

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>READING</b>	<b>Example Genre</b> Autobiographical & biographical narratives	Associate familiar people with their acts or contributions using visuals and word or phrase level text in L1 or L2 in small groups	Identify influences (e.g., people or events) on familiar people's lives using visuals and sentence-level text in L1 or L2 in small groups	Match cause of influences on familiar people's lives with effect using visuals and multi-sentence text in small groups	Interpret impact of familiar people's lives on others or society using visuals and paragraph-level text in small groups	Predict people's reactions to living in different time periods or circumstances using grade-level text (e.g., "What would Martin Luther King, Jr. think if he lived today?")
	<b>Example Topic</b> Bias	Identify facts (as non-biased information) from visually supported phrases or sentences and share with a partner	Sort information as biased or not biased using models or illustrated criteria and share with a partner	Identify evidence of bias in various texts using models or criteria and share with a partner	Critique information in regard to bias from various sources including Web sites using models or criteria and share with a partner	Evaluate validity of information in regard to bias from various sources, including Web sites
	<b>Example Genre</b> Critical commentary	Reproduce comments on various topics from visually supported sentences from newspapers or Web sites	Produce comments on various topics from visually supported paragraphs from newspapers or Web sites	Summarize critical commentaries from visually supported newspaper, Web site or magazine articles	Respond to critical commentaries by offering claims and counter-claims from visually supported newspaper, Web site or magazine articles	Provide critical commentary commensurate with proficient peers on a wide range of topics and sources
<b>WRITING</b>	<b>Example Topic</b> Note taking	Take notes on key symbols, words or phrases from visuals pertaining to discussions	List key phrases or sentences from discussions and models (e.g., on the board or from overhead projector)	Produce sentence outlines from discussions, lectures or readings	Summarize notes from lectures or readings in paragraph form	Produce essays based on notes from lectures or readings
	<b>Conventions &amp; mechanics</b>	Copy key points about language learning (e.g., use of capital letters for days of week and months of year) and check with a partner	Check use of newly acquired language (e.g., through spell or grammar check or dictionaries) and share with a partner	Reflect on use of newly acquired language or language patterns (e.g., through self-assessment checklists) and share with a partner	Revise or rephrase written language based on feedback from teachers, peers and rubrics	Expand, elaborate and correct written language as directed

Level 6 - Reaching