

English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

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"> identify neighborhood signs from pictures (such as traffic lights, schools or railroad crossings) 	<ul style="list-style-type: none"> identify buildings in neighborhoods from pictures (e.g., “Firefighters work here.”) 	<ul style="list-style-type: none"> locate places in neighborhoods from maps (e.g., “The house is next to the park.”) 	<ul style="list-style-type: none"> find locations using maps of neighborhoods (e.g., “The school is at the corner of First and Oak.”) 	<ul style="list-style-type: none"> construct maps or reproductions of neighborhoods based on field trips or oral directions
3-5	<ul style="list-style-type: none"> identify prehistoric animals or tools from pictures and oral statements (e.g., “This animal looked like a horse.”) 	<ul style="list-style-type: none"> identify prehistoric animals or tools from pictures and oral descriptions (e.g., “This animal was taller than a 5 story building.”) 	<ul style="list-style-type: none"> match pictures of prehistoric animals or environments with oral scenarios 	<ul style="list-style-type: none"> re-enact the lives of prehistoric animals or events surrounding the creation or use of tools based on videos or movies 	<ul style="list-style-type: none"> interpret the work of paleontologists and anthropologists through oral readings, videos, or movies
6-8	<ul style="list-style-type: none"> locate places using a variety of geographic representations (such as globes, maps, aerial photos, or satellite images) from oral commands 	<ul style="list-style-type: none"> select appropriate maps to identify regions, countries, or land forms from oral statements 	<ul style="list-style-type: none"> select appropriate maps based on oral information about regions, countries, land forms, or highways 	<ul style="list-style-type: none"> compare and contrast different types of maps from oral descriptions 	<ul style="list-style-type: none"> evaluate the usefulness of different types of maps for different purposes from oral descriptions
9-12	<ul style="list-style-type: none"> identify distribution of natural resources around the world from maps or graphs and oral statements 	<ul style="list-style-type: none"> indicate availability of natural resources from oral statements by constructing graphs or maps 	<ul style="list-style-type: none"> compare availability of natural resources of two or more countries from maps or graphs and oral statements 	<ul style="list-style-type: none"> analyze distribution of products from natural resources among global markets from maps or graphs and oral descriptions 	<ul style="list-style-type: none"> interpret implications of distribution of products from natural resources among global markets from maps or graphs and oral descriptions

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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"> participate in brainstorm of classroom or school rules based on models 	<ul style="list-style-type: none"> state classroom or school rules based on models 	<ul style="list-style-type: none"> provide suggestions for classroom or school rules based on pictures, lists, models, and experiences 	<ul style="list-style-type: none"> discuss the importance of classroom or school rules 	<ul style="list-style-type: none"> explain consequences of breaking classroom or school rules
3-5	<ul style="list-style-type: none"> locate and show places on maps by pointing (e.g., “Here is Delaware.”) 	<ul style="list-style-type: none"> describe locations of places on maps (e.g., “Wisconsin is between Minnesota and Michigan.”) 	<ul style="list-style-type: none"> share locations of places on maps with partners (such as two-way tasks where each student has a map with half of the locations indicated) 	<ul style="list-style-type: none"> give directions from place to place on maps using sequential language (e.g., “First, next, finally.”) 	<ul style="list-style-type: none"> give explanations for places on maps (e.g., “I know it’s the capital because there is a star.”)
6-8	<ul style="list-style-type: none"> identify historical, governmental, or social figures or events from photographs and illustrations 	<ul style="list-style-type: none"> describe historical, governmental, or social figures or events from photographs, illustrations and video 	<ul style="list-style-type: none"> role play scenes from historical events or the lives of governmental or social figures from photographs, illustrations, video, and readings 	<ul style="list-style-type: none"> re-enact historical events or the lives of governmental or social figures based on multi-media 	<ul style="list-style-type: none"> participate in plays or give monologues of historical events or people
9-12	<ul style="list-style-type: none"> state current events (in the news) supported visually 	<ul style="list-style-type: none"> restate or orally sketch current or past events supported visually 	<ul style="list-style-type: none"> discuss current or past events or situations and their personal impact 	<ul style="list-style-type: none"> analyze current or past events, situations, or issues 	<ul style="list-style-type: none"> critique current or past events, situations, issues, or policies giving pros and cons

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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"> distinguish among colors associated with seasons from pictures (such as by making collages or murals with pictures and color words) trace immigration or migration routes on globes or maps 	<ul style="list-style-type: none"> find weather related words and pictures associated with seasons (such as in illustrated trade books) compare immigration or migration routes based on globes or maps (e.g., “Asia is farther from the U.S. than Mexico.”) 	<ul style="list-style-type: none"> categorize characteristics of different seasons (such as from open sorts of phrases and pictures) organize information about students’ home cultures or immigration patterns through investigation (using graphic support) 	<ul style="list-style-type: none"> compare characteristics and activities associated with different seasons (e.g., “It’s colder in winter.”) compare information about students’ home cultures and the U.S. through investigation (on the Internet or in newspapers, libraries) 	<ul style="list-style-type: none"> draw pictures of seasons described in grade level text or match seasons with written descriptions identify reasons and explanations for immigration or migration based on grade level multicultural stories
3-5	<ul style="list-style-type: none"> chart trends based on statements with graphic support (such as changes in crop production or population shifts over a five-year period) 	<ul style="list-style-type: none"> compare data based on same year information from text and charts (e.g., “Which state has the most people today?”) 	<ul style="list-style-type: none"> compare data from year-to-year based on information from text and charts (e.g., “Which crop is produced less today than 5 years ago?”) 	<ul style="list-style-type: none"> predict data for upcoming years based on information from text and charts (e.g., “If this trend continues, which state will have the most people in 5 years?”) 	<ul style="list-style-type: none"> interpret data from year-to-year based on information from grade level text and charts (e.g., “Why do you think X crop has increased over the past 5 years?”)
6-8	<ul style="list-style-type: none"> locate visually supported information from photographs, headlines, and bylines in newspapers, magazines, or the Internet 	<ul style="list-style-type: none"> locate visually supported information in newspaper articles, magazines, or on the Internet 	<ul style="list-style-type: none"> process information in newspaper and magazine articles or on the Internet 	<ul style="list-style-type: none"> compare and contrast information from various news sources 	<ul style="list-style-type: none"> evaluate authenticity or bias in information from various news sources
9-12	<ul style="list-style-type: none"> locate visually supported information from photographs, headlines, and bylines in newspapers, magazines, or the Internet 	<ul style="list-style-type: none"> locate visually supported information in newspaper articles, magazines, or on the Internet 	<ul style="list-style-type: none"> process information in newspaper and magazine articles or on the Internet 	<ul style="list-style-type: none"> compare and contrast information from various news sources 	<ul style="list-style-type: none"> evaluate authenticity or bias in information from various news sources

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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"> draw, select, or label pictures of animals or plants (such as at the zoo or on a farm) 	<ul style="list-style-type: none"> match pictures of animals or plants and their habitats or characteristics (e.g., “Birds live in nests.”) 	<ul style="list-style-type: none"> describe features of animals or plants from visual prompts (e.g., “Dogs bark. Birds fly.”) 	<ul style="list-style-type: none"> describe favorite animals or plants and defend your choice 	<ul style="list-style-type: none"> maintain logs about caring for classroom animals, personal pets, or plants
3-5	<ul style="list-style-type: none"> reproduce historical highlights from timelines or visually supported newspaper headlines 	<ul style="list-style-type: none"> produce entries for historical journals from timelines or visually supported newspaper headlines 	<ul style="list-style-type: none"> maintain historical journals in chronological order based on timelines or newspaper headlines 	<ul style="list-style-type: none"> produce reports from historical journals (using technology) 	<ul style="list-style-type: none"> produce historical documentaries from multiple sources (using technology)
6-8	<ul style="list-style-type: none"> use graphic organizers to produce features of historical periods 	<ul style="list-style-type: none"> use graphic organizers to compare features of historical periods 	<ul style="list-style-type: none"> use graphic organizers to produce descriptions of historical periods 	<ul style="list-style-type: none"> use graphic organizers to produce contrastive summaries of historical periods 	<ul style="list-style-type: none"> use graphic organizers to produce historical essays
9-12	<ul style="list-style-type: none"> label results of visually supported surveys related to social studies using yes/no questions (in small groups) 	<ul style="list-style-type: none"> plot and describe results of surveys related to social studies using WH-questions (in small groups) 	<ul style="list-style-type: none"> develop and administer surveys related to social studies using WH-questions and analyze results (in small groups) 	<ul style="list-style-type: none"> develop, analyze, plot results of surveys related to social studies, and summarize responses to interview questions (in small groups) 	<ul style="list-style-type: none"> develop, analyze, and plot results of surveys related to social studies, summarize, and explain results (in small groups)