

Grade Level Cluster: Grades 9-12					
Standard Area: Language of Language Arts					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> <li>-Match oral descriptors of characters and texts using visual representations.</li> <li>-Match oral descriptions of setting, tone, and mood to visual representations.</li> <li>-Point out sections of a book or stanzas of a poem in response to oral directions.</li> </ul>	<ul style="list-style-type: none"> <li>-Sequence story events using manipulatives based off of an oral reading.</li> <li>-Sort textual information in response to oral directives</li> <li>-Respond to oral theatrical directives in a reader's theatre setting.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify the main idea and sub topics of nonfiction articles read aloud.</li> <li>-Identify a general summary of a play acted out by peers.</li> <li>-Listen to an audio recording of a poem and identify and match the rhyme scheme.</li> </ul>	<ul style="list-style-type: none"> <li>-Categorize characteristics of stories by genre after hearing excerpts read aloud in small groups.</li> <li>-Make general inferences about the theme of a poem from an oral recitation.</li> <li>- Distinguish between multiple meanings of words used in nonsense fiction from oral readings.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify the character speaking from an oral reading of influential selected quotes out of a novel.</li> <li>-Listening to a debate, evaluate and judge bias and opinions and choose a side.</li> <li>- Interpret symbolism and metaphor from oral texts.</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>-Answer yes/no questions based off of textual knowledge</li> <li>-Answer WH-questions pertaining to multi media forms of text.</li> <li>-Name known vocabulary from a variety of context clues.</li> </ul>	<ul style="list-style-type: none"> <li>-Repeat and recite small lines of poems or text.</li> <li>-Answer WH-questions based off of prompts about short stories.</li> <li>-Explain and recount character names and basic traits from novella excerpts.</li> </ul>	<ul style="list-style-type: none"> <li>-Compare and contrast two characters from a novel using short sentences with a partner.</li> <li>-Conduct basic interviews with school personnel to use for student newspapers.</li> <li>-Retell and sequence a short story in full sentences using visual supports to a partner.</li> </ul>	<ul style="list-style-type: none"> <li>-Explain the main idea, and supporting details to a partner.</li> <li>-Describe the theme, mood, and setting of a story using a variety of descriptive details.</li> <li>-Use a range of speaking rhetoric strategies to convey persuasion in a presentation to the class.</li> </ul>	<ul style="list-style-type: none"> <li>-Use skills in drama, diction, and dialect to recite and participate in oral readings of complicated plays.</li> <li>-Create a podcast based off of an outlined/written short research paper</li> <li>-Engage in class debate using persuasion and evidence to take sides to defend or condemn characters actions.</li> </ul>

<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>-Preview texts for key images, illustrations, graphics, headings, and terms.</li> <li>-Match visual representations of phrases from a story.</li> <li>-Respond to WH-questions from a visually supported short story.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify rhyming words in a short poem</li> <li>-Locate the main idea in a short current event article with images by locating topic sentences.</li> <li>-Match sentence level descriptions to character visuals in plays/films.</li> </ul>	<ul style="list-style-type: none"> <li>-Skim/Scan a short story to make predictions before reading.</li> <li>-Compare/Contrast research information from multiple print and digital sources</li> <li>-Summarize plot of a fictional story guided by prompts of cause and effect.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and Analyze a novel for the main idea, theme, mood, and tone.</li> <li>-Synthesize information from multiple nonfiction pieces with a partner to be used for a research project</li> <li>-Analyze an extended poem using guided prompts on literary devices.</li> </ul>	<ul style="list-style-type: none"> <li>-Interpret and analyze grade level readings by applying a specific doctrine of literary analysis.</li> <li>-Evaluate the validity of arguments made in biased readings from sources.</li> <li>-Draw conclusions on author's perspective, intent, and message in short stories.</li> </ul>
<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>-Label, highlight, and identify key terms in diagrams and short readings.</li> <li>-Supply missing known vocab words to cloze short sentences</li> <li>-Produce short answer response using key words and visuals.</li> </ul>	<ul style="list-style-type: none"> <li>-Take notes from class using advanced and guided organizers</li> <li>-Produce short answer responses in small sentences</li> <li>-Compose short personal narratives by labeling pictures with key words and short sentence fragments.</li> </ul>	<ul style="list-style-type: none"> <li>-Respond to standardized essay prompts using paragraph formulas (intro, topic sentence, 3 supporting details).</li> <li>-Participate in process writing in small groups to edit and revise modeled writings.</li> <li>-Complete reports and essays following guided templates and structured paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>-Revise, edit, and elaborate on work through process writing independently.</li> <li>-Create short plays or films in small groups using elements of drama.</li> <li>-Compose digital media in small groups using a variety of graphics (blog, PowerPoint, website)</li> </ul>	<ul style="list-style-type: none"> <li>-Produce research papers using multiple sources and citations.</li> <li>-Compose literary analysis essays using supportive textual evidence and quotes reviewed in lecture.</li> <li>-Create original works of creative fiction using a variety of literary devices to convey emotion.</li> </ul>

Grade Level Cluster: Grades 9-12					
Standard Area: Social & Instructional Language					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> <li>-Respond to non-verbal requests, invitations, directions and questions from peers and teachers.</li> <li>-Respond to verbal directions supported by gestures.</li> <li>-Identify areas (places in the school or classroom) from oral directions</li> </ul>	<ul style="list-style-type: none"> <li>-Give simple responses to short oral directives.</li> <li>-Process peer presentations that are supported by multi media.</li> <li>-Follow simple oral directions for class participation.</li> </ul>	<ul style="list-style-type: none"> <li>-Respond to complex multi step directives involving classroom activities in small groups.</li> <li>-Categorize items from oral directives.</li> <li>-Process, understand, and note important oral assignments such as homework.</li> </ul>	<ul style="list-style-type: none"> <li>-Distinguish between speakers and characters from texts read aloud.</li> <li>-Follow, process, and respond to multi step directions for extended research activities.</li> <li>-Compare and Contrast discussions debated by peers.</li> </ul>	<ul style="list-style-type: none"> <li>-Interpret oral arguments from peer presentations.</li> <li>-Analyze oral speeches and arguments from a variety of sources.</li> <li>-Evaluate and react to differences in oral register and speech.</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>-Answer peer questions using yes/no or one-word answers.</li> <li>-State personal information to peers and teachers</li> <li>-State likes and dislikes to peers.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe personal life and cultural traditions to peers.</li> <li>-Reply to simple WH-questions from peers using strands of words.</li> <li>-Respond to teacher about level of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>-Compare and Contrast class schedules, work schedules, assignments, teachers, and demonstrate preference</li> <li>-Express personal choice and preference in full sentences giving details of support.</li> <li>-Articulate predictions of sport outcomes, movie endings, or book endings.</li> </ul>	<ul style="list-style-type: none"> <li>-Recommend preferred books, movies, magazine, or activities to peers using convincing persuasion.</li> <li>-Explain choices and reasoning using supporting details</li> <li>-Elaborate on answers and point of view in prompted discussion.</li> </ul>	<ul style="list-style-type: none"> <li>-Critique a school assembly, play, or newspaper article in a presentation to a small group.</li> <li>-Defend a point of view using persuasion and rhetoric on a current or social event.</li> <li>-Evaluate a school policy or action in a small group backing up opinion with reason.</li> </ul>

<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>-Read and identify class room and school signs (ex: exit/enter, bathroom, cafeteria)</li> <li>-Read school schedule and generalized class documents (agenda, schedule, calendar)</li> <li>-Follow single step instructions with peer guidance.</li> </ul>	<ul style="list-style-type: none"> <li>-Read basic graphic notes from the chalkboard</li> <li>-Follow multi-step written directions for completing graphic organizers.</li> <li>-Read basic notes, letters, email, or texts from peers</li> </ul>	<ul style="list-style-type: none"> <li>-Differentiate between fact and opinion in texts.</li> <li>-Locate specific phrases or concepts within a text from guided prompts.</li> <li>-Summarize main points from a previously outlined text.</li> </ul>	<ul style="list-style-type: none"> <li>-Use bibliographies and appendixes to fuel further research</li> <li>-Synthesize sources of material to confirm information (web, textual)</li> <li>-Match cause to effect in a variety of texts.</li> </ul>	<ul style="list-style-type: none"> <li>-Draw conclusions about author motivation in texts.</li> <li>-Evaluate web resources for bias and validity through comparing and contrasting with trusted resources.</li> <li>-Infer and judge significance of information in textbooks and trade books.</li> </ul>
<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>-Complete forms using personal information</li> <li>-List information (to-do lists, agendas)</li> <li>-Record necessary information in school planners or calendars</li> </ul>	<ul style="list-style-type: none"> <li>-Create graphic organizers and outlines for a variety of content</li> <li>-Label diagrams and visuals with known vocabulary</li> <li>-Write short notes to peers and teachers</li> </ul>	<ul style="list-style-type: none"> <li>-Use PowerPoint to connect short descriptions to visuals.</li> <li>-Summarize information onto flashcards.</li> <li>-Compose emails to communicate with teachers.</li> </ul>	<ul style="list-style-type: none"> <li>-Compose personal forms like resumes and cover models using templates and by work shopping with peers.</li> <li>-Create professional letters using templates</li> <li>-Use paragraphs to record daily events in a journal</li> </ul>	<ul style="list-style-type: none"> <li>-Compose college or scholarship personal essays through process writing in small groups.</li> <li>-Create digital media in small groups to convey knowledge</li> <li>-Transfer notes into full cohesive essays.</li> </ul>