



## **English Language Proficiency Standards for English Language Learners in Grade 6 through Grade 12**

**2007 Edition**

ALABAMA, DELAWARE, DISTRICT OF COLUMBIA, GEORGIA, ILLINOIS, KENTUCKY,  
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## About the WIDA English Language Proficiency Standards

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

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

### Organization of the Standards

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

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

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

### The WIDA English Language Proficiency Standards

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

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

## The Language Proficiency Levels and Performance Definitions

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

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

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

## Performance Definitions for the levels of English language proficiency

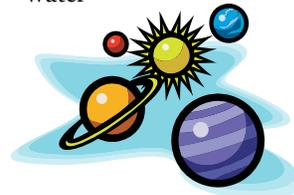
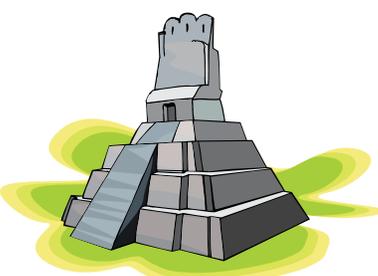
At the given level of English language proficiency, English language learners will process, understand, produce, or use:

<b>6</b> <b>Reaching</b>	<ul style="list-style-type: none"> <li>specialized or technical language reflective of the content area at grade level</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>oral or written communication in English comparable to proficient English peers</li> </ul>
<b>5</b> <b>Bridging</b>	<ul style="list-style-type: none"> <li>the technical language of the content areas;</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports;</li> <li>oral or written language approaching comparability to that of English proficient peers when presented with grade level material</li> </ul>
<b>4</b> <b>Expanding</b>	<ul style="list-style-type: none"> <li>specific and some technical language of the content areas;</li> <li>a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs;</li> <li>oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> </ul>
<b>3</b> <b>Developing</b>	<ul style="list-style-type: none"> <li>general and some specific language of the content areas;</li> <li>expanded sentences in oral interaction or written paragraphs;</li> <li>oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support</li> </ul>
<b>2</b> <b>Beginning</b>	<ul style="list-style-type: none"> <li>general language related to the content areas;</li> <li>phrases or short sentences;</li> <li>oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support</li> </ul>
<b>1</b> <b>Entering</b>	<ul style="list-style-type: none"> <li>pictorial or graphic representation of the language of the content areas;</li> <li>words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support</li> </ul>



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

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

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

ELP Standard 1: Social and Instructional Language, Formative Framework



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

Level 6 - Reaching

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<b>Resources &amp; supplies</b>	Identify needed resources or supplies for activities from pictures and oral statements (e.g., “pencils,” “paper,” “computers”)	Match needed resources or supplies with types of activities from pictures and oral statements (e.g., calculators & math books)	Categorize needed resources or supplies with types of activities from pictures and oral descriptions	Analyze tasks or projects by activities and match with needed resources based on pictures and oral discourse	Evaluate and select needed resources for tasks or projects based on oral discourse	
SPEAKING	<b>Instructions/ Assignments</b>	Respond to WH-questions or commands based on oral instructions or visually supported assignments	Paraphrase or retell oral instructions or visually supported assignments (e.g., recap of homework)	Recount steps for following oral instructions or visually supported assignments (e.g., through think-alouds)	Summarize oral instructions or visually supported assignments	Explain, with details, reasons for instructions or assignments appropriate for grade level	
READING	<b>Use of information</b>	Locate words or phrases on socially-related topics (e.g., school dances) from visually supported information (e.g., on posters)	Identify sentence-level information on socially-related topics from illustrated text (e.g., in advertisements or instructions)	Summarize information on socially-related topics from illustrated paragraphs	Interpret information on socially-related topics from illustrated text (e.g., directions for board or video games)	Infer information on socially-related topics from text	
WRITING	<b>School life</b>	Make lists associated with school life from visuals and word/phrase banks (e.g., subjects, classes, activities)	Outline or complete graphic organizers about school life (e.g., weekly schedule with times and subjects)	Discuss different aspects of school life using graphic organizers (e.g., likes and dislikes, favorite subjects on T chart)	Suggest ideas for making changes to school life (e.g., rearranging schedules or adding clubs) using graphic organizers	Propose changes to school life and give reasons for choices (e.g., policies or procedures)	

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



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

Level 6 - Reaching

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

Level 6 - Reaching

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



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

Level 6 - Reaching

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

Level 6 - Reaching

ELP Standard 3: The Language of Mathematics, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<b>Measures of central tendency (mean, median, mode &amp; range)</b>	Match oral language associated with measures of central tendency with visual or graphic displays	Illustrate or identify examples of measures of central tendency based on oral directions and visual or graphic displays	Select measures of central tendency based on visual or graphic displays and oral descriptions of real-life situations	Make predictions or estimates of measures of central tendency from oral scenarios and visual or graphic displays	Make inferences about uses of measures of central tendency from oral scenarios of grade-level materials	
SPEAKING	<b>Metric &amp; standard units of measurement</b>	Name tools and units of standard or metric measurement from labeled examples (e.g., ruler--inches or cm; scale--pounds or kilos)	Estimate standard or metric measurement from pictures or real objects (e.g., "The dog weighs about 10 kilograms.")	Describe real-life situations where measurement is needed from illustrated scenes (e.g., at the clinic or marketplace)	Discuss how measurement is used in real-life situations from illustrated scenes (e.g., construction, architecture or cartography)	Explain how or when to convert standard or metric measurement in real-life situations (e.g., recipes or temperatures)	
READING	<b>Percent/ Decimals</b>	Identify or sort values noted on everyday products related to percent or decimals (e.g., nutritional facts, serving sizes or % daily use) with a partner	Compare or rank order values noted on everyday products related to percent or decimals with a partner	Follow listed instructions that involve hands-on math using percent or decimals (e.g., from recipes or games) with a partner	Follow written instructions to determine when and how to apply math in real-life situations involving percent or decimals (e.g., sales tax, interest rates or tips) with a partner	Interpret various representations of numbers in real-life problems involving percent or decimals from various texts	
WRITING	<b>Probability</b>	Record and label outcomes of events involving chance using real objects (e.g., coin flips)	Give outcomes of events involving probability using real objects with words and phrases or short sentences	Propose probability based on observed outcomes and describe results in a series of sentences	Detail possible combinations based on probability and compare against observed outcomes in paragraph form	Explain and give reasons for likely probabilities in multiple paragraphs	

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

Level 6 - Reaching

ELP Standard 4: The Language of Science, Formative Framework



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

Level 6- Reaching

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

Level 6 - Reaching

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



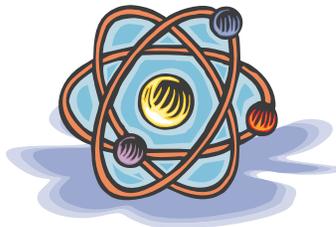
	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>LISTENING</b>	<b>Maps</b>	Identify locations of land and water masses on maps based on oral statements and check with a partner	Sort locations on maps by land or water masses based on oral statements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

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



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

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

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

ELP Standard 1: Social and Instructional Language, Formative Framework



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

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<b>Classroom routines</b>	Follow simple commands pertaining to classroom routines using illustrations (e.g., “Close your book.”)	Carry out multi-step, descriptive instructions pertaining to classroom routines using illustrations (e.g., “Open your book to page 46 and find the table that shows population growth.”)	Match idiomatic or slang expressions pertaining to classroom routines with illustrations	Identify figurative language pertaining to classroom routines (e.g., use of hyperboles or metaphors)	Select relevant information from complex oral discourse related to classroom routines	
SPEAKING	<b>Personal preferences</b>	Answer WH- questions that express likes and dislikes from visuals	Reply to a range of questions that expresses personal preferences from visuals	Express personal preferences and give reasons for selection from visuals	Explain, elaborate and defend personal preferences from visuals	Discuss and support changes in personal preferences over time	
READING	<b>Workplace readiness</b>	Identify words and phrases associated with the workplace from visually supported material (e.g., newspaper ads)	Glean information from workplace related forms supported visually or graphically (e.g., job applications)	Compare information from workplace related forms supported visually or graphically (e.g., workplace versus school rules)	Interpret information about situations in the workplace supported visually or graphically	Evaluate information about the workplace and its personal relevance	
WRITING	<b>Personal &amp; business communication</b>	Complete forms read orally with identifying information or produce facts about self	Complete real-life forms from models (e.g., job applications)	Respond to personal or business correspondence from models (e.g., announcements, invitations)	Produce personal or business correspondence from models (e.g., social letters, autobiographical paragraphs)	Compose extended personal or business correspondence (e.g., editorials, reviews or narrative resumes)	

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



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

Level 6- Reaching

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

Level 6 - Reaching

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



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

Level 6 - Reaching

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

Level 6- Reaching

ELP Standard 3: The Language of Mathematics, Formative Framework



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

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

Level 6 - Reaching

ELP Standard 4: The Language of Science, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>LISTENING</b>	<b>Elements &amp; compounds</b>	Collect and share real-life examples of elements and compounds based on oral directions and models	Distinguish between elements and compounds described orally with visual support or real-life examples with a partner	Build hypotheses from oral descriptions based on use of elements and compounds and share with a partner	Follow multi-step oral directions with specific and some technical language to test hypotheses about elements and compounds and check with a partner	Draw conclusions regarding results of scientific investigation involving elements and compounds based on oral explanations	<b>Level 6 - Reaching</b>
<b>SPEAKING</b>	<b>Ecology &amp; adaptation</b>	Create and present collages or depictions of conservation or ecology from models in small groups	Brainstorm ideas about conservation or ecology that affect everyday life (e.g., “What are some examples of pollution?”) based on illustrations in small groups	Suggest ways to resolve issues related to conservation or ecology using visuals or graphic organizers (e.g., “How can we reduce pollution?”) in small groups	Discuss pros and cons of issues related to conservation or ecology using visuals or graphic organizers in small groups	Engage in debates on issues related to conservation or ecology (e.g., global warming, solar heating)	
<b>READING</b>	<b>Genetics &amp; heredity</b>	Match pictures or visuals with symbols, words or phrases (e.g., ♀ and females) with a partner	Sort pictures and phrases into categories (e.g., recessive and dominant traits) with a partner	Predict traits of individuals or groups based on visually supported text (e.g., combination of genes) with a partner	Analyze and identify reasons for genetic alterations based on visually supported text (e.g., mutation) with a partner	Evaluate theories and practices related to genetics based on grade-level materials	
<b>WRITING</b>	<b>Chemical &amp; physical change</b>	Answer WH- questions (e.g., on lab reports) based on experiments involving chemical or physical change using drawings, words and phrases in L1 or L2	Answer questions on lab reports based on experiments involving chemical or physical change using phrases and sentences in L1 or L2	Complete lab reports following step-by-step procedures based on experiments involving chemical or physical change using a series of sentences	Produce lab reports from outlines or learning logs based on experiments involving chemical or physical change in paragraph form	Create narrative lab reports based on science experiments involving chemical or physical change	

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

Level 6 - Reaching

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



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

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