

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

Domain: **LISTENING** — process, understand, interpret, and evaluate spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> explore movement of real-life objects by following commands (e.g., “Roll the ball.”) 	<ul style="list-style-type: none"> follow movement of real-life objects by following multiple step directions (e.g. “The car goes backwards then forwards.”) 	<ul style="list-style-type: none"> compare movement of objects based on oral statements by pointing to pictures or objects (e.g., “Which goes fastest, bikes, buses, or airplanes?”) 	<ul style="list-style-type: none"> predict movement of objects by pointing to pictures or demonstration based on oral statements (e.g., “Show what happens when you let go of balloons.”) 	<ul style="list-style-type: none"> interpret the effects of force on motion by pointing or demonstration based on oral descriptions
3-5	<ul style="list-style-type: none"> differentiate between healthy and unhealthy foods or lifestyles from realia, magazines, or newspapers following oral directions 	<ul style="list-style-type: none"> select/draw healthy choices for meals or lifestyles from realia, magazines, or newspapers following oral directions 	<ul style="list-style-type: none"> compare choices for meals or lifestyles by following oral directions (e.g., “Choose the healthier food for dinner: banana bread or carrots.”) 	<ul style="list-style-type: none"> categorize choices for meals or lifestyles and chart following oral directions 	<ul style="list-style-type: none"> evaluate choices for meals or lifestyles by following oral descriptions
6-8	<ul style="list-style-type: none"> match oral statements of scientific facts with illustrations (e.g., “White is made up of all colors.”) 	<ul style="list-style-type: none"> create scientific models based on illustrations and oral directions (e.g., “Show how light or sound travels;” “Show how the earth goes around the sun.”) 	<ul style="list-style-type: none"> classify examples of properties (of light, sound, stars or planets) based on illustrations and oral directions 	<ul style="list-style-type: none"> apply oral descriptions of properties (of light, sound, stars or planets) to everyday life 	<ul style="list-style-type: none"> seek explanations of the properties (of light, sound, stars or planets) through oral scenarios
9-12	<ul style="list-style-type: none"> collect and prepare real-life materials needed for scientific experiments based on oral directions 	<ul style="list-style-type: none"> replicate scientific experiments using real-life materials based on oral directions 	<ul style="list-style-type: none"> build different hypotheses based on oral descriptions of science issues 	<ul style="list-style-type: none"> match different oral explanations of the results with evidence of the findings 	<ul style="list-style-type: none"> conduct scientific inquiry using multimedia resources that include oral input

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Domain: **SPEAKING** — engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> associate body parts with senses and physical actions 	<ul style="list-style-type: none"> give examples of how or when you use your senses or other body parts 	<ul style="list-style-type: none"> describe a series of activities that involve using your senses or other body parts 	<ul style="list-style-type: none"> explain why senses or other body parts are useful 	<ul style="list-style-type: none"> predict what you would do if one of your senses or other body parts was injured
3-5	<ul style="list-style-type: none"> make collections, organize, and identify natural phenomena (such as leaves, insects, or rocks) 	<ul style="list-style-type: none"> describe natural phenomena from real-life examples (e.g., “This leaf has five points.”) 	<ul style="list-style-type: none"> describe the step-by-step process of making and organizing collections of natural phenomena (e.g., “First, I went to the park.”) 	<ul style="list-style-type: none"> compare features of natural phenomena (e.g., “This leaf has five points while this one has two.”) 	<ul style="list-style-type: none"> report on the physical relationships among natural phenomena
6-8	<ul style="list-style-type: none"> chart change over time and offer information from charts or graphs (such as phases of the moon, temperatures, daylight hours) 	<ul style="list-style-type: none"> describe differences over time based on information from charts or graphs 	<ul style="list-style-type: none"> compare differences based on information from charts or graphs 	<ul style="list-style-type: none"> summarize and present information from charts or graphs related to change 	<ul style="list-style-type: none"> explain patterns of change over time based on evidence from charts or graphs
9-12	<ul style="list-style-type: none"> create and present collages or depictions of scientific issues 	<ul style="list-style-type: none"> brainstorm ideas based on illustrations of scientific issues that affect everyday life (e.g., “What are some examples of pollution?”) 	<ul style="list-style-type: none"> describe ways in which scientific issues can be resolved (e.g., “How can we reduce pollution?”) 	<ul style="list-style-type: none"> discuss pros and cons of scientific issues using graphic organizers 	<ul style="list-style-type: none"> engage in debates on scientific issues (such as genetic engineering, nuclear energy)

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Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> make posters from magazine pictures labeled with different forms of water or other natural resources 	<ul style="list-style-type: none"> search for words in big books or trade books associated with water or other natural resources (such as rain, ice, hot) 	<ul style="list-style-type: none"> distinguish activities that use water or other natural resources from those that don't, based on written phrases and pictures (such as "brush hair" or "take a bath") 	<ul style="list-style-type: none"> classify activities that you do with water or other natural resources from those you do in water (such as brush teeth or go swimming) 	<ul style="list-style-type: none"> sequence sentences to show how to do activities that involve water or other natural resources (such as cooking rice)
3-5	<ul style="list-style-type: none"> collect, sort, and recycle materials or use other energy sources based on labels and realia 	<ul style="list-style-type: none"> find ways to conserve water and energy from pictures and written text (e.g., "Stop leaving lights on." "Stop leaving the shower on.") 	<ul style="list-style-type: none"> sequence descriptive sentences and pictures to illustrate the recycling process or other forms of conservation 	<ul style="list-style-type: none"> find solutions to environmental problems presented in texts 	<ul style="list-style-type: none"> compile a class portfolio of agencies and organizations that deal with conservation from grade level reading material
6-8	<ul style="list-style-type: none"> chart time and places of natural disasters (such as hurricanes, tornadoes, floods, typhoons, or earthquakes) based on headlines and pictures 	<ul style="list-style-type: none"> respond to WH-questions regarding natural disasters based on graphic organizers and pictures 	<ul style="list-style-type: none"> identify characteristics and conditions related to natural disasters based on text and pictures 	<ul style="list-style-type: none"> compare natural disasters using multiple written sources, including the Internet and graphic organizers 	<ul style="list-style-type: none"> interpret impact of natural disasters on people and places from grade level text
9-12	<ul style="list-style-type: none"> match pictures of scientific equipment with their uses (such as telescope-see stars) 	<ul style="list-style-type: none"> match pictures of scientific equipment with descriptions of kinds of scientists (e.g., "Biologists use this tool to see cells.") 	<ul style="list-style-type: none"> identify scientific equipment needed for scientific investigations (e.g., "You are examining the migratory patterns of birds. Which scientific tools will help you?") 	<ul style="list-style-type: none"> identify scientific equipment associated with descriptions of scientific investigations 	<ul style="list-style-type: none"> evaluate relative use of scientific equipment based on readings from scientific investigations (e.g., "Which works best to predict weather patterns and why?")

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Domain: **WRITING** — engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> collect, identify, label (and make collages of) objects made of different materials and textures (such as paper, cotton, or wool) 	<ul style="list-style-type: none"> match objects or pictures of different materials or textures with their sources (such as rubber with trees) 	<ul style="list-style-type: none"> describe objects made of different materials or textures from pictures or realia (e.g., “Silk is shiny and smooth.”) 	<ul style="list-style-type: none"> produce a sequence of the process for making different natural and synthetic materials 	<ul style="list-style-type: none"> evaluate the usefulness of different produced goods from natural and synthetic materials
3-5	<ul style="list-style-type: none"> draw pictures and label scientific phenomena based on observations (such as life cycles) 	<ul style="list-style-type: none"> draw pictures and note observations of scientific phenomena 	<ul style="list-style-type: none"> describe observations, with visuals, of scientific phenomena (in learning logs) 	<ul style="list-style-type: none"> maintain scientific journals based on observations 	<ul style="list-style-type: none"> maintain scientific journals with explanations of observations
6-8	<ul style="list-style-type: none"> make posters or label diagrams related to scientific questions (such as force or motion) 	<ul style="list-style-type: none"> make posters or label diagrams following the scientific method 	<ul style="list-style-type: none"> create science exhibits with statements for each step of the scientific method 	<ul style="list-style-type: none"> create science exhibits with descriptions of each step of the scientific method 	<ul style="list-style-type: none"> create science exhibits with explanations of each step of the scientific method
9-12	<ul style="list-style-type: none"> use drawings, words, and phrases to answer WH-questions on lab reports based on experiments 	<ul style="list-style-type: none"> use phrases, sentences, and diagrams to answer questions on lab reports based on experiments 	<ul style="list-style-type: none"> complete lab reports following step-by-step procedures based on experiments 	<ul style="list-style-type: none"> produce lab reports from outlines or learning logs based on science experiments 	<ul style="list-style-type: none"> produce narrative lab reports based on grade level science experiments