

# English Language Learning

## Intro

The Priority Learning Standards for English Learners was developed to provide educators with a tool to assist in prioritizing and planning for English language development in all four language domains within all content areas. We understand language must be embedded in meaningful, authentic context, and that the dimensions, intricacies and nuances of language are complex. To support language acquisition in content areas, the Priority Learning Standards for English Learners can be used alongside the Priority Learning Standards identified for each content area.

Educators are encouraged to refer to the following resources to provide additional support for individual learners:

- [WIDA 2012 English Language Development Standards](#)
- [WIDA Can Do Descriptors](#)
- ISBE Priority Learning Standards for all content areas

While developing this tool, consideration was given to key uses that could be implemented in a flexible learning environment, could be easily supported by families, and had the potential for integration within and across content areas.

Kindergarten				
	Receptive Language Skills		Expressive Language Skills	
	Listening	Reading	Speaking	Writing
<b>Level 1</b>	<p>Process recounts by pointing to pictures described orally in context (e.g., “the big dog”) and finding familiar people, places, or objects named orally (e.g., “Where’s a chair?”)</p> <p>Process explanations by identifying illustrated activities described orally</p> <p>Process arguments by classifying everyday objects by descriptive features (e.g., red ones, blue ones)</p> <p>Discuss by following routines, chants, and songs</p>	<p>Process recounts by matching icons and symbols to corresponding pictures</p> <p>Process explanations by identifying steps in procedures from illustrations and icons (e.g., “It goes up. It comes down.”)</p> <p>Process arguments by matching illustrations to words of personal interest as modeled</p>	<p>Recount by repeating words, simple phrases or expressions from familiar stories as a whole class</p> <p>Explain by identifying familiar objects used in everyday routines and activities with a partner (e.g., in the home language and English)</p> <p>Argue by stating personal likes from oral prompts (e.g., sports, food, animals)</p>	<p>Recount by dictating personal information scribed by adults (e.g., about self and family members)</p> <p>Explain by describing familiar routines by drawing pictures and dictating to adults (e.g., in one or more languages)</p> <p>Argue by illustrating likes or dislikes from real-life objects or pictures</p>
<b>Level 2</b>	<p>Process recounts by responding with gestures to songs, chants, or stories modeled by teachers</p> <p>Process explanations by identifying people and places</p>	<p>Process recounts by reproducing content-related information in oral text through drawings</p>	<p>Recount by restating some language associated with illustrated short stories or informational text (e.g., “I see.” “I hear.”)</p>	<p>Recount by drawing and labeling familiar people, objects, or events from models (e.g., word walls, posters, cards)</p>

	<p>associated with everyday events described orally (e.g., "It is Monday. You are at school.")</p> <p>Process arguments by identifying oral preferences stated by others (e.g., choosing pictures or objects)</p>	<p>Process explanations by identifying illustrated words or icons to show why (e.g., in play-based activities)</p> <p>Process arguments by classifying labeled pictures of personal choices from stories according to different character traits</p>	<p>Explain by describing uses of everyday objects or roles of familiar people (e.g., "Teacher reads.")</p> <p>Argue by stating personal preferences (e.g., "I like this.")</p> <p>Discuss by addressing others according to relationship (e.g., student-student, student-teacher)</p>	<p>Explain by connecting oral language to print (e.g., through language experience)</p> <p>Argue by drawing and reproducing words about preferences (e.g., from charts or posters)</p>
<b>Level 3</b>	<p>Process recounts by following sequential language for oral directions one step at a time (e.g., "Walk to the door. Now, come to the circle.")</p> <p>Process explanations by identifying language associated with features of objects or print (e.g., "Show me a word in the title.")</p> <p>Process arguments by acting out opposites using gestures (e.g., through songs or chants)</p>	<p>Process recounts by identifying familiar words in context (e.g., in Big Books or wall charts) in small groups</p> <p>Process explanations by showing relationships depicted in informational text with real-life objects (e.g., "5 is more than 3.")</p> <p>Process arguments by predicting next steps, actions, or events in informational text and stories read aloud (e.g., by pointing to pictures)</p>	<p>Recount by describing attributes of familiar objects, people, and places</p> <p>Explain by comparing sizes of familiar phenomena (e.g., bigger than/ smaller than, longer/ wider)</p> <p>Argue by stating personal preferences or opinions (e.g., "Recess is best.")</p> <p>Discuss by using language and body movement to include others in conversations</p>	<p>Recount by reproducing familiar words from labeled models or illustrations (e.g., labeled dioramas)</p> <p>Explain by describing familiar events or phenomena using sentence starters and drawings</p> <p>Argue by completing text about personal opinions on different topics (e.g., "I like .")</p>
<b>Level 4</b>	<p>Process recounts by matching extended oral descriptions of content-related topics to illustrations or graphics (e.g., "The bright yellow ball is shining in the sky.")</p> <p>Process explanations by drawing individual phases or steps to "how" questions (e.g., "How does a caterpillar change into a butterfly?")</p> <p>Process arguments by drawing to make predictions from illustrated stories read aloud (e.g., "What happens next?")</p>	<p>Process recounts by identifying words in picture dictionaries (e.g., in multiple languages)</p> <p>Process explanations by demonstrating the relationship between objects, people, or animals from detailed descriptions read aloud using gestures (e.g., "the big tall giraffe and the teeny tiny mouse")</p> <p>Process arguments by comparing choices of different characters in illustrated text read aloud (e.g., using T charts)</p>	<p>Recount by sharing personal stories or experiences with others (e.g., in multiple languages)</p> <p>Explain by comparing and contrasting placement of real-life objects and phenomena (e.g., "on the table" v. "under the table")</p> <p>Argue by expressing likes, dislikes, or preferences with reasons (e.g., "I like ___ because ___.")</p> <p>Discuss by asking questions to request clarification</p>	<p>Recount by producing familiar words and phrases from environmental print and illustrated text</p> <p>Explain by describing how to do something through a sequence of pictures and words</p> <p>Argue by producing statements about choices using different models as examples (e.g., "I want to ____.")</p>
<b>Level 5</b>	<p>Process recounts by making patterns from real objects or</p>	<p>Process recounts by ordering words to form short sentences</p>	<p>Recount by relating school- based content</p>	<p>Recount by describing everyday experiences using</p>

	<p>pictures based on detailed oral descriptions from a model (e.g., "Follow me. Put two blue crayons on your table. Then put two red crayons. Now put two more crayons of another color.")</p> <p>Process explanations by identifying illustrations related to cause and effect from oral information</p> <p>Process arguments by agreeing or disagreeing with oral claims using gestures (e.g., "Tomorrow will be hotter than today.")</p>	<p>from oral models (e.g., using pocket charts, cards)</p> <p>Process explanations by matching familiar descriptive phrases to objects or illustrations with a partner (e.g., steps in morning routines)</p> <p>Process arguments by evaluating situations in picture books and matching them to related reasons for choices</p>	<p>and personal experiences with peers and adults</p> <p>Explain by describing steps in familiar cycles and processes (e.g., getting in a circle to play a game)</p> <p>Argue by giving reasons for content-related information when modeled (e.g., "These animals go together because they have spots.")</p> <p>Discuss by asking questions to extend conversations</p>	<p>illustrated phrases and short sentences</p> <p>Explain by sequencing content-related processes by drawing and describing objects (e.g., from seeds to plants)</p> <p>Argue by listing reasons for content-related choices with guidance and support (e.g., "Why do you like number 5?")</p>
--	---	--	--	--

<b>Level 6</b>	X	X	X	X
----------------	---	---	---	---

**Grade 1**

		<b>Receptive Language Skills</b>		<b>Expressive Language Skills</b>	
		<b>Listening</b>	<b>Reading</b>	<b>Speaking</b>	<b>Writing</b>
<b>Level 1</b>	<p>Process recounts by pointing to pictures described orally in context (e.g., "the big dog") and finding familiar people, places, or objects named orally (e.g., "Where's a chair?")</p> <p>Process explanations by identifying illustrated activities described orally</p> <p>Process arguments by classifying everyday objects by descriptive features (e.g., red ones, blue ones)</p> <p>Discuss by following routines, chants, and songs</p>	<p>Process recounts by matching icons and symbols to corresponding pictures</p> <p>Process explanations by identifying steps in procedures from illustrations and icons (e.g., "It goes up. It comes down.")</p> <p>Process arguments by matching illustrations to words of personal interest as modeled</p>	<p>Recount by repeating words, simple phrases or expressions from familiar stories as a whole class</p> <p>Explain by identifying familiar objects used in everyday routines and activities with a partner (e.g., in the home language and English)</p> <p>Argue by stating personal likes from oral prompts (e.g., sports, food, animals)</p>	<p>Recount by dictating personal information scribed by adults (e.g., about self and family members)</p> <p>Explain by describing familiar routines by drawing pictures and dictating to adults (e.g., in one or more languages)</p> <p>Argue by illustrating likes or dislikes from real-life objects or pictures</p>	
<b>Level 2</b>	<p>Process recounts by responding with gestures to songs, chants, or stories modeled by teachers</p> <p>Process explanations by identifying people and places associated with everyday events described orally (e.g., "It is Monday. You are at school.")</p>	<p>Process recounts by reproducing content-related information in oral text through drawings</p> <p>Process explanations by identifying illustrated words or icons to show why (e.g., in play-based activities)</p>	<p>Recount by restating some language associated with illustrated short stories or informational text (e.g., "I see." "I hear.")</p> <p>Explain by describing uses of everyday objects or</p>	<p>Recount by drawing and labeling familiar people, objects, or events from models (e.g., word walls, posters, cards)</p> <p>Explain by connecting oral language to print (e.g., through language experience)</p>	

	Process arguments by identifying oral preferences stated by others (e.g., choosing pictures or objects)	Process arguments by classifying labeled pictures of personal choices from stories according to different character traits	roles of familiar people (e.g., "Teacher reads.") Argue by stating personal preferences (e.g., "I like this.") Discuss by addressing others according to relationship (e.g., student-student, student-teacher)	Argue by drawing and reproducing words about preferences (e.g., from charts or posters)
<b>Level 3</b>	Process recounts by following sequential language for oral directions one step at a time (e.g., "Walk to the door. Now, come to the circle.")  Process explanations by identifying language associated with features of objects or print (e.g., "Show me a word in the title.")  Process arguments by acting out opposites using gestures (e.g., through songs or chants)	Process recounts by identifying familiar words in context (e.g., in Big Books or wall charts) in small groups  Process explanations by showing relationships depicted in informational text with real-life objects (e.g., "5 is more than 3.")  Process arguments by predicting next steps, actions, or events in informational text and stories read aloud (e.g., by pointing to pictures)	Recount by describing attributes of familiar objects, people, and places  Explain by comparing sizes of familiar phenomena (e.g., bigger than/ smaller than, longer/ wider)  Argue by stating personal preferences or opinions (e.g., "Recess is best.")  Discuss by using language and body movement to include others in conversations	Recount by reproducing familiar words from labeled models or illustrations (e.g., labeled dioramas)  Explain by describing familiar events or phenomena using sentence starters and drawings  Argue by completing text about personal opinions on different topics (e.g., "I like .")
<b>Level 4</b>	Process recounts by matching extended oral descriptions of content-related topics to illustrations or graphics (e.g., "The bright yellow ball is shining in the sky.")  Process explanations by drawing individual phases or steps to "how" questions (e.g., "How does a caterpillar change into a butterfly?")  Process arguments by drawing to make predictions from illustrated stories read aloud (e.g., "What happens next?")	Process recounts by identifying words in picture dictionaries (e.g., in multiple languages)  Process explanations by demonstrating the relationship between objects, people, or animals from detailed descriptions read aloud using gestures (e.g., "the big tall giraffe and the teeny tiny mouse")  Process arguments by comparing choices of different characters in illustrated text read aloud (e.g., using T charts)	Recount by sharing personal stories or experiences with others (e.g., in multiple languages)  Explain by comparing and contrasting placement of real-life objects and phenomena (e.g., "on the table" v. "under the table")  Argue by expressing likes, dislikes, or preferences with reasons (e.g., "I like ___ because__.")  Discuss by asking questions to request clarification	Recount by producing familiar words and phrases from environmental print and illustrated text  Explain by describing how to do something through a sequence of pictures and words  Argue by producing statements about choices using different models as examples (e.g., "I want to ____.")
<b>Level 5</b>	Process recounts by making patterns from real objects or pictures based on detailed oral descriptions from a model (e.g., "Follow me. Put two blue	Process recounts by ordering words to form short sentences from oral models (e.g., using pocket charts, cards)	Recount by relating school- based content and personal experiences with peers and adults	Recount by describing everyday experiences using illustrated phrases and short sentences

	<p>crayons on your table. Then put two red crayons. Now put two more crayons of another color.”)</p> <p>Process explanations by identifying illustrations related to cause and effect from oral information</p> <p>Process arguments by agreeing or disagreeing with oral claims using gestures (e.g., “Tomorrow will be hotter than today.”)</p>	<p>Process explanations by matching familiar descriptive phrases to objects or illustrations with a partner (e.g., steps in morning routines)</p> <p>Process arguments by evaluating situations in picture books and matching them to related reasons for choices</p>	<p>Explain by describing steps in familiar cycles and processes (e.g., getting in a circle to play a game)</p> <p>Argue by giving reasons for content-related information when modeled (e.g., “These animals go together because they have spots.”)</p> <p>Discuss by asking questions to extend conversations</p>	<p>Explain by sequencing content-related processes by drawing and describing objects (e.g., from seeds to plants)</p> <p>Argue by listing reasons for content-related choices with guidance and support (e.g., “Why do you like number 5?”)</p>
<b>Level 6</b>	X	X	X	X

**Grades 2 & 3**

	<b>Receptive Language Skills</b>		<b>Expressive Language Skills</b>	
	<b>Listening</b>	<b>Reading</b>	<b>Speaking</b>	<b>Writing</b>
<b>Level 1</b>	<p>Process recounts by showing what happens next based on familiar oral stories (e.g., by pointing or drawing)</p> <p>Process explanations by pairing objects, pictures, or equations as directed by a partner</p> <p>Process arguments by indicating personal points of view in response to oral phrases or short sentences (e.g., by thumbs up/thumbs down; agree/disagree cards)</p> <p>Discuss by Expressing agreement/ disagreement nonverbally (e.g., thumbs up or down)</p>	<p>Process recounts by identifying key words and phrases in illustrated text</p> <p>Process explanations by matching pictures with graphic information from illustrated texts</p> <p>Process arguments by identifying language related to likes, needs, and wants in labeled illustrations</p>	<p>Recount by responding to questions related to stories or experiences (e.g., “Who came to the door?”)</p> <p>Explain by describing the outcomes of experiments or stories with guidance and visual support</p> <p>Argue by sharing facts as evidence using sentence starters or sentence frames</p> <p>Discuss by • Expressing own ideas through drawings, gestures, words and phrases •</p>	<p>Recount by creating <b>and labeling</b> visual representations of ideas or stories</p> <p>Explain by stating facts associated with images or illustrations</p> <p>Argue by indicating decisions or preferences through labeled pictures, words, or phrases</p>
<b>Level 2</b>	<p>Process recounts by identifying the “who,” “where” and “when” of illustrated statements</p> <p>Process explanations by matching oral descriptions to photos, pictures, or icons</p>	<p>Process recounts by identifying timerelated language in context (e.g., in biographies)</p> <p>Process explanations by interpreting images, illustrations, and graphics</p>	<p>Recount by participating in multi-media presentations based on research</p> <p>Explain by naming steps in processes or procedures</p> <p>Argue by sharing reasons for opinions or claims</p>	<p>Recount by listing ideas using graphic organizers</p> <p>Explain by stating how something happens using illustrations and sequential language (e.g., eruption of volcanoes)</p>

	Process arguments by categorizing content-based pictures or objects from oral descriptions (e.g., “animals that form groups to help members survive”)	Process arguments by identifying claims or opinions in illustrated texts	(e.g., science experiments)  Discuss by asking yes or no questions to request clarification	Argue by connecting preferences, choices, or opinions to reasons
<b>Level 3</b>	Process recounts by illustrating events in response to audio recordings of stories or poems  Process explanations by completing graphic organizers or representations from oral comparisons  Process arguments by identifying similarities and differences from oral content-related materials or equipment	Process recounts by identifying temporal-related words that signal order of events (e.g., “In the beginning...”)  Process explanations by sequencing sentences descriptive of processes or procedures in informational texts  Process arguments by identifying general academic and content-related words and phrases in text relevant to the genre/key use (e.g., “once upon a time” indicates a fairy tale)	Recount by stating information from personal or school-related experiences  Explain by expressing cause and effect of behaviors or events  Argue by describing organizing categories for content-related information (e.g., fish/birds, forests/deserts)  Discuss by • Negotiating agreement in small groups • Expressing own ideas consistent with the topic discussed	Recount by expressing ideas in various genres (e.g., poetry, interactive journals)  Explain by stating ideas about content-related topics  Argue by describing pros and cons related to social issues or familiar topics
<b>Level 4</b>	Process recounts by re-enacting content-related situations or events from oral descriptions  Process explanations by identifying content-related ideas and details in oral discourse  Process arguments by identifying opposing sides of arguments in dialogues	Process recounts by identifying main ideas and details in illustrated texts  Process explanations by classifying main ideas and details in informational or explanatory texts  Process arguments by sorting content-related information according to specific criteria (e.g., pros and cons)	Recount by describing situations and events from school and the community  Explain by stating details of processes or procedures  Argue by posing different solutions to content-related issues or problems  Discuss by expressing own ideas and supporting ideas of others	Recount by creating stories with details about characters and events  Explain by describing strategies to solve problems  Argue by supporting main ideas or opinions with evidence from texts
<b>Level 5</b>	Process recounts by identifying details of content-related topics from oral discourse  Process explanations by following a series of short oral directions to create models of	Process recounts by highlighting relevant information in grade-level texts to produce summaries	Recount by asking and answering questions about information from speakers	Recount by describing the sequence of content-related ideas  Explain by describing details of processes, procedures, and events

	<p>content-area phenomena or processes</p> <p>Process arguments by identifying claims in oral presentations</p>	<p>Process explanations by (e.g., in open sorts) identifying the main purpose of texts</p> <p>Process arguments by matching opinions to reasons in informational texts and literature</p>	<p>Explain by connecting ideas in content-related presentations</p> <p>Argue by expressing and supporting different ideas with examples</p> <p>Discuss by • Initiating and maintaining conversations • Challenging ideas respectfully • Listening to, building, and extending ideas</p>	<p>Argue by producing persuasive pieces supported by multiple reasons or details</p>
<b>Level 6</b>	X	X	X	X

### Grades 4 & 5

	Receptive Language Skills		Expressive Language Skills	
	Listening	Reading	Speaking	Writing
<b>Level 1</b>	<p>Process recounts by matching oral words and phrases to content-related pictures or objects</p> <p>Process explanations by distinguishing key words and phrases related to phenomena</p> <p>Process arguments by matching illustrations with oral points of view</p>	<p>Process recounts by highlighting previewed or familiar phrases</p> <p>Process explanations by matching illustrated words/phrases to causal or sequential language</p> <p>Process arguments by identifying key words and phrases of claims</p>	<p>Recount by stating key words and phrases associated with the content using visual or graphic support</p> <p>Explain by demonstrating procedures using realia</p> <p>Argue by answering yes/no or choice questions across content or personal preferences</p> <p>Discuss by expressing own ideas in a variety of ways (e.g., drawing, using gestures, graphing)</p>	<p>Recount by communicating personal experiences through drawings and words</p> <p>Explain by producing short-answer responses to questions using word/phrase banks</p> <p>Argue by using key words or phrases related to the topic</p>
<b>Level 2</b>	<p>Process recounts by connecting the context of narratives (e.g., the who, what, when, &amp; where) to illustrations</p> <p>Process explanations by following oral directions to show recurring steps in cycles or problem solving</p> <p>Process arguments by distinguishing words and phrases related to opinions or facts from oral statements</p>	<p>Process recounts by identifying the “who,” “what,” “where,” and “when” in narrative text with a partner</p> <p>Process explanations by identifying key words and phrases that describe the topic or phenomena</p> <p>Process arguments by differentiating between claims and evidence</p>	<p>Recount by retelling short stories or content-related events</p> <p>Explain by giving reasons why or how something works using diagrams, charts or images</p> <p>Argue by stating opinions based on experiences</p> <p>Discuss by taking turns and applying conventions specific</p>	<p>Recount by listing procedural steps across content areas</p> <p>Explain by using key terms related to phenomena</p> <p>Argue by stating reasons for particular points of view</p>

			to particular conversations	
<b>Level 3</b>	<p>Process recounts by identifying the beginning, middle and end in oral retelling of a text</p> <p>Process explanations by interpreting cause and effect relationships in conversations</p> <p>Process arguments by identifying different perspectives, stances, or points of view</p>	<p>Process recounts by identifying main ideas in narrative and informational text</p> <p>Process explanations by matching causes with effects</p> <p>Process arguments by identifying evidence from multiple places within text</p>	<p>Recount by stating main ideas in classroom conversations on social and academic topics</p> <p>Explain by stating clear sequential procedures to peers</p> <p>Argue by presenting content-based facts that support a position</p> <p>Discuss by answering questions to contribute to a topic</p>	<p>Recount by using key words and phrases reflective of main ideas</p> <p>Explain by answering “how” or “why” questions (e.g., “How does the water cycle work?” “Why are there three branches of government?”)</p> <p>Argue by connecting reasons to opinions supported by facts and details</p>
<b>Level 4</b>	<p>Process recounts by sequencing events or steps based on oral reading of informational text</p> <p>Process explanations by identifying precise details, descriptions, or comparisons that support conversation</p> <p>Process arguments by identifying evidence that supports predictions or hypotheses</p>	<p>Process recounts by connecting details to main ideas or themes</p> <p>Process explanations by identifying the different words or phrases that are used to describe the same topic or phenomena</p> <p>Process arguments by hypothesizing or predicting based on evidence</p>	<p>Recount by giving content-related oral reports</p> <p>Explain by connecting the sequential, cyclical, or causal relationships of content-related issues and concepts</p> <p>Argue by stating relevant evidence for claims</p> <p>Discuss by elaborating on statements of others to extend ideas</p>	<p>Recount by relating a sequence of events using a variety of transitional words, phrases, and clauses</p> <p>Explain by elaborating topics with facts, definitions, concrete details, or quotations and examples</p> <p>Argue by providing reasons and evidence which support particular points</p>
<b>Level 5</b>	<p>Process recounts by identifying related information from multiple sources presented orally</p> <p>Process explanations by identifying components of systems (e.g., ecosystems, branches of government) in small group interactions</p> <p>Process arguments by distinguishing certainty from uncertainty of spoken words or phrases in context</p>	<p>Process recounts by summarizing information from multiple related sources</p> <p>Process explanations by identifying how text provides clear details of the topic or phenomena</p> <p>Process arguments by evaluating the strength of evidence as support for claims</p>	<p>Recount by conveying personal and content-related experiences in a team</p> <p>Explain by elaborating by adding precision and details to content-related sequence or causal phenomena</p> <p>Argue by supporting claims with evidence from various sources</p> <p>Discuss by challenging ideas respectfully</p>	<p>Recount by creating narratives that connect personal experiences and content</p> <p>Explain by describing how factors contribute to events or outcomes</p> <p>Argue by including evidence from multiple sources</p>
<b>Level 6</b>	X	X	X	X



## Grades 6 & 8

Grades 6 & 8				
	Receptive Language Skills		Expressive Language Skills	
	Listening	Reading	Speaking	Writing
<b>Level 1</b>	<p>Process recounts by identifying familiar objects or places from oral statements</p> <p>Process explanations by matching instructional language, given orally, with visual representation</p> <p>Process arguments by identifying points of view from short statements (1st or 3rd)</p>	<p>Process recounts by identifying icons in graphs, charts, and environmental print related to familiar topics</p> <p>Process explanations by matching content related objects, pictures, or media to words and phrases</p> <p>Process arguments by identifying words or phrases associated with topic choices</p>	<p>Recount by answering select Wh- questions</p> <p>Explain by showing how to solve real-world problems using symbols, numerals, graphs, or diagrams</p> <p>Argue by responding yes or no to short statements or questions related to a claim</p> <p>Discuss by contributing to conversations by sharing own work (e.g., pictures, posters, graphics)</p>	<p>Recount by producing labeled illustrations of conclusions reached in problem-solving</p> <p>Explain by (drawing and) labeling pictures, diagrams, and graphs to show relationships, processes in content</p> <p>Argue by generating words and phrases that represent opinions (e.g., "I think...")</p>
<b>Level 2</b>	<p>Process recounts by sequencing labeled visuals per oral directions</p> <p>Process explanations by matching oral sentences of cause and effect to illustrations (e.g., weather or climate conditions)</p> <p>Process arguments by identifying claims from a series of oral statements</p>	<p>Process recounts by locating main ideas in a series of simple sentences</p> <p>Process explanations by comparing ideas on the same topic in a series of simple sentences</p> <p>Process arguments by distinguishing facts from opinions in text</p>	<p>Recount by stating main ideas or points of classroom conversations</p> <p>Explain by connecting two content-related ideas that define "how" or "why"</p> <p>Argue by stating evidence to support claims (in home language and English)</p> <p>Discuss by answering Whquestions in conversations</p>	<p>Recount by producing statements related to main ideas on familiar topics in home language and English</p> <p>Explain by comparing illustrated descriptions of content-related concepts (e.g., mitosis v. meiosis)</p> <p>Argue by connecting simple sentences to form content-related ideas</p>
<b>Level 3</b>	<p>Process recounts by matching main ideas of familiar text with visuals</p> <p>Process explanations by matching main ideas of familiar text read aloud with visuals</p> <p>Process arguments by illustrating claims or reasons from oral narratives</p>	<p>Process recounts by identifying topic sentences, main ideas, and details in paragraphs</p> <p>Process explanations by sequencing steps or events to describe processes (e.g. solving math problems)</p> <p>Process arguments by identifying the claims and the reason for each claim</p>	<p>Recount by relating a series of events by expressing time in multiple tenses</p> <p>Explain by demonstrating how to conduct experiments, engage in processes, or solve problems with supports</p> <p>Argue by evaluating the value of options in content-based situations</p> <p>Discuss by supporting ideas with examples</p>	<p>Recount by producing short paragraphs with main ideas and some details</p> <p>Explain by producing descriptive paragraphs around a central idea</p> <p>Argue by substantiating opinions with content-related examples and evidence</p>
<b>Level 4</b>	<p>Process recounts by identifying main ideas and details in oral discourse</p>	<p>Process recounts by identifying summaries of passages in a variety of genres</p>	<p>Recount by paraphrasing and summarizing content-related ideas presented orally</p>	<p>Recount by producing content-related reports</p> <p>Explain by describing relationships between</p>

	Process explanations by matching complex oral descriptions to images, graphs, or formulas  Process arguments by matching evidence to claims in oral discourse	Process explanations by matching content-related cause to effect in graphically-supported text  Process arguments by classifying pros and cons of claims and evidence presented within written texts	Explain by comparing content-related concepts  Argue by connecting ideas with supporting details or evidence  Discuss by demonstrating awareness of personal bias when defending one's point of view	details or examples and supporting ideas  Argue by crafting persuasive pieces (e.g., editorials) with a series of substantiated content-related claims
<b>Level 5</b>	Process recounts by sequencing a series of illustrated events from oral passages (e.g. historical recaps)  Process explanations by carrying out a series of oral directions to construct mathematical or scientific models  Process arguments by establishing connections among claims, arguments, and supporting evidence within oral discourse	Process recounts by matching details of content-related topics to main idea  Process explanations by sequencing events based on cause and effect (e.g., how machines operate)  Process arguments by evaluating evidence presented in support of claims	Recount by producing oral multimedia, content-related reports based on research from multiple sources  Explain by giving demonstrations with step-by-step details (e.g. converting Fahrenheit to Celsius)  Argue by defending points of view with specific claims  Discuss by building on the ideas of others	Recount by summarizing conclusions reached from steps in problem-solving or conducting experiments  Explain by producing informational text around graphs and charts  Argue by justifying ideas using multiple sources
<b>Level 6</b>	x	x	x	x

Page Break

<b>Grades 9 - 12</b>				
	<b>Receptive Language Skills</b>		<b>Expressive Language Skills</b>	
	<b>Listening</b>	<b>Reading</b>	<b>Speaking</b>	<b>Writing</b>
<b>Level 1</b>	Process recounts by matching everyday oral content-related words and phrases to pictures, diagrams, or photographs  Process explanations by identifying words and phrases related to sequence  Process arguments by distinguishing words and phrases related to opinions or facts from oral statements	Process recounts by matching key content-related terms and ideas to images, graphs, icons, or diagrams  Process explanations by identifying key words and phrases that describe the topics or phenomena  Process arguments by matching media (e.g., posters, photos, banners) with point of view words and phrases	Recount by naming and briefly describing content topics using visual support (e.g., posters, diagrams, pictures) and answering select yes/no or Wh- questions  Explain by ordering events or stages of phenomena with sequential language (e.g., first, next, step 1)  Argue by stating pros and cons listed visually on a topic	Recount by listing content words or phrases and including images, diagrams, and charts that relate to the topic  Explain by producing short responses to questions using word/phrase banks  Argue by listing pros and cons of issues

			Discuss by representing one's ideas using various media	
<b>Level 2</b>	<p>Process recounts by matching oral descriptions of characters or main events in content-related topics</p> <p>Process explanations by comparing information, symbols, or icons on charts or tables described orally</p> <p>Process arguments by identifying claims in oral statements</p>	<p>Process recounts by locating main ideas in a series of related sentences</p> <p>Process explanations by identifying different types of connectors that show relationships between topics and phenomena</p> <p>Process arguments by making connections between statements that make claims and those providing evidence</p>	<p>Recount by providing examples of content-related information previously studied</p> <p>Explain by posing and responding to Wh-questions that relate to phenomena</p> <p>Argue by responding to oral or written claims</p> <p>Discuss by asking and answering questions</p>	<p>Recount by following patterns specific to narrative or informational text (e.g., orientation, presentation of events, conclusion)</p> <p>Explain by using transitions and connectors to show causal relationships or procedures</p> <p>Argue by expressing claims with evidence (e.g., "Socialism is a good government system because...")</p>
<b>Level 3</b>	<p>Process recounts by identifying main ideas from short content-related oral presentations</p> <p>Process explanations by recognizing relationships in a series of oral statements</p> <p>Process arguments by identifying language choices that represent specific points of view from a series of oral statements</p>	<p>Process recounts by identifying detailed descriptions, procedures, and information in paragraphs</p> <p>Process explanations by summarizing information with diagrams, models, flow charts, or illustrations</p> <p>Process arguments by identifying their purposes and audiences</p>	<p>Recount by posing and responding to questions in small group discussions</p> <p>Explain by connecting causes to effects in a series of statements</p> <p>Argue by stating claims matched to evidence using a series of related sentences</p> <p>Discuss by clarifying one's own ideas using a variety of strategies</p>	<p>Recount by summarizing content-related material</p> <p>Explain by choosing words and phrases to provide precise details, descriptions, comparisons, and ordered procedures</p> <p>Argue by justifying reasons or opinions with evidence</p>
<b>Level 4</b>	<p>Process recounts by following the steps of content-related tasks or assignments given orally</p> <p>Process explanations by interpreting cause and effect from oral discourse</p> <p>Process arguments by differentiating multiple perspectives presented orally</p>	<p>Process recounts by reflecting on various accounts of a subject told in different media (e.g., print and multimedia)</p> <p>Process explanations by comparing information on phenomena across a variety of multimedia sources</p> <p>Process arguments by identifying persuasive language across content areas</p>	<p>Recount by paraphrasing and summarizing content-related ideas in large and small groups</p> <p>Explain by providing precise words and phrases to provide details, descriptions, classifications, comparisons, causes/effects, or procedures</p> <p>Argue by taking stances and defending them with evidence (e.g., using data or citations)</p>	<p>Recount by creating narrative or informational extended text of past events or experiences (e.g., lab reports, current events)</p> <p>Explain by integrating images, diagrams, formulas, or charts to describe phenomena</p> <p>Argue by creating persuasive essays or reports making adjustments for specific audiences</p>

			Discuss by sorting through one's own ideas to determine relevant ones	
<b>Level 5</b>	<p>Process recounts by reconstructing past experiences or series of events based on oral discourse</p> <p>Process explanations by identifying effects and consequences of events and phenomena from class discussions</p> <p>Process arguments by evaluating the purpose of arguments presented by others</p>	<p>Process recounts by identifying the central idea or theme and how it is supported by clear descriptions and extended details</p> <p>Process explanations by tracing the central idea of text and how it develops, including how it is shaped by specific details, extended definitions, facts, quotes, or examples</p> <p>Process arguments by recognizing multiple perspectives and points of view on any given issue</p>	<p>Recount by giving multimedia oral presentations on content-related material learned from various sources</p> <p>Explain by presenting information using an objective, neutral tone in extended discourse</p> <p>Argue by convincing audiences of personal points of view using persuasive language</p> <p>Discuss by generating new ideas or questions to sustain conversations</p>	<p>Recount by sequencing using language that creates coherence</p> <p>Explain by organizing information and details logically and cohesively</p> <p>Argue by integrating multiple perspectives and evidence from a variety of sources</p>
<b>Level 6</b>	x	x	x	x