

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

**Grade Level Cluster: 6-8**

		<b>Level 6- Reaching</b>				
<b>Example Topics</b>	<b>Level 1 Entering</b>	<b>Level 2 Beginning</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	
<b>Listening</b>	Identify agricultural icons on maps or graphs from oral statements (e.g., "Find corn on the map.")	Locate resources or agricultural products on maps or graphs from oral descriptions (e.g., "Corn is an important crop in the Midwest. Show where corn is grown.")	Distinguish among resources or agricultural products on maps or graphs from oral descriptions (e.g., "IL grows corn and wheat. GA has cotton and rice.")	Find patterns associated with resources or agricultural products on maps or graphs described orally (e.g., "The Midwest produces more corn than the South as it has a cooler climate.")	Draw conclusions about resources or agricultural products on maps or graphs described orally from grade level material	
<b>Speaking</b>	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	Discuss significance of major events or people in U.S. history depicted in timelines, graphics, or illustrations (e.g., "The American Revolution was important because...")	Provide reasons for major events or people's actions in U.S. history depicted in timelines, graphics, or illustrations	Explain cause and effect of major events and people's actions in U.S. history (e.g., "This happened as a result of...")	

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<b>Reading</b>	Identify rights or responsibilities of people in U.S. or other countries using illustrations and labels, or phrases	Match rights or responsibilities of people in U.S. or other countries using illustrations and written statements	Select examples of rights or responsibilities of people in U.S. or other countries using illustrations and written descriptions	Analyze 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
<b>Writing</b>	Label features of U.S. or other governments using visuals or graphics and 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)	Analyze 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

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	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor
Listening	Locate places or geographic features on a map from oral commands.	Select appropriate maps to identify regions, countries or landforms from oral statements.	Select appropriate maps based on oral descriptions about regions, countries, landforms or highways.	Compare and contrast different types of maps from oral descriptions	Construct a representation of different types of maps from oral descriptions.	7.1.9.B 7.2.9.B 7.3.9A 8.1.9.B
Reading	Identify information from text and charts with graphic support.	Classify data based on information from text and charts using a graphic organizer.	Compare data based on information from text and charts using a graphic organizer.	Analyze data based on information and charts in small groups.	Predict future trends based on data gleaned from grade-level text and charts within a small group.	7.1.9.A 7.3.9.A,D 8.1.9.B
Speaking	Name historical figures in photographs and illustrations.	Describe historical figures from photographs, illustrations or videos.	Role-play scenes from the lives of historical figures from photographs, illustrations or videos.	Offer alternatives to the actions of historical figures based on multimedia.	Debate or defend a decision or action of a historical figure in teams.	8.3.9.A,C,D 8.4.9.A,C,D
Writing	Label pictures of historical events.	Write phrases and short sentences about historical events using graphic organizers.	Compare and/or contrast historical events using graphic organizers.	Generate a written summary of historical events using graphic organizers.	Author an essay about a historical event using graphic organizers.	8.1.9.C,D 8.2.9.A,B,C,D

Framework for **FORMATIVE/CLASSROOM** Instruction and Assessment