		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	**Example Genre** **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	**Level 6- Reaching**
	Example Topic **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	
WRITING	**Example Genre** **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 Web sites) 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 Web site articles	
	Example Topic **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	

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

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Grades 6-8