Pennsylvania English Language Proficiency Standards

pennsylvania
DEPARTMENT OF EDUCATION

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I. Introduction

Pennsylvania's PreK-12 English Language Proficiency Standards (ELPS) comprise two separate standards documents; the *Classroom/ Formative Framework and the WIDA Summative/ Large Scale Framework.* The *Classroom/ Formative Framework* was modeled after WIDA's *English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12: Frameworks for Large-scale State and Classroom Assessment,* developed by the WIDA consortium of states, and released in 2004. Though the framework was adopted, and the standards remained the same, the performance indicators for the PA ELPS were based on Pennsylvania's criteria for its English Language Learners, as well as Pennsylvania's content standards in the Core Curriculum content areas and PA Assessment Anchors for Language Arts, Mathematics, Science and Social Studies. After the development of the Formative / Classroom Framework, Pennsylvania formally joined the WIDA (World Class Instructional Design and Assessment) Consortium and adopted the WIDA Large Scale/Summative framework.

The PA English Language Proficiency Standards meet the requirements of the No Child Left Behind Act of 2001 by providing a framework for standards-based instructional and assessment planning for English language learners so that they may attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging commonwealth academic content and student academic achievement standards as all children are expected to meet. This document has been designed being mindful of all stakeholders in the Commonwealth of Pennsylvania impacted by linguistically and culturally diverse students who have not achieved a level of English proficiency equal to that of their native English speaking peers, and who are precluded from full access to the educational curricula because of that lack of proficiency. These stakeholders may include, but not be limited to: teachers; principals; administrators at both program and district levels; state instructional staff involved in curriculum development across all curriculum areas and personnel at PA Intermediate Units; test developers and administrators; teacher educators and staff developers; English language learners at all levels of proficiency and including those identified as learning disabled, and the families of those students.

Federal legislation, through mandated assessment in both English language proficiency and academic achievement, has directed the attention of educators and educational researchers to more closely focus on academic language: what it is, when it is used, and how English language learners can acquire it.

The Classroom/Formative framework is designed to be used with planning instruction and curriculum and extends itself to be used as a tool for classroom performance-based assessment as well. **The Classroom/Formative framework is not designed to be used for large scale assessment. The Large Scale/Summative framework exists for this purpose. Furthermore, neither framework is designed to be used as a stand-alone placement chart for English Language Learners.**

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Both the Classroom/Formative and the Large Scale/Summative frameworks specifically address academic language development in the individual content areas. However, the classroom framework is specifically designed for use in the development and implementation of curriculum and instruction. It may also be used to address alternate forms of classroom assessment. Using this framework will allow the students' performance to be measured using criteria which are much more classroom centered than the summative framework.

The matrices in this document provide educators with a starting point for planning instruction and assessment of ELLs incorporating not only the developmental nature of the acquisition of social and academic language across proficiency levels, but also the increased incremental demands of language at various grade level clusters.

This document clearly depicts not only the cumulative nature of content development but also the cumulative nature of language development.

II. Organization and Format of the Frameworks

The following elements are included in the frameworks:

- Five English language proficiency standards (Social and Instructional, Language Arts, Mathematics, Science, and Social Studies),
- Four language domains (listening, speaking, reading and writing),
- Five grade level clusters (PreK-K, 1-3, 4-5, 6-8, and 9-12),
- Five language proficiency levels (Entering, Beginning, Developing, Expanding, and Bridging), and
- *for the Formative framework:* PA Content Standards or Assessment Anchors.
  for the Summative framework: Example topic(s)

Performance indicators across all standards are classified according to performance definitions that uniformly describe the levels of language proficiency and are derived from the stages of second language acquisition. These levels provide the parameters in which all model performance indicators function, and are further clarified in the "Can Do" descriptors (see pages 5-7).

A. The English Language Proficiency Standards

There are five **English language proficiency standards** that center on the **language** needed by English language learners in Grade levels PreK-12 attending schools in the state of Pennsylvania to succeed both socially and academically in education settings. Each of the English language proficiency standards addresses a specific context for language acquisition (social and instructional settings as well as academic language in the content areas of language arts, mathematics, science, and social studies). The framework is broken into five grade level clusters: PreK-K, 1-3, 4-5, 6-8, and 9-12.

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The five Pennsylvania English Language Proficiency Standards are as follows:

English Language Proficiency Standard 1:
English language learners communicate in English 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.

B. The Language Domains

Each of the five English language proficiency standards encompasses four **language domains**: listening, speaking, reading, and writing. The language domains reflect the modality of the communication that is further delineated by the language proficiency levels and their model performance indicators. The definitions of the language domains are as follows:

Listening – process, understand, interpret, and evaluate spoken language in a variety of situations

Speaking – engage in oral communication in a variety of situations for an array of purposes and audiences

Reading – process, interpret, and evaluate written language, symbols and text with understanding and fluency

Writing – engage in written communications in a variety of forms for an array of purposes and audiences

Spolsky (1989), in his theory of second language learning, imposes a set of conditions that shape the acquisition process. Among them is the recognition that individual

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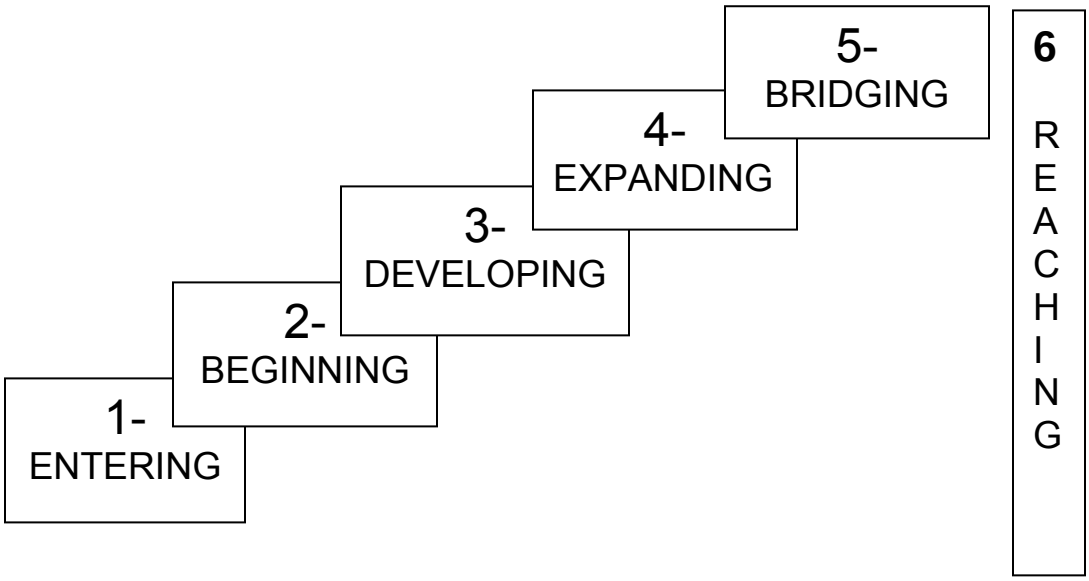
language learners vary in their productive and receptive skills, with receptive language (listening and reading) generally developing prior to and to a higher level than productive language (speaking and writing). Thus, English language learners may not be at a uniform level of English language proficiency across the four domains at any given point in time. This pattern may also be reflected in their native language proficiency. **Unless English language learners have received formal instruction in their native language, their oral language or literacy may not be fully developed for their age level.** The differential language acquisition of these students in the four language domains must be taken into consideration in instructional planning and assessment.

C. 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. Levels 1 through 5 represent levels in the process of language acquisition. Level 6 represents parity with native English speakers.



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Language Performance Definitions for the Levels of English Language Proficiency

	Across the curriculum…				
	Level 1 Entering	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**
RECEPTIVE	**at the given level of English language proficiency, English language learners in Pennsylvania, can *process and understand.***				
	Pictorial or graphic representation of the language of the content areas with minimal comprehension.	General language related to the content areas.	General and some specific language of the content areas.	Specific and some technical language of the content areas.	The technical language of the content areas.
PRODUCTIVE	**at the given level of English language proficiency, English language learners in Pennsylvania, can *use and produce.***				
	Non-verbal communication, single words or short phrases which may be demonstrated by repeating and copying words and phrases, or use of first language.	Common phrases or short sentences and some general academic language in oral and written communication with errors that may impede meaning.	Familiar oral and written language of expanded sentence length, short paragraphs, and academic language with occasional errors.	Oral and written academic and technical language of varying complexity in context with nominal errors.	Oral or written academic and technical language of varying complexity approaching that of English proficient peers with minimal errors.

Figure 1: Linguistic characteristics at levels of language proficiency

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CAN DO Descriptors for the Levels of English Language Proficiency

The CAN DO Descriptors offer teachers and administrators working with English language learners a range of expectations for student performance within a designated English language proficiency level of the Pennsylvania English language proficiency standards.

The CAN DO Descriptors are broad in nature, focusing on language functions generally found in the school setting, rather than language skills related to specific academic topics. A distinguishing feature of these descriptors, although not explicitly mentioned, is the presence of a variety of supports or strategies including visual or graphic support to enable English language learners' access to the language and content requisite for success in school. Given the broad nature of these CAN DO Descriptors and the fact that they are not distinguished by grade level cluster, educators need to keep in mind the variability of students' cognitive development, age and grade level differences, and their diversity of educational experiences.

The CAN DO Descriptors are an extension of the Performance Definitions for the Pennsylvania English Language Proficiency Standards. The CAN DO Descriptors apply to Pennsylvania's Language Proficiency Standards for English Language Learners and *ACCESS for ELLs*™ scores and may assist teachers and administrators in describing linguistic abilities as well as interpreting the meaning of the score reports. In addition, the CAN DO Descriptors may help explain the speaking and writing rubrics associated with the English language proficiency assessment.

The CAN DO Descriptors are not instructional or assessment strategies, per se. They are samples of what English language learners 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 model performance indicators (see Figure 5 on page 11), the CAN DO Descriptors do not scaffold from one English language proficiency level to the next, meaning that they do not form a developmental strand encompassing a shared topic or theme. Rather, each English language proficiency level is to be viewed as a set of independent descriptors.

Presented in matrix format similar to the English language proficiency standards, educators should have ease in examining the CAN DO Descriptors across the language domains for the five levels of English language proficiency. **It should be noted that students who are Newcomers or "Port of Entry", may be working toward the skills noted in Entering. It can not be assumed that these students have mastered these skills in English upon entry into Pennsylvania schools. However, these students may be able to exhibit these linguistic skills in their first language (L1) and should be given the opportunity to do so to the extent practicable.** English language proficiency level 6, Reaching, is reserved for those students who have reached parity with their English proficient peers.

For the most part, the CAN DO Descriptors are drawn from the English Language Proficiency Standards' Framework for Large-Scale Assessment developed by the WIDA Consortium, and consistent with *Pennsylvania's Language Proficiency Standards for English Language Learners*. These serve as the foundation for the English language proficiency assessment. Teachers are encouraged to supplement these bulleted points with additional ones from *Pennsylvania's Language Proficiency Standards for English Language Learners Pre-K through Grade 12*. In that way, educators will have a full complement of what English language learners CAN DO as they move along the second language acquisition continuum.

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CAN DO Descriptors for the Levels of English Language Proficiency, cont'd.

The characteristics within each box are target skills. For the given level of English language proficiency, English language learners can…

Language Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	• Point to stated pictures, words, phrases • Follow one-step oral directions • Match oral statements to objects, figures, or illustrations	• Sort pictures, objects according to oral instructions • Follow two-step oral directions • Match information from oral descriptions to objects, illustrations	• Locate, select, order information from oral descriptions • Follow multi-step oral directions • Categorize or sequence oral information using pictures, objects	• Compare and contrast functions, relationships from oral information • Analyze and apply oral information • Identify cause and effect from oral discourse	• Draw conclusions from oral information • Construct models based on oral discourse • Make connections from oral discourse	**Level 6- Reaching**
Reading	• Match icons and symbols to words, phrases, or environmental print • Identify concepts about print and text features	• Locate and classify information • Identify facts and explicitly stated messages • Select language patterns associated with facts	• Sequence pictures, events, processes • Identify main ideas • Use context clues to determine meaning of words	• Interpret information or data • Find details that support main ideas • Identify word families, figures of speech	• Conduct research to glean information from multiple sources • Draw conclusions from explicit and implicit text	
Speaking	• Name objects, people, pictures • Answer WH-questions	• Ask WH-questions • Describe pictures, events, objects, people • Restate facts	• Formulate hypotheses, make predictions • Describe processes, procedures • Retell stories or events	• Discuss stories, issues, concepts • Give speeches, oral reports • Offer creative solutions to issues, problems	• Engage in debates • Explain phenomena, give examples, and justify responses • Express and defend points of view	
Writing	• Label objects, pictures, diagrams • Draw in response to oral directions • Produce icons, symbols, words, phrases to convey messages	• Make lists • Produce drawings, phrases, short sentences, notes • Give information requested from oral or written directions	• Produce simple expository or narrative texts • Compare and contrast information • Describe events, people, processes, procedures	• Summarize information from graphics or notes • Edit and revise writing • Create original ideas or detailed responses	• Apply information to new contexts • React to multiple genres and discourses • Author multiple forms of writing	

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The performance definitions provide a global overview of the language acquisition process. They serve as a summary and synthesis of the model performance indicators for each language proficiency level. Three criteria or descriptors have been used to form the definitions. They are based on the students' increasing: 1) comprehension and use of the technical language of the content areas (Lexical Levels); 2) linguistic complexity of oral interaction or writing (Discourse Levels); and 3) development of phonological, syntactic, and semantic understanding or usage as they move through the second language acquisition continuum.

Attention has been given to guarantee that the academic language development delineated across the 5 levels of language proficiency incorporates various aspects of language (e.g. lexicon, syntax, grammar, and discourse). This is evident when noting that the language function at Level 1 targets the non-technical word and short phrase dimension of language whereas Level 5 addresses extended discourse incorporating technical vocabulary. Figure 3 provides the performance definitions for the language proficiency levels of the PA ELPS.

It should be noted that the language functions should not be considered synonymous with PSSA Assessment Key Word Lists nor Bloom's Taxonomy. Whereas Bloom's Taxonomy reflects cognitive ability, the language functions of the PA ELPS reflect linguistic ability. Linguistic ability is not necessarily a reflection of cognitive ability. Complex thinking can be revealed through simplistic language, especially when support is present.

D. The Matrices, Strands, and Model Performance Indicators

Each language proficiency standard is illustrated by model performance indicators (MPI) that are representative samples from the corpus of language associated with English language learners' acquisition of social and academic proficiencies. <u>The MPI are functional, measurable indices of the language domains (listening, speaking, reading, and writing) and aimed at the targeted age/developmental levels of English Language Learners.</u>

As their label implies, MPI are simply examples of assessable tasks which students can be expected to know and/or be able to do as they approach the transition to the next level of English language proficiency in any given content area. These examples have been drawn from a combination of research on English language proficiency and core curriculum content (as appear in TESOL PreK-12 ESL Standards, and Pennsylvania's academic content standards and PA Assessment Anchors). There are three components of each MPI:

1) language function (how the students use language),

2) content stem (the specific academic information the students are expected to communicate), and

3) the support or strategy (the manner of assistance which will help students to comprehend both the language and content needed).

These components are illustrated in Figure 4.

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UNDERSTANDING THE MODEL PERFORMANCE INDICATOR

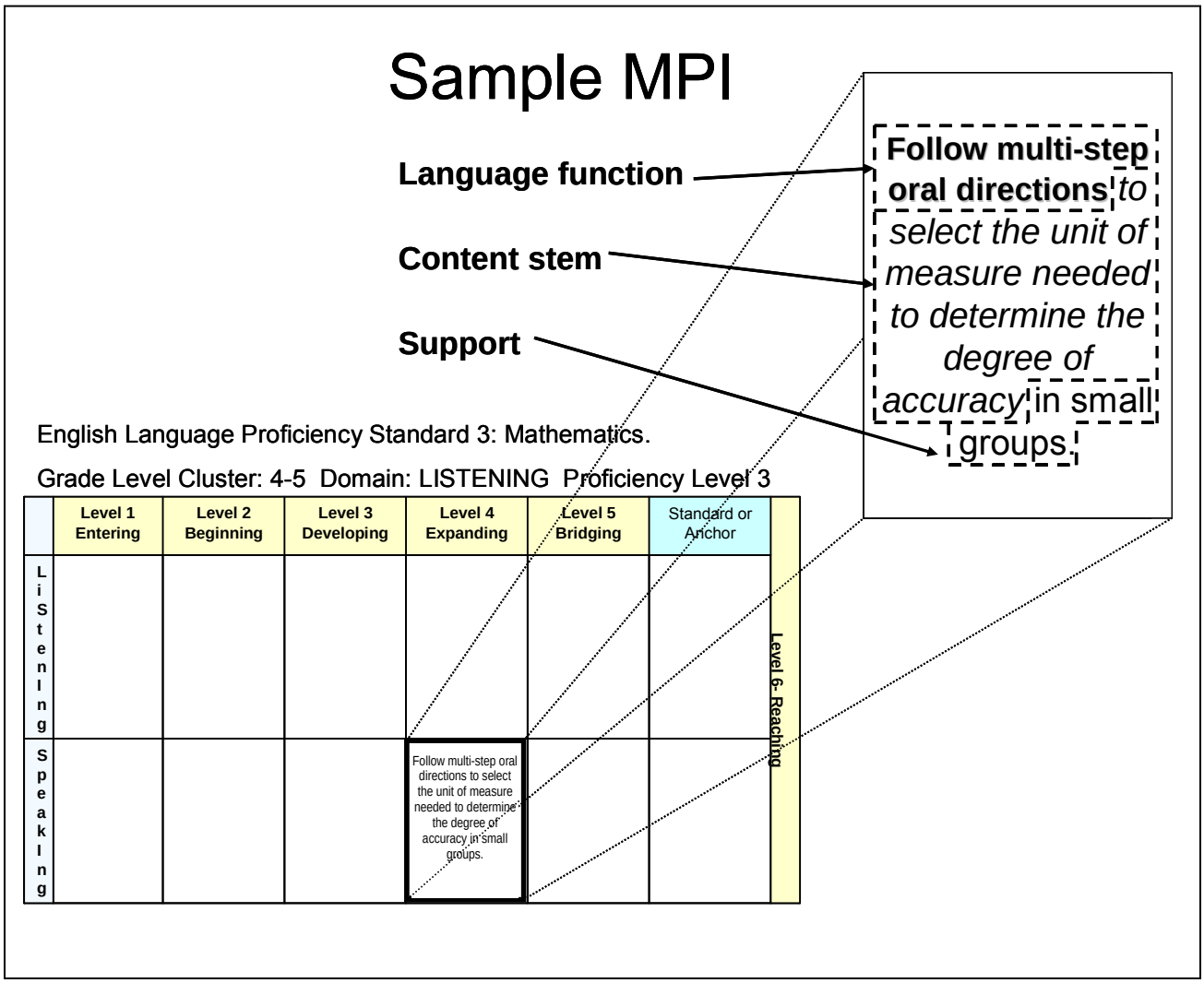

Figure 4: The components of a Model Performance Indicator (MPI).

The MPI in these frameworks are adapted from both the indicators listed in the TESOL PreK-12 ESL Standards (1997) developed by Teachers of English to Speakers of Other Languages (TESOL) for PA ELPS Standard 1, and Pennsylvania's content standards for the PSSA and the PA Assessment Anchors for PA ELPS Standards 2 through 5, using the model performance indicators developed by the WIDA consortium as the guide.

The MPI are presented in a developmental sequence across language proficiency levels (horizontal) and language domains (vertical). In effect, these levels of language proficiency operationalize Cummins research on BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) by creating a continuum which illustrates and delineates these levels of social and

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academic language development. They represent a full progression of linguistic complexity across content areas necessary for English language learners to move towards the attainment of PA academic content standards. For English Language Proficiency Standard 1 (Social and Instructional), the MPI refer to the language acquisition that may occur socially or within classroom and school contexts. For English Language Proficiency Standards 2 through 5 (language arts, math, science, and social studies) the MPI refer to academic language acquisition that must take place in content specific contexts.

The content stems in each MPI were carefully drawn from the PA academic content standards and PSSA Assessment Anchors. The specific standards and/or anchors addressed in each strand are noted in a vertical column to the right of the *Level 5 Bridging* column. Standard 1 (Social and Instructional) is the only standard in which the MPI content stems were not drawn from PA academic content standards and PSSA Assessment Anchors, since social and instructional language is a content unique to ESL.

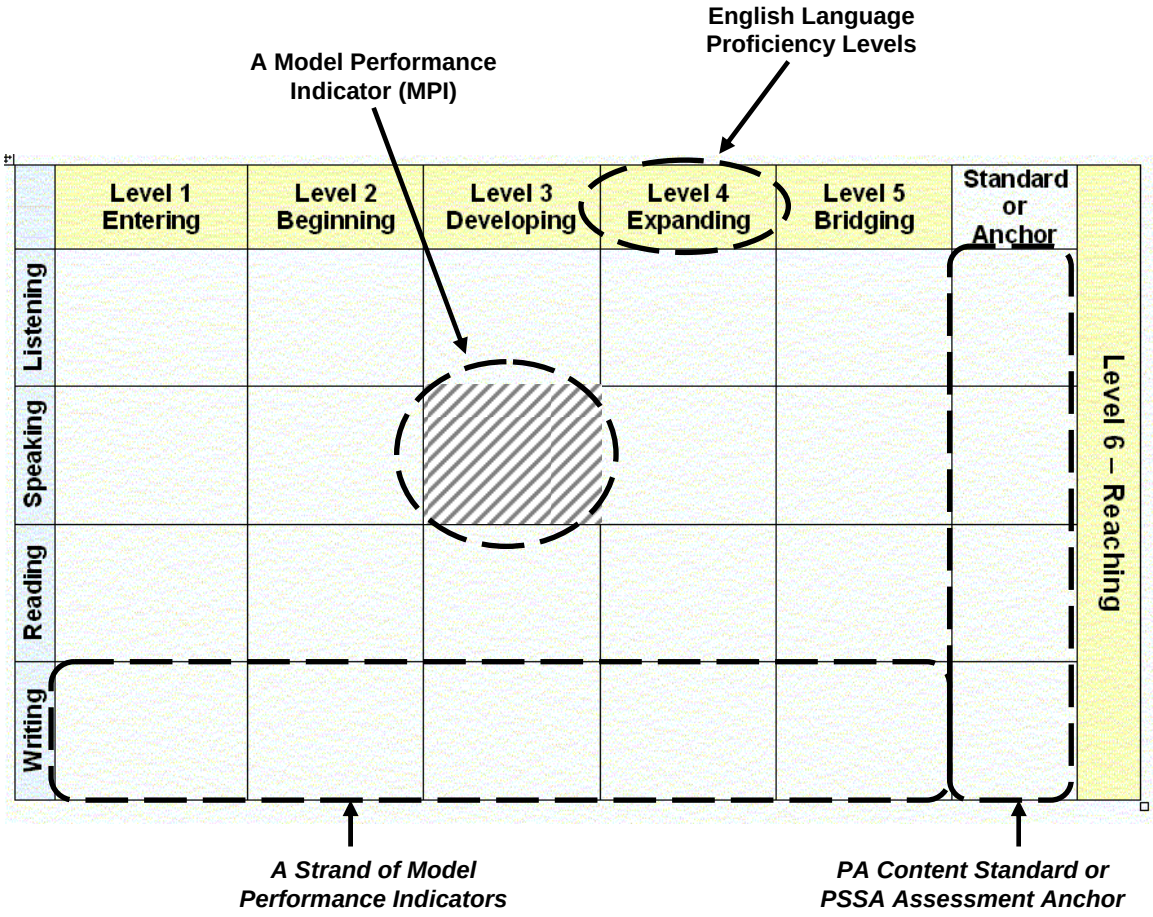

Figure 5:. The format of the English language proficiency standards framework for classroom instruction and performance-based assessment.

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The MPI designed for Levels 1 through 4 (Entering, Beginning, Developing, and Expanding) incorporate visual, interactive, or graphic support in order to provide the students access to meaning. These supports or strategies provide multiple modalities to assist ELL to gain meaning from an age/grade appropriate task. This is consistent with Vygotsky's concept of the *Zone of Proximal Development.* The MPI for Bridging (language proficiency level 5) assume students are exposed to and working with grade level material. Support at this level may be specifically stated or implied. It is important to note that English language learners identified as Bridging have still not achieved English language parity with their native English-speaking peers. Educators should be mindful of this, even though these English language learners are working with grade level material.

A visual layout of the components of the standards is displayed in Figure 5. The English language proficiency levels head each vertical column and the language domains begin each horizontal row. The remaining cells contain model performance indicators, creating a strand or strands across proficiency levels within a grade level cluster.

To summarize, the total of more than 500 unique MPI in the completed Pennsylvania English Language Proficiency Standards document is calculated from the:

5 English language proficiency standards

X

4 language domains

X

5 grade level clusters, and

X

5 levels of language proficiency

The Grade Level Clusters have been thoughtfully designated. The increasing numbers of Preschool and K programs serving ELL are addressed with the PreK-K Grade Level Cluster. Pennsylvania's Early Childhood Standards informed the development of the MPI at this level. The division between Grade 3 (the end of the 'learning to read' / skills development curriculum) and Grade 4 (the beginning of the 'reading to learn/skills application curriculum) are recognized by the grade level clusters 1-3 and 4-5. The middle school and high school distinction are reflected in grade level clusters 6-8 and 9-12.

Professional development for all educators (including practitioners, administrators, counselors and teacher educators) working with English language learners in the Commonwealth of Pennsylvania will facilitate the implementation and use of *Pennsylvania's English Language Proficiency Standards* in all content areas in all grades. The Pennsylvania Department of Education ESL/Bilingual Education program

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area will provide this professional development. Continued conversations and sharing of ideas for implementation, as well as the inclusion of the matrices in statewide teacher preparation programs, will also familiarize personnel with and facilitate usage of the system.

III. Alignment of the Model Performance Indicators and Versatility of the Framework

The spiraling nature of curriculum across all grade levels and the developmental progression of the second language acquisition process across all ages of students have been taken into account in the development of the MPI. Reading the MPI horizontally across language proficiency levels from 1 (Entering) to 5 (Bridging) is the basis for horizontal alignment while reading them downward (vertically) by language proficiency levels across grade level clusters (from PreK-K to 9-12) produces vertical alignment. The conscious attempt to align the MPI vertically and horizontally across the frameworks promotes systemic validity, from curriculum planning to delivery of instruction and serves to inform assessment of English language proficiency across all content areas.

The MPI for each grade level cluster are built on the assumption that students have acquired the social and academic language proficiency associated with the previous indicators. However, students with limited formal schooling who enter high school may also need to be exposed to requisite MPI *from lower grade level clusters as building blocks. It should be noted, however, that in all circumstances, the specific tasks designed for these students should be reflective of their age and cognitive development, and not just their language proficiency.*

With the goal of producing a teacher-friendly document and in order to avoid redundancy (thus reducing the size of the document), an attempt has been made not to repeat MPI (either in other language domains or grade level clusters). To gain a thorough understanding of the scope of the content of the MPI for a grade level cluster, it is best to examine all language domains (listening, speaking, reading, and writing) across the classroom framework.

The flexibility and power of the MPI become evident through *transformations*. A transformation is the activity through which one of the 3 elements of the MPI (see figure 4) is changed or transformed to extend the usage of the MPI while being mindful of the language proficiency level for that MPI.

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Transforming a MPI within a strand

English Language Proficiency Standard 3: Mathematics. Classroom framework
Grade Level Cluster: 4-5 Domain: SPEAKING Proficiency Level 3

Language function	*Content Stem*	*Support*
Tell a story	that involves a specific mathematical operation	with a partner
Describe the steps	that involve a specific mathematical operation	with a partner
Describe the steps	*to locate points using the coordinate plane*	with a partner
Describe the steps	to locate points using the coordinate plane	*in a small group*

IV. Rationale for the English Language Proficiency Standards

The need to develop English language proficiency standards that compliment and extend Pennsylvania's academic content standards stems from three sources: 1) pedagogy, 2) assessment, and 3) educational policy. These changes, spurred by the standards-based movement and federal regulations, directly impact English language learners in elementary and secondary schools throughout the United States. The Commonwealth of Pennsylvania, now required to implement English language proficiency standards, is responding to this mandate.

The notion of how we, as bilingual and English as second language (ESL) educators, envision language proficiency as a vehicle for instruction has changed quite drastically over the past decade. In K-12 classrooms with English language learners, educators are recognizing the need to infuse subject matter content into language learning as an instructional approach (Chamot & O'Malley, 1994; Echevarria, Vogt, & Short, 2000; Snow & Brinton, 1997). As a result, our vision of language proficiency has expanded to encompass both contexts for developing language in school, in general, and standards, curriculum, and instruction, in particular. Standards-based instruction that integrates language and content represents a refinement of the seminal work by Cummins (1980,

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1981), in which he first posits the constructs of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) (Gottlieb, 2003a).

English language proficiency standards need to capture the full range and complexities of methodologies that blend language and content learning. To this end, we must expand the coverage of previous ESL or English language proficiency standards to bring them into alignment with practice. In addition, we must ensure that English language proficiency standards dovetail PA academic content standards to create a continuous pathway to academic success for Pennsylvania's English language learners.

The *No Child Left Behind Act* of 2001 has given us the impetus to embark on this journey of redefining instruction and performance based assessment for English language learners. Specific tenets within the Act (under Titles I and III) make it clear that states are to create English language proficiency standards, tied to their academic content standards, as the basis for a comprehensive instructional program for English language learners. In addition, English language learners in grade levels K-12 must be assessed annually for English language proficiency in listening, speaking, reading, and writing. English as a second language (ESL) benchmarks for the annual measurable achievement objectives are to be based on state English language proficiency standards. Educational policy regarding English language learners in our schools reiterates the need for states, school districts, and schools to comply with the requirements of this federal legislation.

V. The Process of Developing English Language Proficiency Standards

Pennsylvania's PreK-12 English language proficiency standards represent an amalgam of the thinking of Pennsylvania's educators of English language learners participating in the various development/writing teams. More than 50 teachers, administrators, teacher trainers and additional personnel at the classroom, district, IU, university and state levels, all closely or directly involved with creating and implementing programs for English language learners, have provided invaluable input and feedback to the process. The result is the creation of a useful document which serves to ground classroom instruction as well as stimulate and guide curriculum and assessment. The development of PA ELPS has been an arduous process.

The theoretical base for the standards comes from a model developed by the WIDA Consortium which envisions academic language proficiency as a three-dimensional figure that addresses language complexity, cognitive engagement, and context within the domains of language (Gottlieb, 2002; 2003). In the case of PA ELPS, the contexts of interaction are defined by the five standards themselves; that is, social and instructional settings, English language arts, mathematics, science, and social studies. Varying degrees of cognitive engagement are incorporated into the model performance indicators while the range of language complexity is expressed by the performance definitions.

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It should be noted and emphasized that these standards **are not** content standards and as such do not replace any academic achievement standards. The Pennsylvania English Language Proficiency Standards are standards developed to advance academic language proficiency across the curriculum. Thus, there is a relationship that exists between the PA ELPS and the PA Content Standards and PSSA Assessment Anchors, for without appropriate development and comprehension of the *academic language* of the various content areas, academic achievement becomes an insurmountable task for Pennsylvania's English language learners.

The notion of academic language proficiency, the language used in the classroom or other academic settings directly tied to learning, has been acknowledged in research (Bailey & Butler, 2002; Stevens, Butler, & Castellon-Wellington, 2001) and has, in recent times, transformed instruction into content-based methodologies in second language classrooms. Thus, the Pennsylvania ELPS represent both the social and academic contexts that students encounter in school and provide the road map to sound instruction and assessment.

PA ELPS are built upon the WIDA system developed by the WIDA consortium, of which Pennsylvania is a member. The initial consortium, under the direction of Margo Gottlieb, took existing theory and research and converted it into practice. Because TESOL's (1997) *ESL standards for preK-12 students* have served as the national template, this document was used as a starting point for their analysis. In the initial WIDA document (2004), the team took the TESOL descriptors and sample progress indicators and classified those that were appropriate into 4 grade level clusters (K-2, 3-5, 6-8, 9-12) and language proficiency levels which provided the foundation for the matrix.

The Pennsylvania team extended the work that the WIDA group had done by expanding the grade level clusters to five: PreK-K, 1-3, 4-5, 6-8, 9-12. The PreK grade level was introduced to include and recognize Pennsylvania's *Early Childhood Standards.* The break between grades 3 and 4 was purposeful. The Pennsylvania team chose to follow traditional curriculum, which recognizes a shift from "learning to read" up through third grade to "reading to learn" beginning in fourth grade.

Initial steps for the development of Pennsylvania's ELPS began with a review of the WIDA document's Social and Instructional classroom matrix, followed by a comparison of the WIDA MPI in the content areas of Language Arts, Mathematics, Science, and Social Studies. Special attention was given to the grade level clusters for PreK-K, 1-3 and 4-5, since these clusters did not exist in the original WIDA matrix. For the content areas, Pennsylvania's team members examined the Pennsylvania standards in the four curriculum content areas, as well as the Reading and Math Anchors, and compared the existing MPI. In some cases, the WIDA MPI were adopted, in some cases they were reassigned to another grade level cluster or language proficiency, and in other cases new MPI were written. The team applied specific criteria for the selection, inclusion, and augmentation of the WIDA MPI taking into account the following considerations:

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- The language complexity required of the standard;
- The level of cognitive engagement required of the student;
- The presence of a developmental progression in relation to the other standards; and
- An equal representation of content standards across language domains for a given grade level cluster.

After the process of reviewing and/or reassigning MPI from the WIDA document was completed and additional MPI were developed, the completed matrix was reviewed for vertical and horizontal alignment as described earlier in this document.

VI. Uses for the English Language Proficiency Standards

The primary use of the English language proficiency standards is to guide curriculum development and alignment, instruction, and assessment for English language learners. In doing so, the English language proficiency standards, by incorporating the language of the classroom as well as that of the academic subject areas, provide a pathway to academic success for English language learners.

Acquiring a new language involves the integration of all language domains. Listening, speaking, reading, and writing are naturally interwoven in the instruction of English language learners within the Classroom/Formative Framework. It is suggested, therefore, that for teaching, the series of MPI (all 4 domains) at a grade level cluster serve as the starting point for creating content/language integrated lessons. Furthermore, by transforming the MPI across language domains (a process described previously in this document), teachers and administrators will maximize the use of the language proficiency standards.

The intersection of different content areas lends itself to thematic teaching, an endorsed approach for English language learners (Freeman & Freeman, 2002). Teachers should use the MPI to develop curricular themes or units of instruction that involve multiple content areas. While keeping in mind that each MPI includes a language skill, example of appropriate content, and a suggested performance support, teachers may interchange content while maintaining the integrity of the language skill and method of performance proposed in the MPI when planning curriculum and instruction**.** Furthermore, teachers can formulate both language and content objectives for curriculum and instruction from the standards' MPI.

Pennsylvania's *Language Proficiency Standards for English Language Learners* have been carefully developed to comply with the requirements of Titles I and III of the *No Child Left Behind Act* of 2001. They represent the work and commitment of dedicated professionals across Pennsylvania, lead by the ESL/Bilingual Education program area at the Pennsylvania Department of Education. It is hoped that educators throughout the

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Commonwealth find these standards a useful starting point in the education of all English language learners in preschool through high school.

For further information on the WIDA Summative framework and/or information on the W-APT, or *Access for ELLs* ®, please go to www.wida.us

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Pennsylvania English Language Proficiency Standards: Classroom/Formative Framework

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Example Topics and Themes for 2007 English Language Proficiency Standards
Grade Level Cluster: PreK-K

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
• Classrooms • Colors • Feelings • Games • Hygiene & safety • Music & movement • Recreational objects & activities • Routines • School • Self & family • Social behavior • Spatial relations	**Genres** • Chants & songs • Fairy tales • Nursery rhymes • Picture books **Topics** • Concepts about print • Environmental print • Same & different • Sounds & symbols (Phonemic awareness) • Story elements	• Attributes • Equivalency • Geometric shapes • Measurement of time (calendar, clocks) • Measurement tools • Number sense • Numbers & operations • Patterns • Quantity • Size • Spatial relations • Temperature • Weight	• Air • Animals • Body parts • Change in self & environment • Colors • Forces in nature • Living and non-living things • Night/ Day • Rocks • Safety practices • Scientific process • Seasons • Senses • Water • Weather	• Classroom/School • Clothing • Community workers • Families • Food • Friends • Holidays & symbols • Homes in a community/Habitats • Location of objects & places • Neighborhood • Seasons • Shelter • Transportation

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

Grade Level Cluster: PreK-K

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	
Listening	Follow simple oral commands with visual cues.	Follow simple commands without visual cues as a group.	Follow oral commands to show simple spatial relations with real life objects as a group.	Follow oral direction as presented in conversation or drama with a story or music as a group.	Follow sequential commands with visual or non-verbal cues.	RL1.6A, B 1.6A	**Level 6- Reaching**
Reading	Match, sort or classify pictures of family members or familiar icons using visual cues.	Recognize own name and/or names of familiar adults and children from a list.	Name letters from own name to letters found in classroom print working with a partner.	Match pictures of common objects to familiar words working with a partner.	Read words/phrases that is functional print with visual cues.	L1.1H, I, J, K 1.1B, G, H	
Speaking	State basic autobiographical information using visual cues or prompts.	Use one word or short phrases to express likes or dislikes of items or concepts as illustrated.	Participate/interact in everyday conversation.	Verbally respond to specific questions in everyday conversation working with a partner.	Ask and answer relevant questions and share experiences as a group.	EL1.6H, K, L 1.6C, E	
Writing	Use drawings to express thoughts and feelings as supported by posters or picture dictionaries.	Draw or label familiar objects as supported by posters, books, etc.	Write basic personal information as directed by teacher.	Write labels for visual representations of everyday objects using a word wall working with a partner.	Represent stories and/or experiences through a combination of pictures, words and phrases working with a partner.	L1.5B, C, D 1.5F	

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

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

Grade Level Cluster: PreK-K

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	
Listening	Participate in group songs, chants, or recitations that require appropriate physical actions (such as: "Itsy Bitsy Spider").	Point to pictures of items referred to in songs as they are called out (such as: spider, head or shoulder).	Perform physical actions independently in response to songs or poems that have been previously rehearsed.	Reenact part of a story, poem or scene as a group.	Reenact or dramatize an illustrated grade level story or poem that has been read aloud.	RL 1.6A, 1.6A	**Level 6- Reaching**
Reading	Match pictures, objects or letters as a group.	Match pictures or objects to the printed word as a group.	Match pictures or objects to phrases and sentences working with a partner.	Sequence a set of three pictures to create a story working with a partner.	Make predictions and inferences based on a picture book working with a partner.	C1.3A 1.1B	
Speaking	Answer WH-questions about a visually supported nursery rhyme.	Ask WH-questions about a visually supported nursery rhyme.	Retell a nursery rhyme with visual supports.	Summarize the events in a nursery rhyme using visual supports.	Express an opinion about the moral of a nursery rhyme working with a partner.	ELO1.6I, K 1.6B	
Writing	Depict an experience or event with a drawing as modeled.	Depict experiences using recognizable drawings and/or scribble writing in a group.	Write stories and/or experiences through pictures, letters and words in a group.	Write stories and/or experiences through a combination of pictures, words and phrases working with a partner.	Write stories and/or experiences through a combination of words, phrases and short sentences working with a partner.	L1.5A, B, C, F	

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

Grade Level Cluster: PreK-K

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	
Listening	Hold up the correct number of fingers as modeled when the teacher calls out a number from 1-10.	Respond to simple requests or commands as modeled that include numbers from 1-10.	Select manipulatives to demonstrate understanding of simple math stories working with a partner.	Assemble models of orally stated math stories using the flannel board.	Create visual representations of math stories with a partner as told by the teacher.	LM2.1 2.1	**Level 6- Reaching**
Reading	Identify objects by color, shape and size as a group.	Sort objects by attributes, according to descriptive words or phrases, working with a partner.	Pattern real-life objects by color, shape and size working with a partner.	Match sorted and/or patterned real-life objects to their descriptive words working with a partner.	Draw conclusions about patterned objects working with a partner.	LM2.8A, B, C, D LM2.9D 2.9	
Speaking	Recite numbers from 1-10 showing the correct number of fingers.	Echo instructor's production of number names, counting process and simple categorization using assorted manipulatives.	Participate in a group song or chant involving numbers and gestures.	Participate in group discussions pertaining to position and numbers of objects.	Explain and demonstrate how to play a game that involves quantity in a whole group.	LM2.1A 2.1	
Writing	Use drawings to express examples of matched pairs as modeled.	Create a counting book collaboratively with the class depicting matched sets.	Illustrate and label math concepts depicting activities in the classroom (such as: using tally marks as part of a survey) working with a partner.	Create drawings or writings that illustrate mathematical concepts within a small group.	Write a math sentence with numerals and number words from a word wall.	LM2.1 2.1	

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

Grade Level Cluster: PreK-K

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	
Listening	Identify materials used in a scientific process by pointing to pictures, graphics, or objects as directed by a teacher.	Collect the materials needed for the completion of a scientific process as directed by a teacher or other adult helper.	Respond to WH-questions about the materials needed to complete a scientific process within a small group.	Follow oral directions in the completion of a scientific process working with a partner.	Respond to probing questions about a scientific process within a small group.	SC3.2, 3.4, 3.5 3.1 3.2H	**Level 6- Reaching**
Reading	Match items on a flannel board according to weather or seasons as a group.	Sort items found in the sky during the day and items found in the sky at night using labeled manipulatives.	Identify the seasons based on pictures in a book working with a partner.	Classify clothing and activities associated with different seasons using labeled picture cards.	Draw conclusions after reading a picture book about day and night working with a partner.	SC3.5A 3.1D, G, J, K 3.5C, G, H	
Speaking	Name the correct sense to the pictured body part as a group.	Tell about something that tastes or smells good using pictures working with a partner.	Identify and describe things in the environment as a group.	Discuss how things taste, smell, look, and feel using visual cues.	Describe the differences in opposites (such as: sweet/sour) working with a partner.	SC3.2B, C SC3.4A, D 3.2E, F	
Writing	Collect and identify pictures of living things within a small group.	Draw pictures of living and non-living things working with a partner.	Sort and label pictures of living and non-living things, using letters, scribbles and/or letter like forms.	Draw and label pictures of adult and baby animals with words or invented spellings from a picture dictionary.	Draw and label the life cycle of living things with words or short sentences working in pairs or triads.	SC3.2E SC3.3A, C 3.3B, J, K	

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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: PreK-K

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	
Listening	Identify neighborhood signs from oral descriptions.	Match visuals of workers to their neighborhood work place based on oral descriptions.	Locate neighborhood places on a map based on oral descriptions of placement.	Locate neighborhood buildings on a map using oral directions.	Complete a neighborhood map based on oral directions.	SS7.3D, F, G, H 7.1A	**Level 6- Reaching**
Reading	Recognizes self in drawings or photographs.	Identifies self and family members in drawings or photographs.	Matches labels to community workers or their roles in pictures and drawings.	Matches labels to illustrations of neighborhood or community.	Sequence scenes from a simple story involving neighborhood, community or family using illustrations, drawings or literary props.	SS6.1A SS7.3C 6.1A	
Speaking	Repeat names of items located in a community using visuals and cues (such as: flag, neighbor, map and street).	Name community objects when presented with a visual cue.	Share cultural experiences using props and gestures (such as: show and tell a favorite food).	Engage in discussion about community activities (such as: a shopping trip or trip to the park).	Tell a real or make believe story about a family or class trip.	SS7.3C	
Writing	Represents self in drawings.	Draws and labels self as a component of a family unit.	Labels self and family members using scribbles, letter-like forms and invented spelling in drawings or illustrations.	Draws illustration of school, neighborhood or community; uses a combination of pictographic letters and real letters to describe illustration.	Draws illustration of self in family, neighborhood or community; writes simple words or phrases describing illustration.	SS7.3C	

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Example Topics and Themes for 2007 English Language Proficiency Standards
Grade Level Cluster: 1-3

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
• Everyday objects • Feelings & emotions • Following directions • Interests, opinions & preferences • Leisure activities • Likes, dislikes & needs • Personal correspondence • Personal information • School areas, personnel & activities	**Genres** • Fiction (literary text) • Folktales • Non-fiction (expository text) • Poetry • Predicable books **Topics** • Compound words • Elements of story • Homophones • Phonics/Phonemic awareness • Rhyming words • Role play • Sequence of story • Spatial relations • Story telling • Word families	• Basic operations (addition & subtraction) • Capacity • Estimation • Graphs • Interpretation of data • Measurement tools (standard, non-standard, metric) • Money • Number sense • Patterns • Place value • Shapes • Size • Symmetry • Time (digital & analog) • Two- and three-dimensional shapes • Weight • Whole numbers/ Quantity	• Animals • Astronomy • Body parts • Change • Chemical or 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	• Artifacts of the past • Celebrations/Customs • Citizenship • Community workers • Cultural heritage • Families & responsibilities • Homes & habitats • Land forms • Money & banking • Neighborhoods & communities • Products in the marketplace • Representations of the earth (maps, globes & photographs) • Rules • Seasons • Time & chronology • Use of resources & land

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

Grade Level Cluster: 1-3

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	
Listening	Position manipulatives or realia according to one-step oral commands to show spatial relations (such as: "Put the books on the table").	Position manipulatives or realia according to multiple oral commands to show spatial relations (such as: "Put the cubes in a row across the paper").	Follow oral directions verifying requests with cues from teachers or peers (such as: "Fold the paper in half and place it on your table the long way").	Follow simple oral directions with visual or nonverbal support (such as: "Write your name on the top left-hand side of the paper").	Follow sequence from multiple oral directions (such as: "Write your name on the top left-hand side of the paper, then put the date on the top right-hand side").		**Level 6- Reaching**
Reading	Respond to icons, pictures, and/or words on board games or in activities.	Respond to words and/or phrases on board games or in activities.	Follow written directions supported visually.	Follow written directions, with peer or teacher assistance.	Follow high frequency written directions.		
Speaking	Give and ask for permission or make requests using gestures as needed.	Share feelings and emotions, likes or dislikes using visual supports.	Discuss interests, opinions, or preferences working with a partner.	Persuade peers to join in activities or games by working within a small group.	Negotiate solutions to problems, interpersonal misunderstandings and/or disputes working with a partner.		
Writing	Illustrate personal experiences working with a partner.	Label illustrations of personal experiences with phrases and short sentences working with a partner.	Participate in a shared writing activity about a common experience (such as: a field trip or guest speaker).	Write an email message using a picture dictionary.	Write in a dialogue journal about personal experiences.		

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

Grade Level Cluster: 1-3

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	
Listening	Point to illustrations during teacher's reading of picture books.	Sort pictures of short segments of a read aloud using a graphic organizer.	Sequence pictures from a read-aloud using a graphic organizer.	Respond to a read-aloud by role-playing working with a partner.	Draw conclusions from a read-aloud using a graphic organizer.	1.6.3B	**Level 6- Reaching**
Reading	Retell stories using a series of pictures.	Match sentence strips to illustrations in a story.	Sequence a series of illustrated sentence strips to tell a story.	Identify phrases or sentences in a story that support the main idea working with a partner.	Participate in a reading/ literature circle to draw conclusions about grade level text.	R3.A1.3	
Speaking	Answer WH-questions based on illustrations in response to stories, chants or poems.	Describe a character from an illustrated story to a partner.	Retell a story using picture prompts with a partner.	Discuss reasons for a character's actions working with a partner.	Justify reasons for a character's actions with visual supports.	1.6D 1.6E	
Writing	Label family members in a drawing or picture using a word wall.	Write short sentences about a family picture or drawing using a word wall.	Write a journal entry about a family event using a picture dictionary or word wall.	Write a paragraph describing a family trip using a guided model.	Write a letter to a friend describing a family vacation using a guided model.	1.4.3A	

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

Grade Level Cluster: 1-3

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	
Listening	Point to pictures of figures based on teacher's oral descriptions of measurable attributes.	Sort and classify figures based on teacher's oral descriptions of measurable attributes working with a partner.	Locate a figure from groups of objects based on oral descriptions of measurable attributes working with a partner.	Compare and contrast measurable characteristics of different figures based on oral descriptions using models within a small group.	Construct a model of a figure by listening to oral criteria (such as: "It has four sides. The length is six inches") in a small group.	M3.B1 M3.C1	**Level 6- Reaching**
Reading	Match names of measurement tools to realia.	Locate, from a chart, the correct tool to measure a figure working with a partner.	Sequence the steps to measure an object using sentence strips working with a partner.	Determine the tool used to solve a measurement problem working with a partner.	Select and use the correct measurement tool to solve a word problem in a grade level text within a small group.	M3. B2	
Speaking	Name the operation to be used to solve a simple math story problem using a chart.	Restate the steps of an operation after a teacher explanation within a small group	Describe the steps used in an operation to solve a math problem to a partner.	Discuss the operation necessary to solve a problem within a small group.	Justify the operation used to solve a math story problem using a graphic organizer.	M3. A2	
Writing	Draw and label two- and three-dimensional objects using a picture dictionary.	Write a list of characteristics of two- and three-dimensional objects working with a partner	Write a description of two- and three-dimensional objects using realia working with a partner.	List the steps of the procedure for constructing two- and three-dimensional objects within a small group.	Write an entry in a math journal analyzing how common real life objects have the attributes of two- and three-dimensional shapes using a guided model.	M3. C1	

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Pennsylvania English Language Proficiency Standards
Classroom/Formative Framework
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English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**

Grade Level Cluster: 1-3

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	
Listening	Observe movement of real life objects by following one-step directions.	Explore movement of objects based on oral statements by pointing to pictures or objects.	Compare movement of real-life objects by following multiple step directions.	Predict movement of objects based on oral descriptions through the use of illustrations and other graphic representations.	Construct a model demonstrating the effects of force on motion based on oral descriptions.	3.4.4C	**Level 6- Reaching**
Reading	Match labels to magazine pictures (such as: animals and tools) from living/non-living categories.	Locate and classify information associated with natural resources, technologies or tools within a small group.	Use context clues to define key vocabulary associated with natural resources, technologies or tools working with a partner.	Interpret information associated with natural resources, technologies or tools using graphs and charts.	Make inferences associated with natural resources, technologies or tools from modified grade-level text.	3.2.4A 3.3.4A	
Speaking	Identify and sort parts that make up a system (such as: leaf/roots to tree) working with a partner.	Describe the parts of the body presented in a model or illustration working with a partner.	Describe a system of the body and how it works from charts and illustrations working with a partner.	Predict and discuss the effects on the whole if a part is missing (such as: roots/plants) working with a partner.	Explain the relationships of parts to whole based on questions (such as: root/plant) with a partner.	3.1.4A	
Writing	Match and label objects or pictures of different materials or textures with their sources (such as: paper with trees).	Make collages or drawings to produce phrases and short sentences about objects made of different materials and textures (such as: paper, cotton, or wool).	Describe and record objects made of different materials or textures from pictures or realia (such as: “The silk is shiny and smooth”).	Summarize the process for making different natural and synthetic materials using a graphic organizer.	Produce a report evaluating the usefulness of various goods produced from natural and synthetic materials based on class activities.	3.4.4A 3.5.4A 3.5.4B	

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

Grade Level Cluster: 1-3

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	
Listening	Point to pictures in response to questions about birthday celebrations of other cultures after listening to a story.	Identify illustrations from teacher descriptions after listening to a story on birthday celebrations.	Sequence picture cards after listening to a story about a birthday celebration in another culture.	Compare and contrast birthday celebrations in the US with that of other cultures after listening to a story.	Reenact a story about a birthday celebration in another culture.	7.3.3	**Level 6- Reaching**
Reading	Identify chronological events from left to right on a timeline using visual cues.	Locate historical events on a timeline using visual cues.	Sequence people/events in chronological order on a timeline within a small group	Sequence events gleaned from a short historical passage on a timeline working with a partner.	Draw conclusions about events to show historical interrelationships using grade level text working with a partner	8.1.3 A	
Speaking	Name places on maps working with a partner (such as: “This is the hospital”).	Ask and answer WH-questions about locations of places on a map working with a partner (such as: “Where is Pennsylvania”)?	Give directions from one place to another using a map.	Plan a trip using a map working with a partner.	Engage in a discussion about the benefits/challenges of traveling to various locations using a map key.	7.1.3 A, B	
Writing	Match pictures of community leaders with words copied from a word bank.	Complete a graphic organizer of the hierarchy of community leaders in your city, town or county within a small group.	Write sentences describing the jobs of community leaders working with a partner.	Write a paragraph describing the jobs of the elected officials in your city, town or county working with a partner.	Write a short essay describing the importance of community leadership using a graphic organizer.	5.2.3 D	

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Example Topics and Themes for 2007 English Language Proficiency Standards
Grade Level Cluster: 4-5

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
• Classroom supplies or assignments • Following directions • Health & safety • Information gathering • Leisure activities • Personal information or experiences • Rules & procedures	**Genres** • Biography & autobiography • Fables • Fairy tales • Fantasy • Folklore • Informational texts • Legends • Mysteries • Myths • Narratives • Prose • Science fiction • Tall tales **Topics** • Affixes & root words • Comprehension strategies • Conventions & mechanics • Editing & revising • Explicit & inferential information • Fact & opinion • Fluency strategies • Hyperbole • Main ideas/Details • Organization of texts • Phonemes/Phonology • Points of view • Story elements & types of genres • Story grammar • Strategies • Text structure & organization	• Angles • Area • Basic operations (Multiplication & Division) • Cost/ Money • Data analysis • Decimals • Descriptive statistics • Equivalent forms (Fractions, Decimals, Percent) • Fractions • Large whole numbers • Metric system • Patterns & Relationships • Percent • Perimeter • Place value • Polygons • Scale • Sets • Strategies for problem solving • Three-dimensional shapes	• 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	• 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 • Trade routes • U.S. documents • U.S. regions: Rivers, coasts, mountains, deserts, plains

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

Grade Level Cluster: 4-5

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	
Listening	Follow visually supported one-step oral directions to complete tasks (such as: making a peanut butter and jelly sandwich).	Match materials and/or resources needed to complete tasks with their uses based on realia and oral descriptions.	Follow multi-step oral directions to select materials or resources needed to complete tasks working with a partner.	Analyze and apply visually supported oral information to complete a task.	Draw conclusions based on oral discourse about materials needed to complete a task within a small group.		**Level 6- Reaching**
Reading	Match words or phrases to icons or pictures associated with school or community.	Classify phrases and short sentences associated with school or community using graphic organizers.	Use context clues to determine meaning of words associated with school or community in visually supported texts.	Interpret information about school or community using a variety of printed materials during shared reading.	Draw conclusions about school or community using a variety of printed materials during shared reading.		
Speaking	Ask for assistance with a task or for needed supplies using realia.	Ask WH-questions about a task working with a partner.	Ask questions to seek information in order to provide opinions, preferences or wishes within a small group.	Ask for or provide clarification of information by paraphrasing ideas in small groups.	Ask for or provide specific information that confirms or denies beliefs using graphic support.		
Writing	Label pictures that illustrate socially and culturally appropriate behaviors in school using a picture dictionary.	Write short phrases or sentences to describe socially and culturally appropriate behaviors in school as illustrated.	Produce a written solution to correct an inappropriate behavior in school with a team.	Summarize a variety of solutions to correct an inappropriate behavior in school with a team.	Create multimedia brochures contrasting appropriate American school behaviors with those of other countries working with a partner.		

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

Grade Level Cluster: 4-5

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	
Listening	Match pictures of characters from an illustrated story to oral descriptions.	Sequence key events after listening to an illustrated story.	Interact with teachers and/or peers during shared reading to show comprehension using visual cues.	Demonstrate similarities and differences among various characters in visually supported fiction.	Draw conclusions from orally read grade level fiction during literature circles.	1.6.5.A,B,D	**Level 6- Reaching**
Reading	Match icons and symbols to words and phrases from illustrated texts.	Select language patterns associated with a variety of illustrated literary works (such as: "Once upon a time").	Identify elements from a variety of illustrated literary works within a small group.	Identify figures of speech from various forms of literature using a graphic organizer.	Interpret grade level literature within a small group.	1.3.5.A-F	
Speaking	Answer WH-questions based on visually supported information about stories.	Retell story elements using facts and illustrations.	Describe major issues and conflicts in various literary works within a small group.	Discuss issues and concepts in a variety of literary works within a small group.	Express and defend points of view of literary characters from a visually supported grade level text.	1.6.5.D,E	
Writing	Produce and organize symbols, words and phrases to convey messages using a picture dictionary.	List the steps to complete a given task using a graphic organizer.	Write a series of sentences with a main topic and supporting details using a guided model.	Write an essay based on a personal experience working with a partner.	Revise writing for logic and order of ideas with feedback from teachers and peers.	1.4.5.E,F 1.5.5.A,C	

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

Grade Level Cluster: 4-5

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	
Listening	Select the appropriate tool to complete a visually supported measurement task as directed by the teacher.	Follow two-step oral directions to determine appropriate measurements working with a partner.	Follow multi-step oral directions to select the unit of measure needed to determine the degree of accuracy in small groups.	Compare and contrast the functions of various measurement tools based on oral descriptions using realia.	Select and apply appropriate tools and formulae to measure weight, mass, capacity, area, and perimeter based on oral descriptions working with a partner.	M5.B.1.3 M5.B.2.1	**Level 6- Reaching**
Reading	Match names and definitions of two- and three-dimensional figures with pictures or models.	Identify specific attributes about two- and three-dimensional shapes using a picture dictionary.	Identify two- or three-dimensional figures based on written descriptions using a graphic organizer.	Classify two- or three-dimensional figures based on written descriptions of their attributes working with a partner.	Draw conclusions about graphically represented geometric concepts using grade level texts.	M5.C.1	
Speaking	Answer WH-questions about mathematical operations using manipulatives.	Restate mathematical operations with the use of visual supports.	Tell a story that involves a specific mathematical operation working with a partner.	Discuss the steps to solve problems within a small group.	Defend the mathematical operations used to solve a problem from a graphically supported grade level text.	M5.A.2	
Writing	Write mathematical sentences based on visual representations.	Write and solve mathematical sentences based on word problems working with a partner.	Write the steps used to solve mathematical problems within a small group.	Create and solve a mathematical problem in a math journal using a guided model.	Explain the process used in solving a specific math problem from a guided model.	M5.A.2 M5.D.2	

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

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

Grade Level Cluster: 4-5

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	
Listening	Identify agricultural tools and machinery using pictures and realia following oral directions.	Select and label the appropriate orally described agricultural tools and machinery using realia.	Categorize agricultural technology choices (such as: past and present technology use) using real life examples.	Compare orally described agricultural technology choices (such as: past and present technology use) using real life examples.	Evaluate agricultural technology and energy use from oral explanations of grade-level materials.	S4.A.1.1 S4.A.2.2 S4.D.1.2	**Level 6- Reaching**
Reading	Match labels and symbols of recyclable material using realia.	Identify ways to conserve water and energy from visually supported captions or short statements (such as: "Stop leaving lights on").	Sequence descriptive sentences and pictures to illustrate the recycling process.	Interpret texts to find solutions to environmental problems within a small group.	Research the effects of pollution on the community using grade level reading materials.	S4.A.1.1 S4.B.3.3 S4.A.1.3	
Speaking	Name things found in nature (such as: leaves, insects or rocks) within a small group.	Respond to WH-questions about natural systems using pictures and realia.	Describe how systems in nature are organized working with a partner.	Explain features of natural phenomena using a graphic organizer.	Evaluate and explain characteristics of natural systems from grade-level material.	S4.B.2.1 S4.D.1.2 S4.D.2.1 S4.D.3.1	
Writing	Draw and label pictures of scientific phenomena based on observations (such as: life cycles).	Draw pictures and record observations of scientific phenomena based on visuals/realia.	Describe and record observations of scientific phenomena on a tri-fold science board.	Create journals based on scientific observations from classroom experiments.	Summarize explanations and observations in a scientific journal using grade-level materials.	S4.A.1.1 S4.A.1.3 S4.A.2.1	

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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: 4-5

	Level 1 Entering	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	**Standard or Anchor**	
Listening	Point to figures from PA history based on oral descriptions with visual support.	Sort pictures of events and locations in PA history based on oral classifications working with a partner.	Sequence PA historical events described orally using a timeline working with a partner.	Identify the difference between fact and opinion from a PA historical speech using a guided model.	Draw conclusions about PA historical events through oral discourse after viewing a re-enactment.	5.2.6.A-C 5.3.6.A-D	**Level 6- Reaching**
Reading	Match immigrant groups to various countries of origin using illustrated maps and globes.	Identify major immigration or migration routes using maps and globes.	Investigate and organize graphically supported information about immigration or migration patterns.	Compare graphically supported information about immigration or migration patterns found on the Internet and/or in newspapers.	Identify reasons and explanations for immigration or migration based on grade level multicultural stories.	8.3.6.A,D 8.4.6.A,B	
Speaking	Name the three branches of government in response to WH-questions with visual support.	Identify and describe major federal government documents using a graphic organizer.	Describe the steps of how a bill becomes a law using sequential language working with a partner.	Discuss the roles of a senator and a congressman using a graphic organizer.	Engage in debates about the rights and responsibilities of a citizen as part of a small group.	5.2.6.A-C 5.3.6.A-D	
Writing	Label pictures of figures/events in PA history.	Write short statements about PA historical figures using a graphic organizer.	Compare and contrast events in PA history with multiple sentences using a guided model.	Write a short paragraph summarizing information from notes on an event in PA history.	Write a persuasive essay about the importance of a historical figure in PA using visually supported grade level resources.	8.2.6.A 8.3.6.A,C 8.4.6.A	

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Example Topics and Themes for 2007 English Language Proficiency Standards
Grade Level Cluster: 6-8

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
• Assignments/Research • Character development • Instructions • Resources & supplies • School behavior • School life • Social interaction • Use of information • Use of multiple resources • Use of register	**Genres** • Adventure • Ballads • Editorials • Historical documents • Human interest • Multi-media • Mythology • Poetry/Free verse • Science fiction • Technical texts ***Topics*** • Alliteration • Author's purpose • Biographies • Dialogue • Grammar • Literacy devices • Metaphors & similes • Multimedia • Multiple meanings • Personification • Synonyms, antonyms & homophones • Test-taking and comprehension strategies • The Writing Process • Use of resources (including strategies & editing)	• Algebraic Equations • Area, volume & circumference • Complex 2- & 3-dimensional figures • Data sets & plots • Decimals • Estimation • Factors • Fractions • Geometric relations • Integers • Interpreting data & statistics • Line segments & angles • Measures of central tendency (mean, median, mode, range) • Metric & standard units of measurement • Parallel lines • Percent • Perimeter • Probability • Problem solving • Ratio & proportion • Square root • Statistics • Whole numbers	• Atoms & molecules • Bacteria to plants • Body systems & organs • Chemical building blocks • Climate zones • Comets & meteorites • Cycles • Elements & compounds • Forms of energy • Light • Motion & force • Natural disasters • Processes • Reproduction • Scientific inventions or discoveries • Solar system • Temperature changes • Populations, resources & environments • Sound • Scientific tools or instruments • Scientific Method • Universe: Stars and planets • Water	• Agriculture • America's story • Ancient/Medieval civilizations • Bill of Rights • Civic rights & responsibilities • Civil War • Colonization • Countries & continents • Cultural perspectives & frames of reference • Economic trends • Forms & organization of government • Freedom & democracy • Geographic features • Historical figures and events • Human resources • Longitude/Latitude/ Time zones • Maps • Revolution • Slavery • Trends and changes • U.S. Constitution

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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

	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.		**Level 6- Reaching**
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

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

Grade Level Cluster: 6-8

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	
Listening	Match characters to their character traits (such as: helpful, kind, etc.) after viewing a short skit or drama.	Organize characters and settings according to scenes from a short skit or drama.	Reenact a scene from a skit or drama attended within a small group.	React to basic humor in a skit or drama.	Draw conclusions from grade level drama.	1.6.8.A 1.6.8.B	**Level 6- Reaching**
Reading	Identify words or phrases supported by illustrations associated with various genres.	Classify visually supported vocabulary in context associated with various genres read within a small group.	Match visually supported details that highlight the main ideas found in excerpts from various genres.	Identify genres based on language structures integrated into text (such as: "The moral of the story") within a small group.	Infer types of genres associated with written descriptions or summaries from grade-level text working within a triad.	R8.A.1 R8.A.2	
Speaking	Answer WH-questions based on comic book versions of age appropriate stories, plays or novels.	Restate facts from visually supported information in newspapers, magazines or brochures.	Predict future outcomes of a drama, song or magazine article to a small group.	Present summaries of student-selected trade books or short stories within a small group.	Give book summaries or reviews, including critiques, appropriate to grade-level within a small group.	1.6.8.C 1.6.8.D 1.6.8.E	
Writing	Write words and phrases using bilingual or picture dictionaries.	Write phrases or short sentences using a graphic organizer.	Create simple paragraphs using a graphic organizer.	Create paragraphs or longer compositions using thesauri, dictionaries or checklists.	Self-assess and revise process writing using rubrics working with a partner.	1.4.8.A-C 1.5.8	

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

Grade Level Cluster: 6-8

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	
Listening	Match oral descriptions of geometric shapes to real world objects (such as: a globe = a sphere) using realia.	Sort geometric shapes as described orally working with a partner.	Categorize geometric shapes based on oral descriptions using graphic organizers.	Compare and contrast the characteristics of geometric shapes based on oral descriptions using graphic organizers.	Construct scale models of three-dimensional figures based on oral descriptions from grade-level text working in teams.	M8.C.1	**Level 6- Reaching**
Reading	Select a symbol to make a correct mathematical sentence (such as: 9 (>) 7).	Select the correct formula from a given list for a word problem (such as: distance, area, etc.).	Follow written directions to create a mathematical equation based on examples.	Identify essential information needed to solve a visually supported word problem.	Interpret the information from a visually supported grade-level problem to find the answer.	M8.A.2 M8.A.3 M8.D.1 M8.D.2	
Speaking	Orally identify math terms as depicted on flash cards or a number line.	Restate the steps in solving a math problem that is depicted visually.	Explain the steps used to solve a math problem as depicted visually.	Offer an alternative solution to solving a math problem within a small group.	Analyze the process for solving grade-level math problems working with a partner.	M8.A.2 M8.A.3 M8.D.2 M8.E.4	
Writing	Label a bar graph with title, appropriate scale, labels and a key using a model.	Write phrases or short sentences to describe data in charts and graphs using a graphic organizer.	Compare and/or contrast data in charts and graphs using a graphic organizer.	Create an appropriate graph for a given set of data while working with a partner.	Write a justification to a grade level open-ended item dealing with data (such as: "Why a circle graph would be the best way to report the data") using a graphic organizer.	M8.E.1	

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

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

Grade Level Cluster: 6-8

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	
Listening	Match spoken words or phrases about scientific facts with illustrations (such as: light, sound, water, stars and/or planets).	Construct scientific models with visual supports from oral directions (such as: "Show how light travels; show how sound travels; show the water cycle; show how the earth goes around the sun").	Classify examples of properties (such as: properties of light, water, sound, stars and/or planets) described orally and with visual supports.	Demonstrate how properties (such as: properties of light, water, sound, stars and/or planets) apply to everyday life using oral descriptions and visual supports.	Verify explanations of the scientific properties of light, water, sound, stars or planets through oral scenarios and teacher-directed activities.	S8.A.1.1	**Level 6- Reaching**
Reading	Organize natural processes on a timeline from headlines with illustrations.	Select key information regarding natural processes from information gleaned from illustrated text.	Identify characteristics and conditions related to natural processes from graphic organizers.	Create a graphic organizer comparing natural processes using multiple written sources working with a partner.	Interpret impact of natural processes on people, places and the environment as presented in grade-level text.	S8.A.1.1 S8.A.1.3 S8.A.3.1 S8.A.3.2 S8A.3.3 S8.B.3.2	
Speaking	Identify changes over time (such as: phases of the moon; abacus to computer) with visuals.	Describe orally patterns occurring in nature with visuals.	Describe orally the sequential patterns occurring in technology or nature using visuals.	Discuss changes in patterns in technology and/or nature using a graphic organizer working with a partner.	Explain outcomes of patterns based on evidence from charts/graphs found in grade-level material.	S8.B.3.2 S8.A.3.3 S8.A.3.1 S8.A.2.1 S8.A.1.3	
Writing	Label the symbols representing the steps of the scientific method using a word bank in small groups.	Develop a written list of the steps in the scientific method working with a partner.	Create a brief outline for an exhibit following the scientific method in pairs or triads.	Create science exhibits with expanded written descriptions of each step of the scientific method working with a partner.	Write a detailed report of a scientific investigation working with a partner.	S8.A.1.1 S8.A.1.2 S8.A.2.1 S8.A.3.2 S8.A.3.3	

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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

	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	**Level 6- Reaching**
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	

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Example Topics and Themes for 2007 English Language Proficiency Standards
Grade Level Cluster: 9-12

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
• 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	**Genres** • Allusion • Autobiographical & biographical narratives • Comedies • Critical commentary • Epics • Literary genres • Monologues/soliloquy • Multicultural/world literature • Research & investigation • Tragedies **Topics** • Analogies • Author's perspective/ Point of view • Bias • Literal & figurative language • Parody • Satire • Symbolism • Word derivations (etymology)	• Angles • Congruence • Data displays & interpretation • Derived attributes • Formulas & equations • Mathematical relations & functions • Powers • Problem solving • Quadrilaterals • Roots • Scale & proportion • Speed & acceleration • Theoretic probability • Three-dimensional figures • Trigonometric functions (sine, cosine, tangent)	• Atoms & molecules/ Nuclear structures • Chemical & physical change • Classification • Compounds • Conservation of energy & matter • Constellations • Ecology & adaptation • Food chains • Forces & motion • Genetics & heredity • Life cycles • Meteorology • Nuclear change • Science & societal issues • Scientific research & investigation • Scientific tools & equipment • Simple organisms • Taxonomic systems- Vertebrates & Invertebrates	• Banking and money • Behaviors of individuals & groups • Conflict resolution • Cultural diversity & cohesion • Federal, civil, individual rights • Global economy • Historical figures & times • Human populations • Individual rights & responsibilities • Interdependence among states & nations • International & multinational organizations • Physical characteristics of regions & places • Production, consumption, & distribution of resources • Social issues & inequities • Supply and demand • Supreme Court cases • Survey research • The story of the U.S • World histories/ civilizations/cultures

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

Grade Level Cluster: 9-12

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	
Listening	Follow instructions or requests from peers supported by gestures (such as: "Meet me at my locker after 8th period").	Process and respond to discourse from unfamiliar speakers with visual support (such as: at assemblies or on field trips).	Process and respond to discourse from indirect sources (such as: cassettes or CDs) working with a partner.	Follow, process and respond to announcements over the intercom with peer support.	Analyze and interpret the appropriateness of oral messages or information from a variety of sources (such as: popular songs and voicemail messages) within a small group.		**Level 6- Reaching**
Reading	Preview visually supported text to glean basic facts.	Connect information from visually supported text to self.	Skim/scan material to confirm information or hypotheses working with a partner.	Summarize information from a variety of visually supported print resources.	Evaluate hypotheses based on information from visually supported text.		
Speaking	State preferences for types of music, games, TV programs or recreational activities using pictures.	Describe preferred movies, magazines, stories, or authors to a partner.	Compare and contrast plays, films, books, songs, computer programs or magazine articles using realia.	Recommend games, songs, books, films or computer programs with a peer.	Critique and evaluate plays, films, books, songs, computer programs, or magazine articles within a small group.		
Writing	List common personal interests working with a partner.	Create a graphic organizer about common personal interests working with a partner.	Develop interview questions for a personal interest questionnaire within a small group.	Write a summary of information from personal interest questionnaires within a small group.	Make written conclusions and inferences about data collected from questionnaires working with a partner.		

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

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

Grade Level Cluster: 9-12

	Level 1 Entering	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	**Standard or Anchor**	
Listening	Match oral statements from speakers who use visual or graphic support to objects, figures or illustrations.	Match information from speakers or media to objects or illustrations working with a partner.	Form general ideas based on information from speakers or media within a small group.	Analyze and apply information from speakers or media working with a partner.	Draw conclusions based on information acquired from visually supported lectures on a topic found in grade-level text.	1.6.11.A	**Level 6- Reaching**
Reading	Identify key text features using visually supported charts.	Glean information from visually supported texts using graphic organizers.	Compare/Contrast information among multiple sources (such as: text, source documents or Internet) using graphic organizers.	Synthesize relevant information from varied genres or sources, including the Internet, working with a partner.	Evaluate the validity of essential ideas in grade-level texts within a cooperative group.	R.11.A.2 R.11.B.1	
Speaking	Answer WH-questions with one or more words based on visually supported graded readers.	Ask and answer WH-questions about a book or play using guided prompts.	Retell a literary selection using visual supports to a partner.	Give persuasive speeches supported visually.	Engage in formal debates, verifying resources to distinguish fact from opinion using visual supports.	1.6.11.E	
Writing	List key words pertaining to relevant topics using bilingual or picture dictionaries.	List key phrases on relevant topics using a visually supported graphic organizer.	Take notes and generate sentence outlines on relevant topics working with a partner.	Create summary paragraphs from notes using checklists or model paragraphs.	Write essays based on notes from lectures.	1.4.11.B 1.5.11.B	

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

Grade Level Cluster: 9-12

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	
Listening	Identify properties of geometric figures (such as: parallels, diagonals and congruent sides) based on oral statements supported visually within a small group.	Sort orally described geometric figures using manipulatives supported by a pictorial vocabulary chart.	Generate 2-D and 3-D figures based on multi-step oral directions working with a partner.	Identify geometric figures based on orally presented deductive proofs working with a partner.	Generate transformations of geometric shapes based on oral directions using computer software or paper and pencil working with a partner.	M.11.C.1	**Level 6- Reaching**
Reading	Match data with the correct graph (such as: a data table to a circle graph) working with a partner.	Locate key data on a graph working with a partner.	Draw conclusions using comparative language based on data in a graph working with a partner.	Analyze conclusions drawn from data on a graph within a small group.	Predict the impact of changes in data displayed on a graph within a small group.	M.11.E.1	
Speaking	Identify the order of operations using visual support.	Sequence steps in the order of operations in problem solving relying on mental math or think-aloud within a small group.	Discuss the solution to a problem involving the order of operations within a small group.	Explain the solution to a problem involving the order of operations using visual supports.	Analyze the solution to a problem involving the order of operations working with a partner.	M.11.A.3	
Writing	Copy the process used to solve an algebraic equation, inequality or expression.	Write and solve a simple algebraic equation, inequality or expression using a guided model.	Write the steps used to solve an algebraic equation, inequality or expression using a word bank.	Write a justification to the solution of an algebraic equation, inequality or expression using a word bank.	Write a word problem that fits an algebraic equation, inequality or expression working with a partner.	M.11.D.2	

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

Grade Level Cluster: 9-12

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	
Listening	Collect and prepare materials needed for scientific experiments based on single-step oral directions.	Replicate scientific experiments from oral directions within a small group.	Complete an experiment based on oral descriptions of scientific issues working with a partner.	Make inferences and draw conclusions based on experimental data presented orally.	Conduct scientific investigations using multi-media resources (such as: tapes, lectures and video).	S.11.A.2.1	**Level 6- Reaching**
Reading	Match pictures of scientific equipment with their uses (such as: "Telescope – see stars").	Select pictures of scientific equipment based on written descriptions of scientists who use them (such as: "Biologists use this tool to see cells").	Identify scientific equipment needed for scientific investigations based on illustrated written scenarios.	Specify scientific equipment associated with illustrated written descriptions of scientific investigations.	Evaluate the appropriate use of scientific equipment based on readings from scientific investigations.	S.11.A.2.2	
Speaking	Identify scientific issues (such as: nuclear energy) from pictures and video.	Give examples of scientific issues that affect everyday life (such as: pollution) based on illustrations.	Describe ways to resolve scientific issues (such as: "We can reduce pollution by") working with a partner.	Discuss societal implications of scientific issues using graphic organizers.	Participate in a debate on scientific issues (such as: nuclear energy) using notes.	S.11.A.1.2	
Writing	Use drawings, words and phrases to answer WH-questions on lab reports based on science experiments within a small group.	Use phrases or sentences, with diagrams, to answer questions on lab reports based on experiments working with a partner.	Complete lab reports following step-by-step procedures based on experiments.	Produce lab reports from outlines or learning logs based on science experiments.	Produce detailed lab reports based on grade-level science experiments.	S.11.A.2.1	

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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: 9-12

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	
Listening	Identify distribution of natural resources around the world from visually supported oral statements.	Indicate availability of natural resources from visually supported oral statements.	Compare availability of natural resources of two or more countries from visually supported oral statements.	Analyze distribution of products from natural resources among global markets from visually supported oral descriptions.	Interpret implications of distribution of products from natural resources among global markets from visually supported oral descriptions.	6.3.12C	**Level 6- Reaching**
Reading	Identify key vocabulary related to local, state and national government supported visually.	Locate and classify the roles and responsibilities of local, state and national governments using graphic organizers.	Summarize the roles and responsibilities of local, state and national government within a small group.	Compare and contrast the roles of local, state and national governments using a Venn diagram.	Draw conclusions about the responsibilities of local, state and national governments based on implicit and explicit texts working with a partner.	5.3.12A	
Speaking	Respond to WH-questions about current or past events in world history supported visually.	Describe current or past events in world history supported visually.	Discuss personal connections to current or past events in world history using realia.	Analyze current or past events in world history working with a partner.	Critique current or past issues or policies in world history working with a partner.	8.4.12A	
Writing	Label the physical characteristics of places on a map or a chart within a small group.	Write short phrases describing the physical characteristics of places using a graphic organizer.	Produce an outline of the physical characteristics of places from information presented via a graphic organizer.	Create a multi-paragraph essay from an outline describing the physical characteristics of places and regions working with a partner.	Write a research paper analyzing the physical characteristics of places and regions using graphic organizers.	7.2.12A	

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WIDA
Large Scale/Summative Framework

The Large Scale/Summative Framework was developed by the WIDA Consortium. These matrices provide the foundation for the W-APT and *Access*. All aspects of this framework are the same as the framework used for the PA ELPS with one exception: The Grade Level Clusters. Note the WIDA Grade Level Clusters are PreK-K, 1-2, 3-5, 6-8, 9-12.

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

Grade Level Cluster: PreK-K

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Listening	Recreational objects and activities	Identify recreational objects (e.g., balls, swings) from pictures (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.")	**Level 6- Reaching**
Speaking	Social Behavior	Restate 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	

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

Grade Level Cluster: PreK-K

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Reading	Classroom	Pair shapes of words related to illustrated classroom objects with print versions	Associate sounds or letters of illustrated classroom objects with words in print	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 in the classroom.")	Identify words or phrases within illustrated classroom scenes	Relate meaning of phrases or short sentences in illustrated classroom scenes	**Level 6- Reaching**
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	

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

Grade Level Cluster: PreK-K

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Listening	Colors	Match colors in pictures as modeled orally (e.g., "Here is something *red*. Show me another *red* one.")	Distinguish objects in pictures by color as described orally (e.g., "There is a *black* bear. Point to *black* bear.")	Place pictures involving colors according to oral directions (e.g., "First is the *yellow* paper. The *blue* paper goes on top.")	Arrange a series of pictures involving colors according to oral directions	Organize pictures to create color displays according to descriptive oral discourse	**Level 6- Reaching**
Speaking	Nursery rhymes	Repeat words or phrases from common nursery rhymes supported by illustrations	Complete nursery rhyme phrases from illustrated models (e.g., "Jack and Jill went up a ___.")	Describe persons or events in nursery rhymes from illustrations	Discuss what happens (plot or events) from nursery rhyme illustrations	Paraphrase nursery rhymes from illustrations	

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

Grade Level Cluster: PreK-K

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Reading	Feelings	Match symbols or icons with photographs or facial expressions that express feelings (e.g., happy face)	Select matching pairs of illustrated words that express feelings	Find examples of repeated words that express feelings in illustrated text (e.g., "*sad* girl," "*sad* boy")	Predict feelings based on illustrated phrases (e.g., on book covers)	Create 'stories' about feelings from illustrated text	**Level 6- Reaching**
Writing	Environmental print	Draw or trace examples of environmental print (e.g., from cereal boxes, T shirts)	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	Give examples of environmental print in illustrated scenes using phrases or short sentences with invented spellings	

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

Grade Level Cluster: PreK-K

	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, snap, stomp)	Select "What comes next?" 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	**Level 6- Reaching**
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")	Describe the relationship between the size of two objects in pictures using comparative phrases (e.g., "smaller," "bigger")	Pose comparative questions or statements about size from pictures or illustrated scenes (e.g., "This is the *biggest*.")	Make up related sentences or "stories" about differences in size using comparative language from illustrated scenes	

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

Grade Level Cluster: PreK-K

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Reading	Geometric shapes	Match pictures of real-life objects (e.g., book or window) 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	**Level 6- Reaching**
Writing	Time	Draw, trace, or copy pictures from models to express times of day (e.g., night time or day time)	Depict times of day (night time or day time) from illustrated scenes and models using icons, letters, or scribble writings	Express times of day (morning, noon, or night) from illustrated scenes and models using words with invented spellings	Complete “stories” related to times of day from illustrated scenes and models using words or phrases with invented spellings	Produce thoughts or “stories” about times of day related to events or actions using phrases or short sentences with invented spellings	

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

Grade Level Cluster: PreK-K

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Listening	Living and 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	**Level 6- Reaching**
Speaking	Weather	Name familiar objects in photographs or illustrations associated with weather conditions	Describe weather conditions from photographs or illustrations (e.g., "windy")	Predict weather conditions from illustrated scenes (e.g., "It's going to rain.")	Compare or contrast weather conditions in illustrated scenes	Express likes, dislikes, or preferences, with reasons, related to weather conditions from illustrated scenes	

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

Grade Level Cluster: PreK-K

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
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	**Level 6- Reaching**
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 a list 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	

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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: PreK-K

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
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., "An airplane goes fast.")	Pair modes of transportation with their environment (e.g., "The jet flies in the air,") based on pictures and oral directions	Differentiate modes of transportation from the past or present based on pictures and oral descriptions	**Level 6- Reaching**
Speaking	Homes in a community/ Habitats	Repeat names of different types of homes or habitats from models and illustrations (e.g., house, nest, pond)	Match homes or habitats to animals in illustrated scenes using phrases or chunks of language (e.g., bee hive)	Describe different types of homes or habitats from illustrated scenes using phrases or short sentences	Compare and 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 "A bird lives in a nest in a tree.")	

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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: PreK-K

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Reading	Food	Recognize food-related symbols or icons in illustrations	Match pictures and words to 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	**Level 6- Reaching**
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	

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

Grade Level Cluster: 1-2

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Listening	School areas, personnel, and 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 described orally with visual support (e.g., corner of the room, washroom down the hall)	Match school areas, personnel, or activities described orally 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 does *not* work in the school?")	Match oral descriptions of school areas, personnel, or activities with individual needs or situations (e.g., "If…then;" "Suppose…")	**Level 6- Reaching**
Speaking	Everyday objects	Name everyday objects depicted visually when given choices (e.g., Is this a book or a cookie?)	Tell primary function or use of everyday objects depicted visually (e.g., "You put food on a plate.")	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.")	

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

Grade Level Cluster: 1-2

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Reading	Personal information	Match illustrated words with bank of words about self	Identify illustrated phrases reflective of self (e.g., “go to school,” ”go home”)	Answer yes/no or choice questions about self in illustrated text (e.g., “Are you a cat?”)	Select illustrated sentences reflective of self (e.g., “I go to school on Fridays.”)	Distinguish between true and false information about self (e.g., “I have three eyes.”)	**Level 6- Reaching**
Writing	Personal correspond-ence	Trace, copy, or produce words about self using models and pictures	Make lists for varying personal purposes using models and pictures (e.g., needed school supplies)	Relate personal facts using models and pictures (e.g., “I have brown eyes.”)	Compose personal messages for friends using models and pictures	Narrate or compose personal stories from pictures	

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

Grade Level Cluster: 1-2

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Listening	Sequence of story	Match pictures to sentences read aloud	Order pictures of related sentences read aloud that use ordinal numerals or 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	**Level 6- Reaching**
Speaking	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	

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

Grade Level Cluster: 1-2

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Reading	Phonics/ Phonemic awareness	Associate letter sounds (at beginning, middle, or end of words) with familiar pictures in context	Match letters/diagraphs within and across words with pictures in context	Sort words and phrases, with visual support, into phonological or semantic categories (e.g., c that sounds like k, c that sounds like s)	Identify words with phonetic variation in illustrated phrases or sentences (e.g., words with silent letters)	Match sentences that contain words with phonetic variation with pictures	**Level 6- Reaching**
Writing	Word families	Reproduce illustrated word pairs by families (e.g., cat, hat)	Generate lists of word families from illustrated models	Make original statements or questions using illustrated word families	Produce related sentences using illustrated word families	Create fictional stories using word families	

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

Grade Level Cluster: 1-2

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Listening	Two and 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 (e.g., "Find a shape with 4 sides.")	Identify objects composed of multiple two- or three-dimensional shapes described orally (e.g., "Put three circles on top of each other. What do you see?")	Construct and identify two- or three-dimensional figures described orally (e.g., "Put two lines up and down and two lines across. What shape do you have?")	Alter two- or three-dimensional shapes to make others based on oral discourse (e.g., "Take one side away from a square. Move the three line segments to make a shape. What do you have?")	**Level 6- Reaching**
Speaking	Basic operations	Recite math-related words or phrases related to basic operations from pictures of everyday objects and oral statements	Restate basic operations from oral statements, referring to pictures of everyday objects (e.g., "Ten pencils *and* ten more are twenty.")	Describe representations of basic operations from pictures of everyday objects and oral descriptions (e.g., "There are seven dogs altogether.")	Compare/contrast basic operations needed in problem solving from pictures and oral descriptions (e.g., "This one says take away/minus/ subtract. That one says plus/add.")	Explain processes involving basic operations from pictures and grade level oral descriptions	

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

Grade Level Cluster: 1-2

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
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 pictures of varying quantities	Identify language associated with estimation in illustrated phrases or sentences (e.g., "I see close to 100 nickels.")	Order illustrated sentences involving estimation (e.g., "I have one dollar. Candy costs around 40 cents. I can buy two pieces.")	Analyze math sentences from grade level materials to identify estimation strategies	**Level 6- Reaching**
Writing	Whole numbers	Label whole numbers from graphs or visuals and word banks (e.g., from 1-100)	Produce phrases with whole numbers from graphs or visuals and word banks (e.g., twenty-one crayons)	List uses of whole numbers from graphs or visuals using phrases or short sentences	Describe or compare whole numbers from graphs or visuals using compound or complex sentences (e.g., "There are 3 tens and 2 ones.")	Create stories using whole numbers	

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

Grade Level Cluster: 1-2

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Listening	Chemical or 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. Find another liquid.")	Rank objects according to chemical or physical properties from pictures and oral descriptions (e.g., from coldest to warmest)	Analyze objects based on chemical or physical properties from oral discourse	**Level 6- Reaching**
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.")	Ask questions about weather from pictures or photographs	Forecast weather and provide reasons from pictures or photographs	Evaluate and weigh options related to weather forecasting	

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

Grade Level Cluster: 1-2

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Reading	Living organisms	Identify living organisms from symbols, photographs, graphs, or charts with labels	Classify living organisms (e.g., birds or mammals) by using pictures, icons, and text with graphic organizers (e.g. T chart)	Complete graphs or charts using pictures, icons, and text related to living organisms	Respond to questions about graphs or charts related to living organisms using icons and text	Interpret graphs or charts related to living organisms using icons and explicit grade level text	**Level 6- Reaching**
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 drawings, 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 thoughts	

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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: 1-2

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Listening	Maps and globes	Locate reference points or icons on maps from oral commands	Identify major physical features on maps based on oral directions (e.g., "Find the tall mountains.")	Identify places on maps using directionality based on a series of oral statements	Distinguish among geographic locations on maps based on oral descriptions	Follow travel routes on maps based on a series of directionality and sequence statements	**Level 6- Reaching**
Speaking	Community workers	Name community workers from pictures or illustrated scenes	State roles of community workers from pictures or illustrated scenes	Describe encounters or interactions with community workers from illustrated scenes	Explain importance or contributions of community workers from illustrated scenes	Predict impact of community workers in emergencies or unusual situations	

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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: 1-2

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Reading	Celebrations/ Customs	Match labeled pictures with illustrated celebrations or customs in U.S. or internationally	Sort labeled pictures according to celebrations or customs in U.S. or internationally	Compare/contrast explicit information about celebrations or customs in U.S. or internationally from illustrated text	Interpret explicit information about celebrations or customs in U.S or internationally from illustrated text	Interpret implicit information about celebrations or customs in U.S. or internationally from illustrated text	**Level 6- Reaching**
Writing	Products in the marketplace	Reproduce or label symbols or logos for products in the marketplace	Describe products in the marketplace from illustrated examples	Compare/contrast 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 provide reasons for choices or decisions	

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

Grade Level Cluster: 3-5

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
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 **and** 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.")	**Level 6- Reaching**
Speaking	Personal information	Respond to yes/no, WH-, or choice questions about self from picture prompts and models (e.g., "Are you a boy or a girl?")	Respond to personal, open-ended questions from picture prompts using phrases or short sentences	Express information about self in response to picture prompts using sentences	Relate personal information using connected ideas in response to picture prompts	React to issues based on personal information offering justification for response in extended discourse	

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

Grade Level Cluster: 3-5

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Reading	Leisure activities	Select general themes related to leisure activities from pictures and words or phrases (e.g., "Play ball.")	Identify overall message from visually or graphically supported examples of leisure activities (e.g., "He plays soccer after school.")	Locate information in visually or graphically supported text on leisure activities (e.g., soccer schedule)	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., travel brochure)	**Level 6- Reaching**
Writing	Rules or procedures	Label or produce icons for 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	

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

Grade Level Cluster: 3-5

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Listening	Explicit and 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	Make predictions from oral discourse on narrative or expository material supported by illustrations (e.g., oral reading of realistic fiction)	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	**Level 6- Reaching**
Speaking	Story elements and 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 or conflicts in various genres supported by illustrations	Propose options or solutions to issues or conflicts in various genres and support response with details	

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

Grade Level Cluster: 3-5

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Reading	Biography and autobiography	Find identifying information on biographies from illustrations, words, or phrases	Sequence events in biographical sketches using illustrations and graphic organizers (e.g., timelines)	Sort relevant from irrelevant biographical information using illustrations and graphic organizers	Compare/contrast biographical information from two persons using illustrations and graphic organizers	Integrate biographical information to form opinions on people	**Level 6- Reaching**
Writing	Conventions and mechanics	Identify basic conventions or mechanics in text (e.g., use of capital letters)	Differentiate among uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks)	Use conventions or mechanics in illustrated passages (e.g., commas to indicate a series)	Revise illustrated text according to 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?”)	

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

Grade Level Cluster: 3-5

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Listening	Patterns, relations, and functions	Identify math symbols or attributes based on oral statements and visual support (e.g., size of objects)	Compare math symbols or attributes based on oral statements or questions and visual support (e.g., "Which side is shorter?" "Which sign says less than?")	Identify examples of relations, patterns, or functions of math symbols or attributes based on oral statements and visual support (e.g., differences in length, width, or height)	Match language of relations, patterns, or functions to examples based on oral descriptions and visual or graphic support (e.g., "If the next number is always double the last number, how much greater will it be?")	Select mathematical models based on patterns, relations, or functions described in oral discourse	**Level 6- Reaching**
Speaking	Place value Large whole numbers	Name place values or large whole numbers using pictures and models (e.g., for numbers of 3 to 7 digits)	Describe differences in place values or large whole numbers from pictures or models	Give examples of place values or large whole numbers from pictures or models	Apply uses of place values or large whole numbers presented orally from models	Create and describe situations involving place values or large whole numbers from grade level models	

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

Grade Level Cluster: 3-5

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Reading	Strategies for problem solving	Match figures or formulas to key vocabulary using illustrated examples (e.g., 3 **x** 5 says ”multiply”)	Identify key vocabulary in math sentences using illustrated examples (e.g., “You *multiply* 3 *by* five to find the answer.”)	Find synonyms for key vocabulary in math contexts using illustrated examples (e.g., “How many are left when you *take away*?”)	Paraphrase information from illustrated math text using synonyms for key vocabulary (e.g., “How many are *left*? Means, “What is the *remainder*?”)	Explain use of vocabulary, using synonyms, in grade level math text as clues for problem-solving	**Level 6- Reaching**
Writing	Three-dimensional shapes	Draw or copy 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 or charts	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 stories	

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

Grade Level Cluster: 3-5

	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 (e.g., "A chair is solid. A pillow is solid. Find another solid.")	Hypothesize change in states of matter from oral descriptions and visual support (e.g. "I take ice cubes out of the freezer. I put them in the sun. What will happen?")	Analyze relationships between states of matter from oral discourse and visual support (e.g., "Which one will melt the fastest?")	Identify series of changes in states of matter based on oral reading of grade level material (e.g., from liquid to steam, back to liquid)	**Level 6- Reaching**
Speaking	Body or living systems	Name basic parts of systems depicted visually (e.g., organs, bones)	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, and usefulness of systems or their parts using visual support	Hypothesize how change affects systems or their parts (e.g., breaking a leg)	

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

Grade Level Cluster: 3-5

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Reading	Earth materials	Match labeled pictures representing earth materials with vocabulary (e.g., "Which one is a rock?")	Associate descriptive phrases with pictures of earth materials	Classify or differentiate among earth materials using charts, tables, or graphic organizers	Interpret information on earth materials from charts, tables, graphic organizers	Apply information on earth materials to new contexts using grade level text	**Level 6- Reaching**
Writing	Solar system	Copy names of astronomical objects 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)	

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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: 3-5

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
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 timelines, graphs, charts, maps, or other visual or graphic aids according to oral directions	Order or sequence information on trade routes from timelines, graphs, charts, maps, or other visual or graphic aids according to oral directions	Interpret information on trade routes from timelines, graphs, charts, maps, or other visual or graphic aids and oral directions	Draw conclusions from information on trade routes from visual or graphic aids and oral discourse	**Level 6- Reaching**
Speaking	Explorers	Relate information about explorers depicted in illustrated scenes	Give examples of what explorers do or did from illustrated scenes	State reasons for exploration from illustrated graphs, or charts	Compare/contrast accomplishments of explorers from illustrated graphs or charts	Explain, with details, contributions of explorers to history	

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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: 3-5

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Reading	Historical events, figures, and leaders	Match examples of historical events with illustrations and labels	Identify features, people, or 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	Predict the future based on historical events or people's actions using grade level text	**Level 6- Reaching**
Writing	Communities and regions	Label features of communities or regions depicted in pictures or maps	Describe communities or regions depicted in pictures or maps	Compare/contrast aspects of communities or regions with other ones depicted in pictures or maps (e.g., location, people, places, resources)	Discuss relationships between communities and states or regions depicted in pictures or maps	Analyze resources of communities or regions and discuss accomplishments or needs	

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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

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Listening	Resources or 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 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	**Level 6- Reaching**
Speaking	Instructions or assignments	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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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

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Reading	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	**Level 6- Reaching**
Writing	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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English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**

Grade Level Cluster: 6-8

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Listening	Literary devices	Identify words and phrases related to different time frames following oral directions with visual support (e.g., “before,” “during,” “after”)	Match oral phrases or sentences supported visually with different time frames (e.g., “long ago,” “right now,” “in the future.”)	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	**Level 6- Reaching**
Speaking	Biographies	Answer WH- or choice questions from pictures related to biographies (e.g., “Is he an old man *or* a young man?”)	Describe pictures or timelines related to biographies	State biographical information based on timelines or other graphic organizers	Summarize points from outlines or graphic organizers on biographies	Assume character roles using notes on grade level biographies	

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

Grade Level Cluster: 6-8

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Reading	Figures of speech (alliteration, metaphors, personification, similes)	Respond to literal questions that involve figures of speech from visually supported phrases (e.g., "Where is the *buzzing bee*?")	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 and match to their meanings in visually supported text	Interpret figures of speech in grade level text	**Level 6- Reaching**
Writing	Synonyms, antonyms, homophones	Match familiar symbols, words, or phrases with antonyms from word banks and visuals	Describe familiar people, places, events in phrases or sentences with synonyms or antonyms using word 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, antonyms, or homophones from visually supported material	Create stories or essays that include synonyms, antonyms, or homophones	

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

Grade Level Cluster: 6-8

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
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 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., "You buy some jeans for $25 dollars and sales tax is 7%. How would you figure out the total cost?")	Apply ways of using percent or fractions in grade level situations from oral discourse	**Level 6- Reaching**
Speaking	Line segments	Identify line segments from pictures of everyday objects	Define or describe types of line segments from pictures of everyday objects (e.g., "These sides are parallel.")	Compare/contrast types of line segments from diagrams (e.g., parallel vs. perpendicular lines)	Explain how to solve problems using different types of line segments from diagrams	Summarize approaches to solving grade level problems using different types of line segments	

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

Grade Level Cluster: 6-8

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Reading	Perimeter/ Area	Match vocabulary associated with perimeter or area with graphics, symbols, or figures	Identify visually supported examples of perimeter or area used in real-world situation (e.g., paint a room)	Classify visually supported examples of perimeter or area used in real-world situations	Order steps for computing perimeter or area in real-world situations using sequential language	Select reasons for uses of perimeter or area in grade level text	**Level 6- Reaching**
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 explain how to problem-solve from models or visuals	Summarize or predict information needed to solve problems involving algebraic equations	

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

Grade Level Cluster: 6-8

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
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 discourse	Compare/contrast examples of scientific tools or instruments and 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	**Level 6- Reaching**
Speaking	Scientific discoveries	Use vocabulary associated with scientific discoveries based on illustrations (e.g., x-rays or vaccines)	Describe scientific discoveries based on illustrations	Compare/contrast scientific discoveries described orally with visual support (e.g., "__is similar to/ different from __ because __.")	Imagine future scientific discoveries based on oral and visual clues (e.g., "In 100 years, we could/ may/might....")	Predict potential impact of scientific discoveries on life based on oral evidence	

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

Grade Level Cluster: 6-8

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
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	Associate cycles or processes with their functions from grade level text (e.g., "In order to ___, it is necessary to ____.")	**Level 6- Reaching**
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 best because…")	

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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

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Listening	Agriculture	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	**Level 6- Reaching**
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	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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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

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Reading	Civic rights and responsibilities	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	**Level 6- Reaching**
Writing	Forms and organization of government	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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English Language Proficiency Standard 1: English language learners communicate in English for **Social** and **Instructional** purposes within the school setting.

Grade Level Cluster: 9-12

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Listening	Classroom routines	Respond non-verbally to simple commands pertaining to classroom routines using realia or illustrations (e.g., “Close your book.”)	Respond non-verbally to descriptive commands pertaining to classroom routines using realia or illustrations (e.g., “Show me the beginning of the third paragraph.”)	Respond non-verbally to multi-step, descriptive commands pertaining to classroom routines using realia or illustrations	Respond non-verbally to idiomatic expressions pertaining to classroom routines using realia or illustrations	Respond non-verbally to figurative language pertaining to classroom routines (e.g., use of hyperboles or metaphors)	**Level 6- Reaching**
Speaking	Personal preferences	Answer choice questions that express likes and dislikes from visuals (e.g., ”Do you like ____or ___?”)	Reply to a range of questions that express 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	

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

Grade Level Cluster: 9-12

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	**Level 6- Reaching**
Reading	Information gathering	Identify text features or web resources used for in-class or homework assignments (e.g., titles or authors)	Match use of text features or web resources with assignments (e.g., Table of Contents or home pages to find topics)	Match types of books, references, or web resources with information needed for assignments	Use text features or web resources to confirm information for assignments (e.g., indexes or glossaries)	Scan entries in books, references, or websites to locate information for assignments	
Writing	Personal and business communication	Complete forms read orally with identifying information or produce facts about self	Complete real-life forms from models (e.g., leases, applications, licenses)	Create or respond to personal and business correspondence from models (e.g., announcements, invitations)	Produce extended personal and business correspondence (e.g., social letters, autobiographical essays)	Compose a variety of personal and business correspondence (e.g., editorials, reviews, or resumes)	

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

Grade Level Cluster: 9-12

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Listening	Bias	Identify information from sources with opposing views based on oral directions and visual support (e.g., from magazines or newspapers)	Sort information from sources with opposing views based on oral descriptions and visual support (e.g., pro or con statements) as a precursor for identifying bias	Compare and contrast information from various sources to detect bias based on oral discourse and visual or graphic support	Analyze information from various sources to identify bias based on oral discourse with or without visual or graphic support	Evaluate information from various sources to determine extent of bias based on oral discourse	**Level 6- Reaching**
Speaking	Multiple meanings	Name examples of high-frequency words or phrases with multiple meanings from visuals (e.g., dinner *table*, *Table* of Contents)	Give examples of use of words or phrases with multiple meanings from visuals (e.g., "Use the word 'table' as in math and English classes.")	Apply examples of words, phrases, or sentences with multiple meanings from visuals to various contexts	Explain examples of words, phrases, or sentences with multiple meanings from oral input with or without visual support	Discuss inferences or nuances from oral discourse containing multiple meanings	

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

Grade Level Cluster: 9-12

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Reading	Author's perspective and point of view	Identify words and phrases related to author's perspective in illustrated sentences	Identify main ideas related to author's perspective in illustrated series of related sentences	Identify main ideas and supporting details related to author's perspective in illustrated paragraphs	Analyze author's perspective in illustrated text	Interpret author's perspective in literary text and apply to other contexts	**Level 6- Reaching**
Writing	Literal and figurative language	Produce literal words or phrases from illustrations	Express ideas using literal language from illustrations	Use examples of literal and figurative language in context from illustrations	Produce and elaborate on examples of literal and figurative language with or without illustrations	Compose narratives using literal and figurative language	

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

Grade Level Cluster: 9-12

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Listening	Angles	Identify angles from figures and oral commands (e.g., "A triangle has three angles; find an angle.")	Compare angles from figures and oral commands (e.g., "Find the smallest or acute angle.")	Select angles from figures and detailed oral descriptions	Choose angles formed under various conditions from figures and oral scenarios (e.g., angles formed from slopes of lines)	Identify change in angles under various conditions from oral reading of grade level material (e.g., "If a right angle is rotated, then...")	**Level 6- Reaching**
Speaking	Mathematical relations and 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)	

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

Grade Level Cluster: 9-12

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Reading	Powers Roots	Identify numbers involving powers or roots within visually supported words or phrases	Match numbers involving powers or roots with visually supported sentences	Classify examples and non-examples of powers or roots within visually supported text	Compare/contrast use of powers or roots in word problems with or without visual support	Analyze reasons for use of powers or roots in grade level text	**Level 6- Reaching**
Writing	Formulas and equations	Order elements of equations or formulas from word/ phrase banks and models	Describe equations or formulas using figures and notation from word/phrase banks and models (e.g., factors or coefficients)	Sequence steps for solving problems involving equations or formulas using figures, notation, and sequential language	Explain uses of equations or formulas using figures, notation, and complex sentences (e.g., “Give examples of when you would use …”)	Provide a rationale for selection of equations or formulas used for problem solving	

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

Grade Level Cluster: 9-12

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Listening	Atoms, molecules, nuclear structures	Locate atomic, molecular, or nuclear structures from diagrams and oral statements (e.g., cells)	Distinguish between types of atomic, molecular, or nuclear structures from diagrams and oral statements (e.g., plant cells, animal cells)	Match functions of related atomic, molecular, or nuclear structures from diagrams and oral descriptions (e.g., homeostasis/ dormancy)	Compare/contrast functions of related atomic, molecular, or nuclear structures from diagrams and oral descriptions	Match analogies (of the functions) of related atomic, molecular, or nuclear structures from oral descriptions of grade level material	**Level 6- Reaching**
Speaking	Food chains Life cycles	Identify components of chains or cycles from diagrams or graphic organizers	Give examples of components or functions of chains or cycles from diagrams or graphic organizers	Describe sequence within chains or cycles from diagrams or graphic organizers	Discuss how chains or cycles are interdependent with or without visual or graphic support	Explain and give examples of the iterative nature of chains or cycles	

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

Grade Level Cluster: 9-12

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Reading	Scientific research and 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	Answer questions on use of data from scientific research presented in tables, charts, or graphs with text	Interpret scientific research data presented in text and tables	Infer significance of data presented in grade level text on scientific research	**Level 6- Reaching**
Writing	Taxonomies	Label examples from different taxonomies using illustrations and word/ phrase banks (e.g., one-cell plants and animals)	Describe features of taxonomies using illustrations and graphic organizers (e.g., vertebrates and invertebrates)	Compare and contrast features of taxonomies from illustrations and graphic organizers	Summarize features of taxonomies from illustrations and graphic organizers	Integrate information about taxonomies into essays or reports	

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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: 9-12

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Listening	Global economy	Identify products related to economic trends of regions or countries from oral statements, maps and charts (e.g., "Oil is part of the world's economy. Find countries with oil.")	Match regions or countries with similar economic trends from oral descriptions, maps and charts	Find examples of regions or countries that have similar economic trends from descriptive oral scenarios, maps and charts	Compare/contrast the economic trends of regions or countries from oral discourse, maps and charts	Analyze impact of economic trends on regions or countries from oral reading of grade level material	**Level 6- Reaching**
Speaking	Social issues and inequities	Name elements of major social issues or inequities depicted in illustrations (e.g., war)	Characterize major social issues or inequities depicted in illustrations (e.g., slavery)	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	

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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: 9-12

	Example Topics	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Reading	World histories, civilizations, and cultures	Match people or places with 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., before or after French Revolution)	Compare/contrast features of periods in world history based on paragraphs and timelines	Analyze features of periods in world history from grade level text	**Level 6- Reaching**
Writing	Historical figures and 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	

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VIII. Glossary of Terms

Academic Language: the language used in school to gain newer, deeper understanding of subject matter

Academic Content Standards: statements that define what students are expected to know and be able to do in order to attain competency in challenging subject matter with schooling

Academic success: demonstrated knowledge needed to meet PA academic content standards

Commands: imperative statements

Communicate: express understanding and use of language through listening, speaking, reading, or writing

Content stem: the element of the MPI which aligns with PA content demands/standards

Descriptions: a cohesive series of sentences that include explanations with details (more than three but less than discourse level)

English language learners: linguistically and culturally diverse students who have been identified according to Title 22, PA School Code Chapter 4.26 and the Basic Education Circular (BEC) July 2001, as having levels of English language proficiency that preclude them from accessing, processing, and acquiring unmodified grade level content in English and, thereby, qualifying for support services.

Framework for classroom assessment: English language proficiency standards that include model performance indicators that largely represent procedural knowledge, involving the process of learning.

Instructional purposes: related to learning in the classroom and school environments

Language domains: the areas of language proficiency – listening, speaking, reading, and writing

Language Functions: descriptions of how language is used or definitions of the intent of the communication; the element of the MPI which denotes how language will be used

Language proficiency levels: the demarcations along the second language acquisition continuum that is defined within the standards by a series of model performance indicators

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Language proficiency standards: statements that define the language necessary for English language learners to attain social and academic competencies associated with schooling

Listening: the domain of language proficiency that encompasses how students process, understand, interpret, and evaluate spoken language in a variety of situations

Model performance indicators: sample kernel ideas or concepts composed of language functions, content, and contexts that exemplify the language proficiency levels of the language proficiency standards

Performance standards: statements that define the extent to which students are meeting the stated standards; in the instance of English language proficiency standards, performance standards, performance definitions correspond to definitions of what students can do at each proficiency level

Reading: the domain of language proficiency that encompasses how students process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Realia: real-life objects, displays, or materials, such as having young children sort colors using M & Ms rather than picture cards of different cards of different colors

Social purposes: the basic fluency needed to interact or communicate effectively in a variety of situations within school

Speaking: the domain of language proficiency that encompasses how students engage in oral communication in a variety of situations for a variety of purposes and audiences

Statements: declarative sentences of fact

Strand: the series of model performance indicators from language proficiency level 1, entering, through 5 Bridging, within a grade level cluster and language domain

Visually/graphically supported: print or text that is accompanied by pictures, illustrations, photographs, charts, tables, graphs, graphic organizers, or reproductions that enables English language learners opportunities to access meaning from multiple sources

Writing: the domain of language proficiency that encompasses how students engage in written communication in a variety of forms for a variety of purposes and audiences

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IX. Contributors to the Development of Pennsylvania's PreK-12 English Language Proficiency Standards

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X. Source Documents for the Development of Pennsylvania's Prek-12 English Language Proficiency Standards

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