

English Language Proficiency Standard 1: English language learners communicate in English for **Social** and **Instructional** purposes within the school setting.

**Grade Level Cluster: 6-8**

<b>Level 6- Reaching</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>Reading</b>	Use of information Locate facts on socially-related topics (e.g., school dances) from visually supported information	Identify information on socially-related topics from illustrated text	Summarize information on socially-related topics from illustrated text (e.g., on billboards, ads, or instructions)	Interpret information on socially-related topics from illustrated text (e.g., directions for a board or video game)	Infer information on socially-related topics from text
<b>Writing</b>	School life Make lists associated with school life from visuals and word/phrase banks (e.g., subjects or classes)	Outline or complete graphic organizers about school life (e.g., weekly schedule with times and subjects)	Discuss likes and dislikes of different aspects of school life using graphic organizers (e.g., 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)

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<b>Listening</b>	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 or math books)	Categorize needed resources or supplies with types of activities from pictures and oral descriptions	Analyze activities and match with needed resources based on pictures and oral discourse	Evaluate and select resources needed for activities based on oral discourse
<b>Speaking</b>	Repeat or respond to oral instructions or visually supported assignments	Paraphrase or retell oral instructions or visually supported assignments (e.g., recap of homework)	Summarize oral instructions or visually supported assignments	Analyze and reflect upon oral instructions or visually supported assignments (e.g., through think-alouds)	Explain, in detail, reasons for instructions or assignments, appropriate for grade level

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	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor
Listening	Identify positive and negative behaviors from oral statements supported by illustrations (such as: in school, on the playground, in gym class or on the bus).	Role-play examples of etiquette and manners associated with activities based on illustrated oral descriptions (such as: sports rules or turn taking).	Role-play positive ways of interacting socially and culturally based on oral descriptions working with a partner.	Role-play to identify positive resolutions to peer pressure based on oral descriptions working with a partner.	Make connections to self from oral scenarios involving peer pressure.	
Reading	Match pictures and symbols to words and phrases in everyday print.	Classify topics identified through everyday print supported by visuals.	Sort relevant information from irrelevant information on topics gathered from everyday print that is visually supported.	Interpret information on topics gathered from everyday print that is visually supported.	Draw conclusions on topics gathered from everyday print that is visually supported.	
Speaking	Offer greetings, compliments, introductions, or farewells in authentic context using one or two words.	Ask WH-questions or exchange information supported visually.	Initiate or engage in conversation with peers.	Use idiomatic expressions or slang in conversation with peers.	Use humor or sarcasm in conversation with peers.	
Writing	Write "To do" lists through pictures and words using a picture dictionary.	Write short phrases or sentences about personally relevant tasks working with a partner.	Write simple paragraphs about personally relevant tasks working with a partner.	Revise paragraphs about personally relevant tasks with a peer.	Write responses that include language with multiple meanings (such as: idioms) about personally relevant tasks using notes and/or graphic organizers.	

Framework for FORMATIVE/CLASSROOM Instruction and Assessment