descriptors offer teachers and administrators working with ELLs a range of expectations for student performance within a designated ELP level of the WIDA ELP Standards. The Descriptors are not instructional or assessment strategies, per se. They are exemplars of what ELLs may do to demonstrate comprehension in listening and reading as well as production in speaking and writing within a school setting. Unlike the strands of MPIs, the Descriptors do not scaffold from one ELP level to the next. Rather, each ELP level is to be viewed independently.

Currently, the CAN DO Descriptors are written for the entire preK-12 spectrum. Given that they are generalized across grade spans, it is important to acknowledge the variability of students' cognitive development due to age, grade level spans, diagnosed learning disabilities (if applicable) and their diversity of educational experiences. Due to maturation, expectations of young ELLs differ substantially from those of older students. These differences must be taken into account when using the Descriptors. In 2008, WIDA will release new grade level cluster-specific CAN DO Descriptors at www.wida.us.

Presented as an oral language and literacy matrix, similar to the format of the ELP standards, the Descriptors should facilitate educators' examination of the language domains for the five levels of English language proficiency. ELP level 6, Reaching, is reserved for those students whose oral and written English is comparable to their English-proficient peers. Figure 5M presents the CAN DO Descriptors of English oral language and literacy development across the levels of English language proficiency.

In Figure 5N, the CAN DO Descriptors for English language proficiency have been translated into Spanish. This version may be shared with parents literate in Spanish, perhaps at parent-teacher conferences, or to set goals for an individual student's English language development.

Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support**, English language learners can:

Level 6 Reaching					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare/contrast functions, relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse
SPEAKING	<ul style="list-style-type: none"> Name objects, people, pictures Answer WH- (who, what, when, where, which) questions 	<ul style="list-style-type: none"> Ask WH- questions Describe pictures, events, objects, people Restate facts 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples and justify responses Express and defend points of view
READING	<ul style="list-style-type: none"> Match icons and symbols to words, phrases or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text
WRITING	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to a prompt Produce icons, symbols, words, phrases to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms/ genres of writing

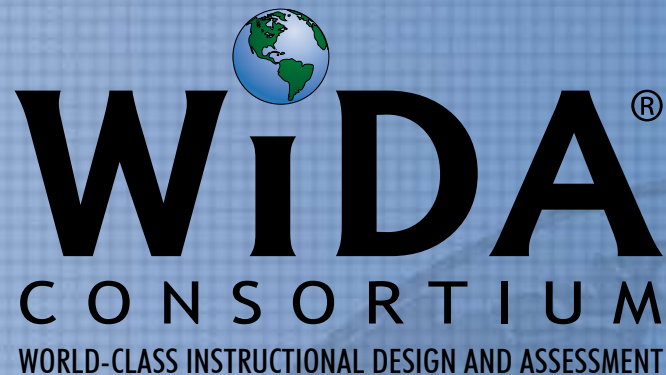
Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.

Figure 5N: Descripción de las Habilidades en los Niveles del Lenguaje Académico del Inglés, PreK-12

En cada nivel de capacidad en el lenguaje inglés, con apoyo, un estudiante de inglés puede hacer lo siguiente:

Nivel 6 Alcanzando					
	Nivel 1 Entrando	Nivel 2 Empezando	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando
ESCUCHAR	<ul style="list-style-type: none"> • Señalar dibujos, palabras o frases indicados • Seguir instrucciones orales de un paso • Emparejar declaraciones orales con objetos, figuras o ilustraciones 	<ul style="list-style-type: none"> • Clasificar dibujos u objetos siguiendo las instrucciones verbales • Seguir instrucciones verbales de dos pasos • Emparejar declaraciones verbales con objetos, figuras o ilustraciones 	<ul style="list-style-type: none"> • Localizar, seleccionar y ordenar información que proviene de descripciones orales • Seguir instrucciones verbales de paso múltiples • Clasificar o secuenciar información oral usando dibujos u objetos 	<ul style="list-style-type: none"> • Comparar y contrastar funciones y relaciones de acuerdo a información oral • Analizar y aplicar información oral • Identificar causa y efecto en discurso oral 	<ul style="list-style-type: none"> • Sacar una conclusión de información oral • Construir modelos basados en discurso oral • Hacer conexiones en información oral
HABLAR	<ul style="list-style-type: none"> • Nombrar objetos, personas y dibujos • Contestar preguntas (quién, qué, cuándo, dónde, cuál) 	<ul style="list-style-type: none"> • Preguntar • Describir dibujos, eventos, objetos y personas • Reformular y decir hechos 	<ul style="list-style-type: none"> • Formular hipótesis y hacer predicciones • Describir procesos • Recontar cuentos o eventos 	<ul style="list-style-type: none"> • Discutir cuentos, cuestiones, y conceptos • Hacer presentaciones orales • Ofrecer soluciones creativas a cuestiones o problemas 	<ul style="list-style-type: none"> • Participar en debates • Explicar fenómenos, dar ejemplos y justificar respuestas • Expresar y defender puntos de vista
LEER	<ul style="list-style-type: none"> • Emparejar símbolos y dibujos con palabras, frases o letras en la escritura en el medioambiente • Identificar conceptos de la organización de letras y elementos de textos 	<ul style="list-style-type: none"> • Localizar y clasificar información • Identificar hechos y mensajes directos • Seleccionar patrones de lenguaje asociados con hechos 	<ul style="list-style-type: none"> • Secuenciar dibujos, eventos y procesos • Identificar ideas principales • Usar pistas del contexto para determinar el significado de palabras 	<ul style="list-style-type: none"> • Interpretar información o datos • Encontrar detalles que apoyan las ideas principales • Identificar figuras retóricas y relaciones entre palabras 	<ul style="list-style-type: none"> • Realizar investigaciones para reunir información de fuentes múltiples • Sacar una conclusión de texto explícito e implícito
ESCRIBIR	<ul style="list-style-type: none"> • Etiquetar objetos, dibujos, diagramas • Dibujar respuestas a instrucciones • Producir íconos, símbolos, palabras y frases para comunicar un mensaje 	<ul style="list-style-type: none"> • Hacer listas • Producir dibujos, frases, oraciones cortas y apuntes • Dar información pedida por instrucciones orales o escritas 	<ul style="list-style-type: none"> • Producir textos básicos de estilo narrativo o informativo • Comparar y contrastar información • Describir eventos, personas, procesos 	<ul style="list-style-type: none"> • Resumir información de representaciones gráficas o apuntes • Corregir y revisar escritura • Crear ideas originales o respuestas detalladas 	<ul style="list-style-type: none"> • Aplicar información a contextos nuevos • Reaccionar a múltiples géneros y discursos • Redactar varias formas/géneros de composiciones

Translated by (Traducido por) Elizabeth J. Hartung, Monona Grove, WI; revised by (revisado por) Andrea Cammilleri, Mariana Castro and Stephanie Herrera, WIDA, Wisconsin Center for Education Research
 El desarrollo cognoscitivo de los estudiantes puede variar según edad, grado, diversidad de las experiencias educacionales, y discapacidades de aprendizaje (si existen).
 Esto se debe considerar al usar ésta información.



The English Language Learner CAN DO Booklet

Grades PreKindergarten-Kindergarten

INCLUDES:

Performance Definitions

CAN DO Descriptors

For use in conjunction with the
WIDA English Language Proficiency Standards

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Foreword: The WIDA English Language Learner CAN DO Booklet

The WIDA Consortium, from its conception, envisioned a system of standards and assessments that would assist schools in teaching academic language to English Language Learners (ELLs). This dream, now a reality, includes the development of practical tools to guide teachers when designing and implementing lessons, monitoring student progress, determining student language proficiency levels, collaborating across programs, and conveying results to ELLs and their parents.

The *WIDA English Language Learner CAN DO Booklet* is a very important contribution to meeting these goals. The booklet complements the *WIDA English Language Proficiency Standards* and provides a valuable set of resources aligned to the Performance Definitions for the levels of English language proficiency. WIDA's professional development program works with these resources to assist teachers in embedding academic English into content lessons and working school-wide to ensure the academic success of our culturally and linguistically diverse learners.

The WIDA Consortium recognizes that as a teacher of ELLs, you have a challenging but crucial job within your school. We sincerely hope that this booklet and other WIDA resources help to make your work more effective and your students more successful both in learning English and mastering challenging academic content.



Timothy Boals, Ph.D.
Executive Director
WIDA Consortium

Introduction

The resources contained in this booklet are intended to support classroom instruction. As with all WIDA products and services, they address language proficiency in relation to five English language proficiency (ELP) standards:

- Social and Instructional Language
- The Language of Language Arts
- The Language of Mathematics
- The Language of Science
- The Language of Social Studies

The following table displays the major components of WIDA’s standards-based system. The bold-faced components are included in this booklet and listed in the order in which they appear.

Components of WIDA’s Standards-based System	
Standards-based Component	Distinguishing Feature
Strands of Model Performance Indicators as representative of the WIDA English Language Proficiency Standards	Illustrate how English language learners process and use language for each English language proficiency standard, language domain, and language proficiency level <i>by grade level cluster</i>
Performance Definitions	Outline how English language learners process and use language for each level of language proficiency <i>in grades K-12</i>
CAN DO Descriptors	Describe how English language learners process and use language for each language domain and level of language proficiency <i>by grade level cluster</i>
Speaking and Writing Rubrics	Document how English language learners process and use language in the domain of speaking or writing for each level of language proficiency based on three criteria: linguistic complexity, vocabulary usage, and language control <i>in grades K-12</i>

The resources contained in this booklet are intended to support classroom instruction. The **Performance Definitions** (see page 4) provide criteria that shape each of the six levels of English language proficiency. The three bullets within each proficiency level in the Performance Definitions represent:

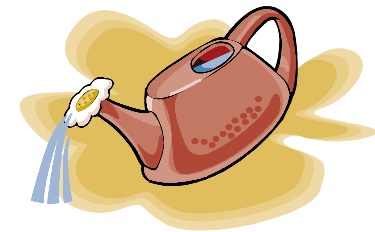
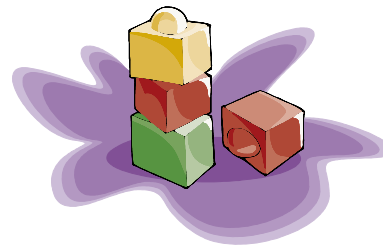
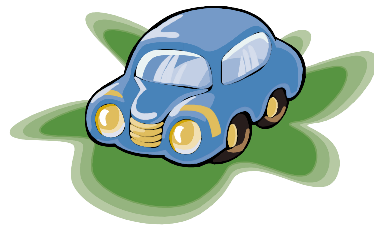
- **Linguistic Complexity**—the amount and quality of speech or writing for a given situation
- **Vocabulary Usage**—the specificity of words or phrases for a given context
- **Language Control**—the comprehensibility of the communication based on the amount and types of errors

The Performance Definitions provide a concise, global overview of language expectations for each level of English language proficiency. They span the spectrum of grade levels which means that educators must interpret the meaning of the Definitions according to students' cognitive development due to age, their grade level, their diversity of educational experiences, and any diagnosed learning disabilities (if applicable). For example, in level 5, “extended oral or written discourse” would probably be indicated by a 1st grade student’s ability to orally retell a story in a series of sentences using simple transition words. However, a middle school student might be expected to exhibit linguistic complexity at level 5 by incorporating a variety of sentence structures in an essay several paragraphs in

length. It is important to recognize that the Performance Definitions are the basis for use of other standards-based resources such as the CAN DO Descriptors.

The **CAN DO Descriptors** (see pages 6-7) are the centerpiece of this booklet, designed to support teachers by providing them with information on the language students are able to understand and produce in the classroom. What is unique about the CAN DO Descriptors is that they apply to all five English language proficiency standards, which means they provide an opportunity to link language development across all academic content areas. The Descriptors are intended to be used in tandem with the Performance Definitions. This is because the quantity and quality of language expected at a particular level of language proficiency may not be fully indicated within the CAN DO Descriptor for each language domain and proficiency level.

For example, the CAN DO Descriptors show that students may be able to “*identify*” at various levels of language proficiency, but the language (linguistic complexity, vocabulary usage, and language control) they use will vary tremendously. At one end of the spectrum, beginning English language learners may *identify* by pointing or using short words or phrases, whereas at the end of the language development continuum, students will begin to *identify* complex themes and ideas described in detailed technical language.





Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none"> • 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 English-proficient peers
5 Bridging	<ul style="list-style-type: none"> • 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 English-proficient peers when presented with grade-level material
4 Expanding	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support



Grade Level Cluster CAN DO Descriptors

The grade level cluster CAN DO Descriptors have been created by teachers, primarily for teachers, who work with English language learners throughout the consortium. During 2007-08, over 900 teachers and administrators participated in refining and validating five grade level clusters of Descriptors from the original document spanning the K-12 spectrum. These Descriptors for the four language domains—listening, speaking, reading, and writing—and five levels of English language proficiency are based on the WIDA English Language Proficiency Standards.

Interpretation of the CAN DO Descriptors

To maintain the succinctness of the individual statements, some basic assumptions need to be made in interpreting the CAN DO Descriptors.

1. Sensory, graphic, or interactive support are present through language proficiency level 4, Expanding.
2. English language learners can process or produce the **language** associated with the stated language functions.
3. Linguistic complexity, vocabulary usage, and language control increase incrementally as students move from one English language proficiency level to the next.

The CAN DO Descriptors are a sampling of the language expectations of English language learners as they travel along the continuum of English language development. Unlike the strands of model performance indicators that scaffold across levels of language proficiency, the CAN DO Descriptors function independently within a given level of language proficiency.

Uses for the CAN DO Descriptors

The CAN DO Descriptors are a resource, in addition to the English language proficiency standards, to use in classrooms with English language learners. As an instructional assessment tool, language teachers may:

- Share the Descriptors with classroom teachers and administrators to describe the second language acquisition process around the levels of English language proficiency
- Provide resource teachers, such as Title I or literacy coaches, additional information about English language learners
- Use to plan with tutors or mentors who work with English language learners
- Develop or co-develop lessons and units of study with differentiated language objectives
- Set language goals with their English language learners
- Explain to parents students' progress in listening, speaking, reading, and writing
- Suggest language goals to be incorporated into Individual Education Programs (IEPs) for English language learners with diagnosed disabilities
- Translate English language proficiency test scores (i.e., ACCESS for ELLs®, W-APT™, and WIDA MODEL™) into classroom practice
- Observe and note levels of student performance as a precursor to using WIDA Speaking and Writing Rubrics for formative assessment
- Use the Descriptors to advocate on behalf of English language learners



CAN DO Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Match oral language to classroom and everyday objects Point to stated pictures in context Respond non-verbally to oral commands or statements (e.g., through physical movement) Find familiar people and places named orally 	<ul style="list-style-type: none"> Sort pictures or objects according to oral instructions Match pictures, objects or movements to oral descriptions Follow one-step oral directions (e.g., “stand up”; “sit down”) Identify simple patterns described orally Respond with gestures to songs, chants, or stories modeled by teachers 	<ul style="list-style-type: none"> Follow two-step oral directions, one step at a time Draw pictures in response to oral instructions Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) Act out songs and stories using gestures 	<ul style="list-style-type: none"> Find pictures that match oral descriptions Follow oral directions and compare with visual or nonverbal models (e.g., “Draw a circle under the line.”) Distinguish between what happens first and next in oral activities or readings Role play in response to stories read aloud 	<ul style="list-style-type: none"> Order pictures of events according to sequential language Arrange objects or pictures according to descriptive oral discourse Identify pictures/realia associated with grade-level academic concepts from oral descriptions Make patterns from real objects or pictures based on detailed oral descriptions 	
SPEAKING	<ul style="list-style-type: none"> Identify people or objects in illustrated short stories Repeat words, simple phrases Answer yes/no questions about personal information Name classroom and everyday objects 	<ul style="list-style-type: none"> Restate some facts from illustrated short stories Describe pictures, classroom objects or familiar people using simple phrases Answer questions with one or two words (e.g., “Where is Sonia?”) Complete phrases in rhymes, songs, and chants 	<ul style="list-style-type: none"> Retell short narrative stories through pictures Repeat sentences from rhymes and patterned stories Make predictions (e.g. “What will happen next?”) Answer explicit questions from stories read aloud (e.g., who, what, or where) 	<ul style="list-style-type: none"> Retell narrative stories through pictures with emerging detail Sing repetitive songs and chants independently Compare attributes of real objects (e.g., size, shape, color) Indicate spatial relations of real-life objects using phrases or short sentences 	<ul style="list-style-type: none"> Tell original stories with emerging detail Explain situations (e.g., involving feelings) Offer personal opinions Express likes, dislikes, or preferences with reasons 	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.



CAN DO Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

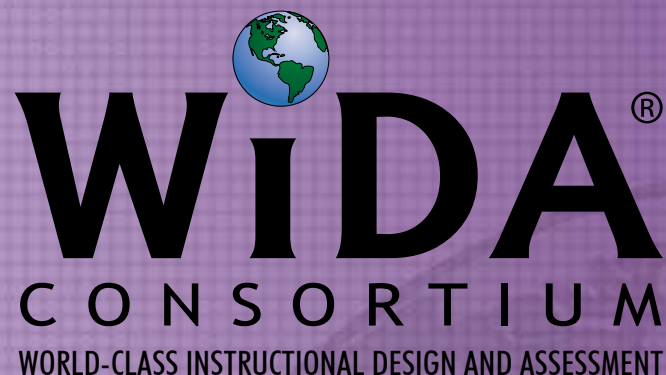
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Match icons and symbols to corresponding pictures Identify name in print Find matching words or pictures Find labeled real-life classroom objects 	<ul style="list-style-type: none"> Match examples of the same form of print Distinguish between same and different forms of print (e.g., single letters and symbols) Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) Match labeled pictures to those in illustrated scenes 	<ul style="list-style-type: none"> Use pictures to identify words Classify visuals according to labels or icons (e.g., animals v. plants) Demonstrate concepts of print (e.g., title, author, illustrator) Sort labeled pictures by attribute (e.g., number, initial sound) 	<ul style="list-style-type: none"> Identify some high-frequency words in context Order a series of labeled pictures described orally to tell stories Match pictures to phrases/short sentences Classify labeled pictures by two attributes (e.g., size and color) 	<ul style="list-style-type: none"> Find school-related vocabulary items Differentiate between letters, words, and sentences String words together to make short sentences Indicate features of words, phrases, or sentences that are the same and different 	
WRITING	<ul style="list-style-type: none"> Draw pictures and scribble Circle or underline pictures, symbols, and numbers Trace figures and letters Make symbols, figures or letters from models and realia (e.g., straws, clay) 	<ul style="list-style-type: none"> Connect oral language to print (e.g., language experience) Reproduce letters, symbols, and numbers from models in context Copy icons of familiar environmental print Draw objects from models and label with letters 	<ul style="list-style-type: none"> Communicate using letters, symbols, and numbers in context Make illustrated “notes” and cards with distinct letter combinations Make connections between speech and writing Reproduce familiar words from labeled models or illustrations 	<ul style="list-style-type: none"> Produce symbols and strings of letters associated with pictures Draw pictures and use words to tell a story Label familiar people and objects from models Produce familiar words/phrases from environmental print and illustrated text 	<ul style="list-style-type: none"> Create content-based representations through pictures and words Make “story books” with drawings and words Produce words/phrases independently Relate everyday experiences using phrases/short sentences 	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.



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The English Language Learner CAN DO Booklet

Grades 1-2

INCLUDES:

Performance Definitions

CAN DO Descriptors

For use in conjunction with the
WIDA English Language Proficiency Standards

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Foreword: The WIDA English Language Learner CAN DO Booklet

The WIDA Consortium, from its conception, envisioned a system of standards and assessments that would assist schools in teaching academic language to English Language Learners (ELLs). This dream, now a reality, includes the development of practical tools to guide teachers when designing and implementing lessons, monitoring student progress, determining student language proficiency levels, collaborating across programs, and conveying results to ELLs and their parents.

The *WIDA English Language Learner CAN DO Booklet* is a very important contribution to meeting these goals. The booklet complements the *WIDA English Language Proficiency Standards* and provides a valuable set of resources aligned to the Performance Definitions for the levels of English language proficiency. WIDA's professional development program works with these resources to assist teachers in embedding academic English into content lessons and working school-wide to ensure the academic success of our culturally and linguistically diverse learners.

The WIDA Consortium recognizes that as a teacher of ELLs, you have a challenging but crucial job within your school. We sincerely hope that this booklet and other WIDA resources help to make your work more effective and your students more successful both in learning English and mastering challenging academic content.



Timothy Boals, Ph.D.
Executive Director
WIDA Consortium

Introduction

The resources contained in this booklet are intended to support classroom instruction. As with all WIDA products and services, they address language proficiency in relation to five English language proficiency (ELP) standards:

- Social and Instructional Language
- The Language of Language Arts
- The Language of Mathematics
- The Language of Science
- The Language of Social Studies

The following table displays the major components of WIDA’s standards-based system. The bold-faced components are included in this booklet and listed in the order in which they appear.

Components of WIDA’s Standards-based System	
Standards-based Component	Distinguishing Feature
Strands of Model Performance Indicators as representative of the WIDA English Language Proficiency Standards	Illustrate how English language learners process and use language for each English language proficiency standard, language domain, and language proficiency level <i>by grade level cluster</i>
Performance Definitions	Outline how English language learners process and use language for each level of language proficiency <i>in grades K-12</i>
CAN DO Descriptors	Describe how English language learners process and use language for each language domain and level of language proficiency <i>by grade level cluster</i>
Speaking and Writing Rubrics	Document how English language learners process and use language in the domain of speaking or writing for each level of language proficiency based on three criteria: linguistic complexity, vocabulary usage, and language control <i>in grades K-12</i>

The resources contained in this booklet are intended to support classroom instruction. The **Performance Definitions** (see page 4) provide criteria that shape each of the six levels of English language proficiency. The three bullets within each proficiency level in the Performance Definitions represent:

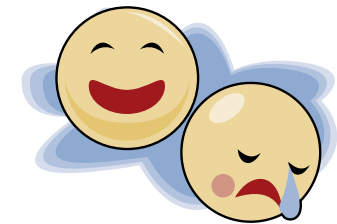
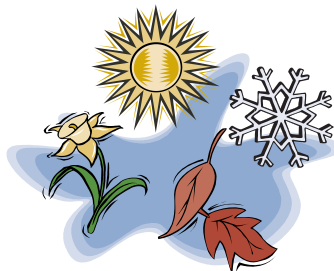
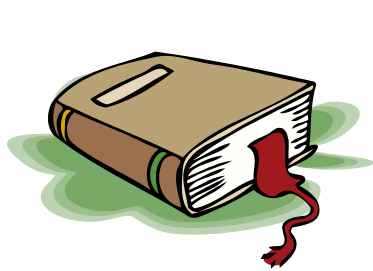
- **Linguistic Complexity**—the amount and quality of speech or writing for a given situation
- **Vocabulary Usage**—the specificity of words or phrases for a given context
- **Language Control**—the comprehensibility of the communication based on the amount and types of errors

The Performance Definitions provide a concise, global overview of language expectations for each level of English language proficiency. They span the spectrum of grade levels which means that educators must interpret the meaning of the Definitions according to students' cognitive development due to age, their grade level, their diversity of educational experiences, and any diagnosed learning disabilities (if applicable). For example, in level 5, "extended oral or written discourse" would probably be indicated by a 1st grade student's ability to orally retell a story in a series of sentences using simple transition words. However, a middle school student might be expected to exhibit linguistic complexity at level 5 by incorporating a variety of sentence structures in an essay several paragraphs in

length. It is important to recognize that the Performance Definitions are the basis for use of other standards-based resources such as the CAN DO Descriptors.

The **CAN DO Descriptors** (see pages 6-7) are the centerpiece of this booklet, designed to support teachers by providing them with information on the language students are able to understand and produce in the classroom. What is unique about the CAN DO Descriptors is that they apply to all five English language proficiency standards, which means they provide an opportunity to link language development across all academic content areas. The Descriptors are intended to be used in tandem with the Performance Definitions. This is because the quantity and quality of language expected at a particular level of language proficiency may not be fully indicated within the CAN DO Descriptor for each language domain and proficiency level.

For example, the CAN DO Descriptors show that students may be able to "*identify*" at various levels of language proficiency, but the language (linguistic complexity, vocabulary usage, and language control) they use will vary tremendously. At one end of the spectrum, beginning English language learners may *identify* by pointing or using short words or phrases, whereas at the end of the language development continuum, students will begin to *identify* complex themes and ideas described in detailed technical language.





Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none"> • 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 English-proficient peers
5 Bridging	<ul style="list-style-type: none"> • 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 English-proficient peers when presented with grade-level material
4 Expanding	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support



Grade Level Cluster CAN DO Descriptors

The grade level cluster CAN DO Descriptors have been created by teachers, primarily for teachers, who work with English language learners throughout the consortium. During 2007-08, over 900 teachers and administrators participated in refining and validating five grade level clusters of Descriptors from the original document spanning the K-12 spectrum. These Descriptors for the four language domains—listening, speaking, reading, and writing—and five levels of English language proficiency are based on the WIDA English Language Proficiency Standards.

Interpretation of the CAN DO Descriptors

To maintain the succinctness of the individual statements, some basic assumptions need to be made in interpreting the CAN DO Descriptors.

1. Sensory, graphic, or interactive support are present through language proficiency level 4, Expanding.
2. English language learners can process or produce the **language** associated with the stated language functions.
3. Linguistic complexity, vocabulary usage, and language control increase incrementally as students move from one English language proficiency level to the next.

The CAN DO Descriptors are a sampling of the language expectations of English language learners as they travel along the continuum of English language development. Unlike the strands of model performance indicators that scaffold across levels of language proficiency, the CAN DO Descriptors function independently within a given level of language proficiency.

Uses for the CAN DO Descriptors

The CAN DO Descriptors are a resource, in addition to the English language proficiency standards, to use in classrooms with English language learners. As an instructional assessment tool, language teachers may:

- Share the Descriptors with classroom teachers and administrators to describe the second language acquisition process around the levels of English language proficiency
- Provide resource teachers, such as Title I or literacy coaches, additional information about English language learners
- Use to plan with tutors or mentors who work with English language learners
- Develop or co-develop lessons and units of study with differentiated language objectives
- Set language goals with their English language learners
- Explain to parents students' progress in listening, speaking, reading, and writing
- Suggest language goals to be incorporated into Individual Education Programs (IEPs) for English language learners with diagnosed disabilities
- Translate English language proficiency test scores (i.e., ACCESS for ELLs®, W-APT™, and WIDA MODEL™) into classroom practice
- Observe and note levels of student performance as a precursor to using WIDA Speaking and Writing Rubrics for formative assessment
- Use the Descriptors to advocate on behalf of English language learners



CAN DO Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Follow modeled, one-step oral directions (e.g., “Find a pencil.”) Identify pictures of everyday objects as stated orally (e.g., in books) Point to real-life objects reflective of content-related vocabulary or oral statements Mimic gestures or movement associated with statements (e.g., “This is my left hand.”) 	<ul style="list-style-type: none"> Match oral reading of stories to illustrations Carry out two- to three-step oral commands (e.g., “Take out your science book. Now turn to page 25.”) Sequence a series of oral statements using real objects or pictures Locate objects described orally 	<ul style="list-style-type: none"> Follow modeled multi-step oral directions Sequence pictures of stories read aloud (e.g., beginning, middle, and end) Match people with jobs or objects with functions based on oral descriptions Classify objects according to descriptive oral statements 	<ul style="list-style-type: none"> Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information Find details in illustrated, narrative, or expository text read aloud Identify illustrated activities from oral descriptions Locate objects, figures, places based on visuals and detailed oral descriptions 	<ul style="list-style-type: none"> Use context clues to gain meaning from grade-level text read orally Apply ideas from oral discussions to new situations Interpret information from oral reading of narrative or expository text Identify ideas/concepts expressed with grade-level content-specific language 	
SPEAKING	<ul style="list-style-type: none"> Repeat simple words, phrases, and memorized chunks of language Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase Identify and name everyday objects Participate in whole group chants and songs 	<ul style="list-style-type: none"> Use first language to fill in gaps in oral English (code switch) Repeat facts or statements Describe what people do from action pictures (e.g., jobs of community workers) Compare real-life objects (e.g., “smaller,” “biggest”) 	<ul style="list-style-type: none"> Ask questions of a social nature Express feelings (e.g., “I’m happy because...”) Retell simple stories from picture cues Sort and explain grouping of objects (e.g., sink v. float) Make predictions or hypotheses Distinguish features of content-based phenomena (e.g., caterpillar, butterfly) 	<ul style="list-style-type: none"> Ask questions for social and academic purposes Participate in class discussions on familiar social and academic topics Retell stories with details Sequence stories with transitions 	<ul style="list-style-type: none"> Use academic vocabulary in class discussions Express and support ideas with examples Give oral presentations on content-based topics approaching grade level Initiate conversation with peers and teachers 	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.



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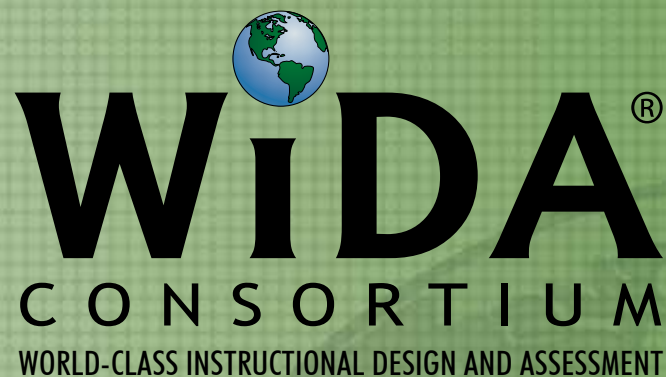
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Identify symbols, icons, and environmental print Connect print to visuals Match real-life familiar objects to labels Follow directions using diagrams or pictures 	<ul style="list-style-type: none"> Search for pictures associated with word patterns Identify and interpret pre-taught labeled diagrams Match voice to print by pointing to icons, letters, or illustrated words Sort words into word families 	<ul style="list-style-type: none"> Make text-to-self connections with prompting Select titles to match a series of pictures Sort illustrated content words into categories Match phrases and sentences to pictures 	<ul style="list-style-type: none"> Put words in order to form sentences Identify basic elements of fictional stories (e.g., title, setting, characters) Follow sentence-level directions Distinguish between general and specific language (e.g., flower v. rose) in context 	<ul style="list-style-type: none"> Begin using features of non-fiction text to aid comprehension Use learning strategies (e.g., context clues) Identify main ideas Match figurative language to illustrations (e.g., “as big as a house”) 	
WRITING	<ul style="list-style-type: none"> Copy written language Use first language (L1, when L1 is a medium of instruction) to help form words in English Communicate through drawings Label familiar objects or pictures 	<ul style="list-style-type: none"> Provide information using graphic organizers Generate lists of words/phrases from banks or walls Complete modeled sentence starters (e.g., “I like ____.”) Describe people, places, or objects from illustrated examples and models 	<ul style="list-style-type: none"> Engage in prewriting strategies (e.g., use of graphic organizers) Form simple sentences using word/phrase banks Participate in interactive journal writing Give content-based information using visuals or graphics 	<ul style="list-style-type: none"> Produce original sentences Create messages for social purposes (e.g., get well cards) Compose journal entries about personal experiences Use classroom resources (e.g., picture dictionaries) to compose sentences 	<ul style="list-style-type: none"> Create a related series of sentences in response to prompts Produce content-related sentences Compose stories Explain processes or procedures using connected sentences 	

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The English Language Learner CAN DO Booklet

Grades 3-5

INCLUDES:

Performance Definitions
CAN DO Descriptors

For use in conjunction with the
WIDA English Language Proficiency Standards

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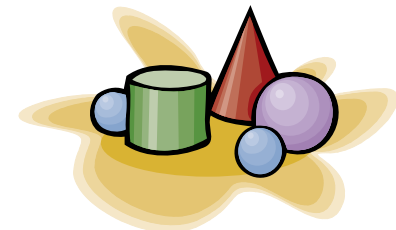
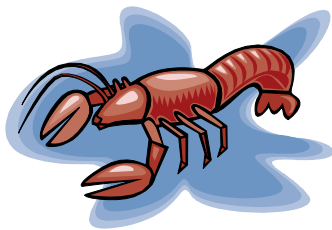
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Performance Definitions	Outline how English language learners process and use language for each level of language proficiency <i>in grades K-12</i>
CAN DO Descriptors	Describe how English language learners process and use language for each language domain and level of language proficiency <i>by grade level cluster</i>
Speaking and Writing Rubrics	Document how English language learners process and use language in the domain of speaking or writing for each level of language proficiency based on three criteria: linguistic complexity, vocabulary usage, and language control <i>in grades K-12</i>

The resources contained in this booklet are intended to support classroom instruction. The **Performance Definitions** (see page 4) provide criteria that shape each of the six levels of English language proficiency. The three bullets within each proficiency level in the Performance Definitions represent:

- **Linguistic Complexity**—the amount and quality of speech or writing for a given situation
- **Vocabulary Usage**—the specificity of words or phrases for a given context
- **Language Control**—the comprehensibility of the communication based on the amount and types of errors

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For example, the CAN DO Descriptors show that students may be able to “*identify*” at various levels of language proficiency, but the language (linguistic complexity, vocabulary usage, and language control) they use will vary tremendously. At one end of the spectrum, beginning English language learners may *identify* by pointing or using short words or phrases, whereas at the end of the language development continuum, students will begin to *identify* complex themes and ideas described in detailed technical language.



Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none"> • 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 English-proficient peers
5 Bridging	<ul style="list-style-type: none"> • 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 English-proficient peers when presented with grade-level material
4 Expanding	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support



Grade Level Cluster CAN DO Descriptors

The grade level cluster CAN DO Descriptors have been created by teachers, primarily for teachers, who work with English language learners throughout the consortium. During 2007-08, over 900 teachers and administrators participated in refining and validating five grade level clusters of Descriptors from the original document spanning the K-12 spectrum. These Descriptors for the four language domains—listening, speaking, reading, and writing—and five levels of English language proficiency are based on the WIDA English Language Proficiency Standards.

Interpretation of the CAN DO Descriptors

To maintain the succinctness of the individual statements, some basic assumptions need to be made in interpreting the CAN DO Descriptors.

1. Sensory, graphic, or interactive support are present through language proficiency level 4, Expanding.
2. English language learners can process or produce the **language** associated with the stated language functions.
3. Linguistic complexity, vocabulary usage, and language control increase incrementally as students move from one English language proficiency level to the next.

The CAN DO Descriptors are a sampling of the language expectations of English language learners as they travel along the continuum of English language development. Unlike the strands of model performance indicators that scaffold across levels of language proficiency, the CAN DO Descriptors function independently within a given level of language proficiency.

Uses for the CAN DO Descriptors

The CAN DO Descriptors are a resource, in addition to the English language proficiency standards, to use in classrooms with English language learners. As an instructional assessment tool, language teachers may:

- Share the Descriptors with classroom teachers and administrators to describe the second language acquisition process around the levels of English language proficiency
- Provide resource teachers, such as Title I or literacy coaches, additional information about English language learners
- Use to plan with tutors or mentors who work with English language learners
- Develop or co-develop lessons and units of study with differentiated language objectives
- Set language goals with their English language learners
- Explain to parents students' progress in listening, speaking, reading, and writing
- Suggest language goals to be incorporated into Individual Education Programs (IEPs) for English language learners with diagnosed disabilities
- Translate English language proficiency test scores (i.e., ACCESS for ELLs®, W-APT™, and WIDA MODEL™) into classroom practice
- Observe and note levels of student performance as a precursor to using WIDA Speaking and Writing Rubrics for formative assessment
- Use the Descriptors to advocate on behalf of English language learners



CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, or phrases Follow one-step oral directions (e.g., physically or through drawings) Identify objects, figures, people from oral statements or questions (e.g., “Which one is a rock?”) Match classroom oral language to daily routines 	<ul style="list-style-type: none"> Categorize content-based pictures or objects from oral descriptions Arrange pictures or objects per oral information Follow two-step oral directions Draw in response to oral descriptions Evaluate oral information (e.g., about lunch options) 	<ul style="list-style-type: none"> Follow multi-step oral directions Identify illustrated main ideas from paragraph-level oral discourse Match literal meanings of oral descriptions or oral reading to illustrations Sequence pictures from oral stories, processes, or procedures 	<ul style="list-style-type: none"> Interpret oral information and apply to new situations Identify illustrated main ideas and supporting details from oral discourse Infer from and act on oral information Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media 	<ul style="list-style-type: none"> Carry out oral instructions containing grade-level, content-based language Construct models or use manipulatives to problem-solve based on oral discourse Distinguish between literal and figurative language in oral discourse Form opinions of people, places, or ideas from oral scenarios 	
SPEAKING	<ul style="list-style-type: none"> Express basic needs or conditions Name pre-taught objects, people, diagrams, or pictures Recite words or phrases from pictures of everyday objects and oral modeling Answer yes/no and choice questions 	<ul style="list-style-type: none"> Ask simple, everyday questions (e.g., “Who is absent?”) Restate content-based facts Describe pictures, events, objects, or people using phrases or short sentences Share basic social information with peers 	<ul style="list-style-type: none"> Answer simple content-based questions Re/tell short stories or events Make predictions or hypotheses from discourse Offer solutions to social conflict Present content-based information Engage in problem-solving 	<ul style="list-style-type: none"> Answer opinion questions with supporting details Discuss stories, issues, and concepts Give content-based oral reports Offer creative solutions to issues/problems Compare/contrast content-based functions and relationships 	<ul style="list-style-type: none"> Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Sequence steps in grade-level problem-solving Explain in detail results of inquiry (e.g., scientific experiments) 	

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CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

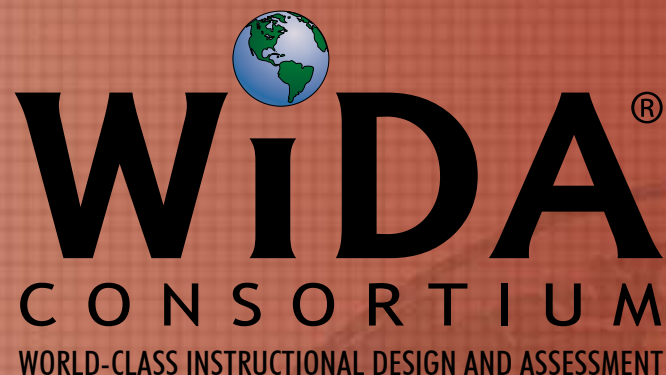
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Match icons or diagrams with words/concepts Identify cognates from first language, as applicable Make sound/symbol/word relations Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) 	<ul style="list-style-type: none"> Identify facts and explicit messages from illustrated text Find changes to root words in context Identify elements of story grammar (e.g., characters, setting) Follow visually supported written directions (e.g., "Draw a star in the sky.") 	<ul style="list-style-type: none"> Interpret information or data from charts and graphs Identify main ideas and some details Sequence events in stories or content-based processes Use context clues and illustrations to determine meaning of words/phrases 	<ul style="list-style-type: none"> Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) Find details that support main ideas Differentiate between fact and opinion in narrative and expository text 	<ul style="list-style-type: none"> Summarize information from multiple related sources Answer analytical questions about grade-level text Identify, explain, and give examples of figures of speech Draw conclusions from explicit and implicit text at or near grade level 	
WRITING	<ul style="list-style-type: none"> Label objects, pictures, or diagrams from word/phrase banks Communicate ideas by drawing Copy words, phrases, and short sentences Answer oral questions with single words 	<ul style="list-style-type: none"> Make lists from labels or with peers Complete/produce sentences from word/phrase banks or walls Fill in graphic organizers, charts, and tables Make comparisons using real-life or visually-supported materials 	<ul style="list-style-type: none"> Produce simple expository or narrative text String related sentences together Compare/contrast content-based information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author multiple forms of writing (e.g., expository, narrative, persuasive) from models Explain strategies or use of information in solving problems 	<ul style="list-style-type: none"> Produce extended responses of original text approaching grade level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level stories or reports 	

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The English Language Learner CAN DO Booklet

Grades 6-8

INCLUDES:

Performance Definitions

CAN DO Descriptors

For use in conjunction with the
WIDA English Language Proficiency Standards

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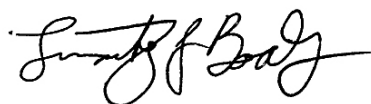
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The *WIDA English Language Learner CAN DO Booklet* is a very important contribution to meeting these goals. The booklet complements the *WIDA English Language Proficiency Standards* and provides a valuable set of resources aligned to the Performance Definitions for the levels of English language proficiency. WIDA's professional development program works with these resources to assist teachers in embedding academic English into content lessons and working school-wide to ensure the academic success of our culturally and linguistically diverse learners.

The WIDA Consortium recognizes that as a teacher of ELLs, you have a challenging but crucial job within your school. We sincerely hope that this booklet and other WIDA resources help to make your work more effective and your students more successful both in learning English and mastering challenging academic content.



Timothy Boals, Ph.D.
Executive Director
WIDA Consortium

Introduction

The resources contained in this booklet are intended to support classroom instruction. As with all WIDA products and services, they address language proficiency in relation to five English language proficiency (ELP) standards:

- Social and Instructional Language
- The Language of Language Arts
- The Language of Mathematics
- The Language of Science
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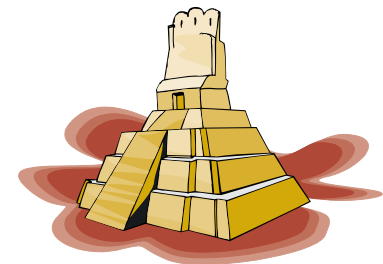
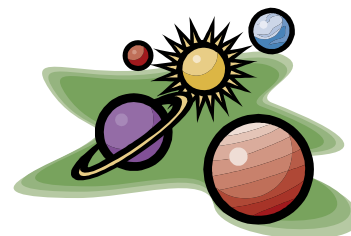
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Components of WIDA’s Standards-based System	
Standards-based Component	Distinguishing Feature
Strands of Model Performance Indicators as representative of the WIDA English Language Proficiency Standards	Illustrate how English language learners process and use language for each English language proficiency standard, language domain, and language proficiency level <i>by grade level cluster</i>
Performance Definitions	Outline how English language learners process and use language for each level of language proficiency <i>in grades K-12</i>
CAN DO Descriptors	Describe how English language learners process and use language for each language domain and level of language proficiency <i>by grade level cluster</i>
Speaking and Writing Rubrics	Document how English language learners process and use language in the domain of speaking or writing for each level of language proficiency based on three criteria: linguistic complexity, vocabulary usage, and language control <i>in grades K-12</i>

The resources contained in this booklet are intended to support classroom instruction. The **Performance Definitions** (see page 4) provide criteria that shape each of the six levels of English language proficiency. The three bullets within each proficiency level in the Performance Definitions represent:

- **Linguistic Complexity**—the amount and quality of speech or writing for a given situation
- **Vocabulary Usage**—the specificity of words or phrases for a given context
- **Language Control**—the comprehensibility of the communication based on the amount and types of errors

The Performance Definitions provide a concise, global overview of language expectations for each level of English language proficiency. They span the spectrum of grade levels which means that educators must interpret the meaning of the Definitions according to students' cognitive development due to age, their grade level, their diversity of educational experiences, and any diagnosed learning disabilities (if applicable). For example, in level 5, “extended oral or written discourse” would probably be indicated by a 1st grade student’s ability to orally retell a story in a series of sentences using simple transition words. However, a middle school student might be expected to exhibit linguistic complexity at level 5 by incorporating a variety of sentence structures in an essay several paragraphs in



length. It is important to recognize that the Performance Definitions are the basis for use of other standards-based resources such as the CAN DO Descriptors.

The **CAN DO Descriptors** (see pages 6-7) are the centerpiece of this booklet, designed to support teachers by providing them with information on the language students are able to understand and produce in the classroom. What is unique about the CAN DO Descriptors is that they apply to all five English language proficiency standards, which means they provide an opportunity to link language development across all academic content areas. The Descriptors are intended to be used in tandem with the Performance Definitions. This is because the quantity and quality of language expected at a particular level of language proficiency may not be fully indicated within the CAN DO Descriptor for each language domain and proficiency level.

For example, the CAN DO Descriptors show that students may be able to “*identify*” at various levels of language proficiency, but the language (linguistic complexity, vocabulary usage, and language control) they use will vary tremendously. At one end of the spectrum, beginning English language learners may *identify* by pointing or using short words or phrases, whereas at the end of the language development continuum, students will begin to *identify* complex themes and ideas described in detailed technical language.



Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none"> • 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 English-proficient peers
5 Bridging	<ul style="list-style-type: none"> • 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 English-proficient peers when presented with grade-level material
4 Expanding	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support



Grade Level Cluster CAN DO Descriptors

The grade level cluster CAN DO Descriptors have been created by teachers, primarily for teachers, who work with English language learners throughout the consortium. During 2007-08, over 900 teachers and administrators participated in refining and validating five grade level clusters of Descriptors from the original document spanning the K-12 spectrum. These Descriptors for the four language domains—listening, speaking, reading, and writing—and five levels of English language proficiency are based on the WIDA English Language Proficiency Standards.

Interpretation of the CAN DO Descriptors

To maintain the succinctness of the individual statements, some basic assumptions need to be made in interpreting the CAN DO Descriptors.

1. Sensory, graphic, or interactive support are present through language proficiency level 4, Expanding.
2. English language learners can process or produce the **language** associated with the stated language functions.
3. Linguistic complexity, vocabulary usage, and language control increase incrementally as students move from one English language proficiency level to the next.

The CAN DO Descriptors are a sampling of the language expectations of English language learners as they travel along the continuum of English language development. Unlike the strands of model performance indicators that scaffold across levels of language proficiency, the CAN DO Descriptors function independently within a given level of language proficiency.

Uses for the CAN DO Descriptors

The CAN DO Descriptors are a resource, in addition to the English language proficiency standards, to use in classrooms with English language learners. As an instructional assessment tool, language teachers may:

- Share the Descriptors with classroom teachers and administrators to describe the second language acquisition process around the levels of English language proficiency
- Provide resource teachers, such as Title I or literacy coaches, additional information about English language learners
- Use to plan with tutors or mentors who work with English language learners
- Develop or co-develop lessons and units of study with differentiated language objectives
- Set language goals with their English language learners
- Explain to parents students' progress in listening, speaking, reading, and writing
- Suggest language goals to be incorporated into Individual Education Programs (IEPs) for English language learners with diagnosed disabilities
- Translate English language proficiency test scores (i.e., ACCESS for ELLs®, W-APT™, and WIDA MODEL™) into classroom practice
- Observe and note levels of student performance as a precursor to using WIDA Speaking and Writing Rubrics for formative assessment
- Use the Descriptors to advocate on behalf of English language learners



CAN DO Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> 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.”) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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., democracy, justice) 	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.

CAN DO Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

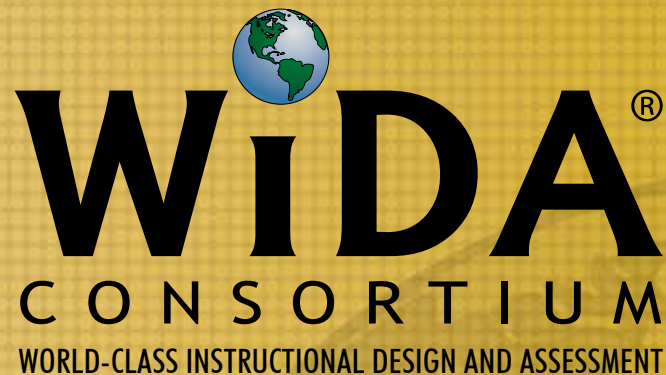
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Associate letters with sounds and objects Match content-related objects/pictures to words Identify common symbols, signs, and words Recognize concepts of print Find single word responses to WH- questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text Use picture dictionaries/illustrated glossaries 	<ul style="list-style-type: none"> Sequence illustrated text of fictional and non-fictional events Locate main ideas in a series of simple sentences Find information from text structure (e.g., titles, graphs, glossary) Follow text read aloud (e.g., tapes, teacher, paired-readings) Sort/group pre-taught words/phrases Use pre-taught vocabulary (e.g., word banks) to complete simple sentences Use L1 to support L2 (e.g., cognates) Use bilingual dictionaries and glossaries 	<ul style="list-style-type: none"> Identify topic sentences, main ideas, and details in paragraphs Identify multiple meanings of words in context (e.g., “cell,” “table”) Use context clues Make predictions based on illustrated text Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”) Differentiate between fact and opinion Answer questions about explicit information in texts Use English dictionaries and glossaries 	<ul style="list-style-type: none"> Order paragraphs Identify summaries of passages Identify figurative language (e.g., “dark as night”) Interpret adapted classics or modified text Match cause to effect Identify specific language of different genres and informational texts Use an array of strategies (e.g., skim and scan for information) 	<ul style="list-style-type: none"> Differentiate and apply multiple meanings of words/phrases Apply strategies to new situations Infer meaning from modified grade-level text Critique material and support argument Sort grade-level text by genre 	
WRITING	<ul style="list-style-type: none"> Draw content-related pictures Produce high frequency words Label pictures and graphs Create vocabulary/concept cards Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups) 	<ul style="list-style-type: none"> Complete pattern sentences Extend “sentence starters” with original ideas Connect simple sentences Complete graphic organizers/forms with personal information Respond to yes/no, choice, and some WH- questions 	<ul style="list-style-type: none"> Produce short paragraphs with main ideas and some details (e.g., column notes) Create compound sentences (e.g., with conjunctions) Explain steps in problem-solving Compare/contrast information, events, characters Give opinions, preferences, and reactions along with reasons 	<ul style="list-style-type: none"> Create multiple-paragraph essays Justify ideas Produce content-related reports Use details/examples to support ideas Use transition words to create cohesive passages Compose intro/body/conclusion Paraphrase or summarize text Take notes (e.g., for research) 	<ul style="list-style-type: none"> Create expository text to explain graphs/charts Produce research reports using multiple sources/citations Begin using analogies Critique literary essays or articles 	

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The English Language Learner CAN DO Booklet

Grades 9-12

INCLUDES:

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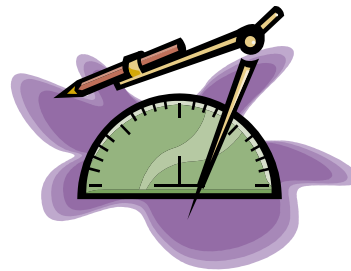
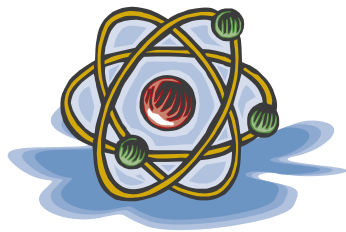
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Speaking and Writing Rubrics	Document how English language learners process and use language in the domain of speaking or writing for each level of language proficiency based on three criteria: linguistic complexity, vocabulary usage, and language control <i>in grades K-12</i>

The resources contained in this booklet are intended to support classroom instruction. The **Performance Definitions** (see page 4) provide criteria that shape each of the six levels of English language proficiency. The three bullets within each proficiency level in the Performance Definitions represent:

- **Linguistic Complexity**—the amount and quality of speech or writing for a given situation
- **Vocabulary Usage**—the specificity of words or phrases for a given context
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The Performance Definitions provide a concise, global overview of language expectations for each level of English language proficiency. They span the spectrum of grade levels which means that educators must interpret the meaning of the Definitions according to students' cognitive development due to age, their grade level, their diversity of educational experiences, and any diagnosed learning disabilities (if applicable). For example, in level 5, “extended oral or written discourse” would probably be indicated by a 1st grade student’s ability to orally retell a story in a series of sentences using simple transition words. However, a middle school student might be expected to exhibit linguistic complexity at level 5 by incorporating a variety of sentence structures in an essay several paragraphs in



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For example, the CAN DO Descriptors show that students may be able to “*identify*” at various levels of language proficiency, but the language (linguistic complexity, vocabulary usage, and language control) they use will vary tremendously. At one end of the spectrum, beginning English language learners may *identify* by pointing or using short words or phrases, whereas at the end of the language development continuum, students will begin to *identify* complex themes and ideas described in detailed technical language.



Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none"> • 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 English-proficient peers
5 Bridging	<ul style="list-style-type: none"> • 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 English-proficient peers when presented with grade-level material
4 Expanding	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support



Grade Level Cluster CAN DO Descriptors

The grade level cluster CAN DO Descriptors have been created by teachers, primarily for teachers, who work with English language learners throughout the consortium. During 2007-08, over 900 teachers and administrators participated in refining and validating five grade level clusters of Descriptors from the original document spanning the K-12 spectrum. These Descriptors for the four language domains—listening, speaking, reading, and writing—and five levels of English language proficiency are based on the WIDA English Language Proficiency Standards.

Interpretation of the CAN DO Descriptors

To maintain the succinctness of the individual statements, some basic assumptions need to be made in interpreting the CAN DO Descriptors.

1. Sensory, graphic, or interactive support are present through language proficiency level 4, Expanding.
2. English language learners can process or produce the **language** associated with the stated language functions.
3. Linguistic complexity, vocabulary usage, and language control increase incrementally as students move from one English language proficiency level to the next.

The CAN DO Descriptors are a sampling of the language expectations of English language learners as they travel along the continuum of English language development. Unlike the strands of model performance indicators that scaffold across levels of language proficiency, the CAN DO Descriptors function independently within a given level of language proficiency.

Uses for the CAN DO Descriptors

The CAN DO Descriptors are a resource, in addition to the English language proficiency standards, to use in classrooms with English language learners. As an instructional assessment tool, language teachers may:

- Share the Descriptors with classroom teachers and administrators to describe the second language acquisition process around the levels of English language proficiency
- Provide resource teachers, such as Title I or literacy coaches, additional information about English language learners
- Use to plan with tutors or mentors who work with English language learners
- Develop or co-develop lessons and units of study with differentiated language objectives
- Set language goals with their English language learners
- Explain to parents students' progress in listening, speaking, reading, and writing
- Suggest language goals to be incorporated into Individual Education Programs (IEPs) for English language learners with diagnosed disabilities
- Translate English language proficiency test scores (i.e., ACCESS for ELLs®, W-APT™, and WIDA MODEL™) into classroom practice
- Observe and note levels of student performance as a precursor to using WIDA Speaking and Writing Rubrics for formative assessment
- Use the Descriptors to advocate on behalf of English language learners



CAN DO Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally Match everyday oral information to pictures, diagrams, or photographs Group visuals by common traits named orally (e.g., "These are polygons.") Identify resources, places, products, figures from oral statements, and visuals 	<ul style="list-style-type: none"> Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples Sort oral language statements according to time frames Sequence visuals according to oral directions 	<ul style="list-style-type: none"> Evaluate information in social and academic conversations Distinguish main ideas from supporting points in oral, content-related discourse Use learning strategies described orally Categorize content-based examples described orally 	<ul style="list-style-type: none"> Distinguish between multiple meanings of oral words or phrases in social and academic contexts Analyze content-related tasks or assignments based on oral discourse Categorize examples of genres read aloud Compare traits based on visuals and oral descriptions using specific and some technical language 	<ul style="list-style-type: none"> Interpret cause and effect scenarios from oral discourse Make inferences from oral discourse containing satire, sarcasm, or humor Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) Evaluate intent of speech and act accordingly 	
SPEAKING	<ul style="list-style-type: none"> Answer yes/no or choice questions within context of lessons or personal experiences Provide identifying information about self Name everyday objects and pre-taught vocabulary Repeat words, short phrases, memorized chunks of language 	<ul style="list-style-type: none"> Describe persons, places, events, or objects Ask WH- questions to clarify meaning Give features of content-based material (e.g., time periods) Characterize issues, situations, regions shown in illustrations 	<ul style="list-style-type: none"> Suggest ways to resolve issues or pose solutions Compare/contrast features, traits, characteristics using general and some specific language Sequence processes, cycles, procedures, or events Conduct interviews or gather information through oral interaction Estimate, make predictions or pose hypotheses from models 	<ul style="list-style-type: none"> Take a stance and use evidence to defend it Explain content-related issues and concepts Compare and contrast points of view Analyze and share pros and cons of choices Use and respond to gossip, slang, and idiomatic expressions Use speaking strategies (e.g., circumlocution) 	<ul style="list-style-type: none"> Give multimedia oral presentations on grade-level material Engage in debates on content-related issues using technical language Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") Negotiate meaning in pairs or group discussions 	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

CAN DO Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Match visual representations to words/phrases Read everyday signs, symbols, schedules, and school-related words/phrases Respond to WH- questions related to illustrated text Use references (e.g., picture dictionaries, bilingual glossaries, technology) 	<ul style="list-style-type: none"> Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) Classify or organize information presented in visuals or graphs Follow multi-step instructions supported by visuals or data Match sentence-level descriptions to visual representations Compare content-related features in visuals and graphics Locate main ideas in a series of related sentences 	<ul style="list-style-type: none"> Apply multiple meanings of words/phrases to social and academic contexts Identify topic sentences or main ideas and details in paragraphs Answer questions about explicit information in texts Differentiate between fact and opinion in text Order paragraphs or sequence information within paragraphs 	<ul style="list-style-type: none"> Compare/contrast authors' points of view, characters, information, or events Interpret visually- or graphically-supported information Infer meaning from text Match cause to effect Evaluate usefulness of data or information supported visually or graphically 	<ul style="list-style-type: none"> Interpret grade-level literature Synthesize grade-level expository text Draw conclusions from different sources of informational text Infer significance of data or information in grade-level material Identify evidence of bias and credibility of source 	
WRITING	<ul style="list-style-type: none"> Label content-related diagrams, pictures from word/phrase banks Provide personal information on forms read orally Produce short answer responses to oral questions with visual support Supply missing words in short sentences 	<ul style="list-style-type: none"> Make content-related lists of words, phrases, or expressions Take notes using graphic organizers or models Formulate yes/no, choice and WH- questions from models Correspond for social purposes (e.g., memos, e-mails, notes) 	<ul style="list-style-type: none"> Complete reports from templates Compose short narrative and expository pieces Outline ideas and details using graphic organizers Compare and reflect on performance against criteria (e.g., rubrics) 	<ul style="list-style-type: none"> Summarize content-related notes from lectures or text Revise work based on narrative or oral feedback Compose narrative and expository text for a variety of purposes Justify or defend ideas and opinions Produce content-related reports 	<ul style="list-style-type: none"> Produce research reports from multiple sources Create original pieces that represent the use of a variety of genres and discourses Critique, peer-edit and make recommendations on others' writing from rubrics Explain, with details, phenomena, processes, procedures 	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



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SAU #39
ESOL Compliance Manual
School Programs and Services

School programs and Services

Students receiving ESOL services will have full access to participate in specialist classes (art, physical education, music, health, etc.), extra-curricular activities, sports, clubs, and all school activities that are open to their age peers. There will be no pull-out ESOL services that replace any of these school activities.

The percent of ESOL students identified as having special needs should not be higher than the percent of local SPED students who are native speakers. If this is found to be the case, ESOL teachers and SPED teachers will examine the roles of language proficiency and learning difficulties in the student's academic performance. Student eligibility for ESOL and SPED will be re-evaluated individually. When a student is found to be eligible for both ESOL and SPED, the ESOL teacher will work collaboratively with the SPED teachers in creating the IEP and ESOL Instructional Plan.

Any ESOL student who is found to qualify for additional services including Title I, Special Education, and/or additional tutoring will not be denied enrollment in any of those programs for which the student is qualified. The ESOL services do not substitute for any other services for which the student may qualify. Likewise, SPED, Title I, or other services may not substitute for ESOL services for eligible students.

The retention and drop-out rates for students receiving ESOL services may not be higher than the percentage rates for their grade level peers. If this is found to be the case, a re-evaluation of the ESOL program and the needs of the ESOL students will take place with ESOL teachers, classroom teachers and administrators.

ESOL students are able to earn sufficient credits to graduate within a reasonable amount of time. ESOL classes have credit-bearing status and are listed in the high school catalog of offerings. ESOL students have the right to enroll in school until the age of 21.

SAU #39
ESOL Compliance Manual
Program Staffing

ESOL Staff

The SAU #39 makes every effort to hire or contract with ESOL certified teachers, or teachers who can obtain a Statement of Eligibility of Certification through the Alt. IV certification path, for providing English language acquisition instruction. Middle and High School content classes that are designed for ESOL students should be taught by certified ESOL teachers who are Highly Qualified in their respective content area(s). Teachers who work in elementary schools and provide core content instruction should be Highly Qualified in Elementary Education.

The ratio of ESOL teachers to ESOL students will not exceed the ratio of classroom teachers to students at the elementary, middle, and high school levels.

ESOL teachers regularly collaborate with classroom/content teachers to provide instruction that is appropriate and aligned with the mainstream curriculum. Please see the Instructional Program portion and refer to the Teacher Communication Forms. Paraprofessionals may only reinforce the primary ESOL instruction that is provided by the ESOL teacher.

Only ESOL teachers administer the W-APT screener and ACCESS for ELs Assessments. Teachers must complete the ACCESS training to become certified to administer the ACCESS for ELs Assessment.

As required by the NH Department of Education, the SAU provides at least one ESOL related professional development activity per year for its ESOL staff. One professional development activity related to ESOL instruction should also be provided yearly for all school staff and administrators.

SAU #39

ESOL

Program Evaluation

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ESOL

Program Evaluation Scope

As required by law, all students that have been determined as eligible for ESOL services must be provided with services until they are proficient enough in English to participate meaningfully in the district's overall education program. It is also required that each district have an evaluation process in place to determine if the ESOL program is sufficiently meeting that requirement. Evaluation of the ESOL program will be ongoing and result in an annual report each June. The evaluation process will be overseen by the ESOL coordinator. It will examine the timeliness and effectiveness of the following areas:

- The identification of eligible students
- The assessment of English language proficiency
- The provision of services to identified students
- The provision of staff and resources to meet program needs
- The implementation of established criteria for transitioning students from services
- The implementation of monitoring procedures
- Student progress in English language development and academic content curriculum, including after exit from services

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Information Collection

In order to collect the necessary data and review program effectiveness, the ESOL coordinator will be responsible for coordinating data collection from all schools. The information collected will be organized in a manner that allows for review of progress of present and former students, as well as reviewing implementation procedures of all compliance manual components. The data will be available for review in an end of the year report. Data sources may include:

- ACCESS for EL's scores
- Proficiency level reports from ESOL teachers
- Surveys from parents, students and teachers
- Mainstream classroom grades
- Grievances or complaints made to the district or SAU regarding program implementation or service delivery

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ESOL

Advisory Committee

An ESOL advisory committee will meet at least annually to review progress of the program and compliance manual implementation. Data collected about the ESOL program will be reviewed at this time, as well as a discussion of predicted service hours needed based on student proficiency levels. This committee will consist of, but may not be limited to, all ESOL teachers, the ESOL coordinator and the director of special services. A standard agenda for these annual review meetings will be:

- Review of data on student progress, including ACCESS scores, mainstream grades, and proficiency levels
- Overview of survey responses
- Assessment of program effectiveness
- Identification of weaknesses
- Creation of an improvement plan, if necessary
- Prediction of necessary service hours for next year
- Other business

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ESOL

Data Review

As part of the ongoing assessment of the effectiveness of the ESOL program, data that is collected will be reviewed and analyzed by the advisory committee and made available to the school board annually. Data will be organized by the ESOL coordinator in a manner that demonstrates the amount of progress made by present and former ESOL students as well as the consistency of program implementation throughout the SAU. Results from the surveys will be collated to show percentages for each answer as well as include any narrative comments. The ACCESS scores will be graphed to show percentages of students at each proficiency level. This graph will be compared to the previous year's graph and an analysis of the progress will be made clear. The proficiency level scores will also be graphed separately for each language domain (reading, writing, speaking, and listening) so that any weak domains can be identified and addressed, and strong domains can be identified as well as the effective teaching strategies in these areas. Mainstream classroom grades will be collected and compared to the previous year's classroom grades to ensure students are continuing to move towards meeting the grade level standards.

The data review will include students presently receiving services, students in monitored status and students who have been exited from the program. The purpose of this data review is to evaluate the effectiveness of the ESOL program throughout the SAU, not to compare individual students or teachers. Names of teachers or students will not be included in any of the reports. In some instances it may be necessary to compare individual students' grades, scores or proficiency levels since comparing all ELs as a group is not always helpful with a relatively small and fluid population. In these cases, names will be omitted and a numeric or alphabetic code will be applied.

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ESOL

Improvement Plan

If during the data review process, the advisory committee identifies areas of weakness, a specific improvement plan will be put in place to address those areas of weakness. An improvement plan will be put in place if any of the following are found to be true:

- Current students are not adequately moving towards meeting grade level standards
- Monitored students are regressing in their classroom work
- Exited students are not passing grade level work
- Individual student proficiency levels are not increasing adequately
- Surveys from students, parents and/or teachers indicate part of the program is not being implemented consistently or effectively
- A grievance made to the district or SAU indicates part of the program is not being implemented consistently or effectively
- ESOL teachers identify an area that is not benefitting students adequately
- ACCESS for EL's scores are not showing adequate proficiency levels or individual growth from year to year.

The improvement plan must include:

- The identified area in need of improvement, which may be the implementation of an area of the compliance manual, a specific language domain (reading, writing, listening or speaking), a target group of students (new arrivals, current students, monitored students or exited students), or teaching practices
- A description of the rationale and objective
- Specific steps towards improvement in the identified area with a description of the procedural or program modifications
- A timeline for implementation of the improvement plan
- Specific people responsible for each step of the improvement plan
- Follow-up steps to evaluate if the improvement plan is effective and how success will be measured.
- The process for re-evaluation and adjustment of improvement plan if necessary

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ESOL

Implementing Program Changes

Once an improvement plan has been created by the ESOL advisory committee, it is the responsibility of the ESOL coordinator to ensure the plan is carried out in a timely manner. All stakeholders affected by the change will be notified of any program changes. Expected outcomes will be described clearly to all ESOL teachers. Any necessary training for implementing the changes will be supplied by the SAU. Responsibilities, expected outcomes and deadlines will be provided to all parties responsible for implementing the changes. The timeline for implementing the improvement plan will be timely enough to ensure that all ESOL students have access to equal educational opportunities. The ESOL coordinator will be responsible for overseeing the improvement plan implementation process to ensure it moves forward as outlined.