

NC WIDA English Language Proficiency Standards and Model Performance Indicators For English Language Learners in Grades 6-8

Sample Topics and Genres are related to the NC WIDA English Language Proficiency Standards and referenced in the Model Performance Indicators

Context for Standard 1: Social/Instructional language	Context for Standard 2: The language of Language Arts	Context for Standard 3: The language of Mathematics	Context for Standard 4: The language of Science	Context for Standard 5: The language of Social Studies
Example Topics <ul style="list-style-type: none"> • Assignments/ Research • Character development • Instructions/ Assignments • Resources & supplies • School behavior • School life • Social interaction • Use of information • Use of multiple resources • Use of register 	Example Genres <ul style="list-style-type: none"> • Adventures • Ballads • Editorials • Historical documents • Human interest • Mythology • Poetry/Free verse • Science fiction • Technical texts Example Topics <ul style="list-style-type: none"> • Alliteration • Author's purpose • Biographies • Comprehension strategies • Dialogue • Editing • Figures of speech • Literacy devices • Metaphors & similes • Multimedia • Multiple meanings • Personification • Synonyms & antonyms • Test-taking strategies • Word origins 	Example Topics <ul style="list-style-type: none"> • Algebraic Equations • Area, volume & circumference • Complex 2- & 3-dimensional figures • Data interpretation & statistics • Data sets & plots • Decimals • Estimation • Factors • Fractions • Geometric relations • Integers • Line segments & angles • Measures of central tendency (mean, median, mode, range) • Metric & standard units of measurement • Parallel lines • Percent • Perimeter • Probability • Ratio & proportion • Square root 	Example Topics <ul style="list-style-type: none"> • Atoms & molecules • Bacteria to plants • Body systems & organs • Chemical building blocks • Climate/Temperature change • Climate zones • Comets & meteorites • Cycles • Elements & compounds • Forms of energy • Light • Motion & force • Natural disasters • Populations, resources & environments • Processes • Reproduction • Scientific inventions or discoveries • Scientific tools or instruments • Solar system • Sound • Universe: Stars and planets • Water 	Example Topics <ul style="list-style-type: none"> • Agriculture • America's story • Ancient/Medieval civilizations • Bill of Rights • Civic rights & responsibilities • Civil wars • Colonization • Countries & continents • Cultural perspectives & frames of reference • Economic trends • Forms & organization of government • Freedom & democracy • Human resources • Longitude/Latitude/ Time zones • Maps • Revolution • Slavery • U.S. Constitution

ELP Standard 1: Social and Instructional Language: Grades 6-8 Formative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
Listening	Character development	Point out school behavior from gestures or illustrations and oral statements with a partner (e.g., in class, on the playground, in gym class, on the bus)	Identify examples of school etiquette based on gestures or illustrations and oral descriptions with a partner (e.g., turn-taking)	Interact in social and cultural school situations to depict character development based on oral descriptions in small groups (e.g., in the lunchroom)	Role play school situations involving character development based on oral descriptions in small groups (e.g., succumbing to peer pressure)	Interpret oral scenarios or readings on character development through role play or dramatization	
Speaking	Social interaction	Respond to and offer greetings, compliments, introductions or farewells with teachers or peers in L1 and L2	Ask questions or exchange information with teachers or peers in L1 and L2	Initiate or engage in conversation with peers or in small groups	Initiate, respond to, or clarify meaning of idiomatic expressions, slang or nuances in conversation with peers	Express or respond to humor or sarcasm in conversation	
Reading	Use of multiple resources	Search for topics on websites, in libraries or other sources with a partner from a list	Classify topics identified on websites or other sources (e.g., class-generated list) with a partner	Sort information on topics of choice gathered from multiple sources with a partner	Arrange information on topics of choice gathered from multiple sources in logical order with a partner	Confirm or rearrange information after re/reading of topics of choice gathered from multiple sources	
Writing	Use of register	Respond to requests or invitations supported visually using words and polite phrases	Respond to or initiate correspondence (e.g., e-mail, messages, postcards or notes) to friends or siblings using informal register	Respond to or generate text (e.g., suggestions, announcements, journal entries, complaints, apologies or thank yous) within the school context using semi-formal register	Respond to teachers (e.g., feedback from journals) or complete assignments using formal register	Produce a variety of writing forms using register appropriate to audience	

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ELP Standard 1: Social and Instructional Language: Grades 6-8 Summative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
Listening	Resources & supplies	Identify needed resources or supplies for activities from pictures and oral statements (e.g., “pencils,” “paper,” “computers”)	Match needed resources or supplies with types of activities from pictures and oral statements (e.g., calculators & math books)	Categorize needed resources or supplies with types of activities from pictures and oral descriptions	Analyze tasks or projects by activities and match with needed resources based on pictures and oral discourse	Evaluate and select needed resources for tasks or projects based on oral discourse	
Speaking	Instructions/ Assignments	Respond to WH-questions or commands based on oral instructions or visually supported assignments	Paraphrase or retell oral instructions or visually supported assignments (e.g., recap of homework)	Recount steps for following oral instructions or visually supported assignments (e.g., through think-alouds)	Summarize oral instructions or visually supported assignments	Explain, with details, reasons for instructions or assignments appropriate for grade level	
Reading	Use of information	Locate words or phrases on socially-related topics (e.g., school dances) from visually supported information (e.g., on posters)	Identify sentence level information on socially-related topics from illustrated text (e.g., in advertisements or instructions)	Summarize information on socially-related topics from illustrated paragraphs	Interpret information on socially-related topics from illustrated text (e.g., directions for board or video games)	Infer information on socially-related topics from text	
Writing	School life	Make lists associated with school life from visuals and word/phrase banks (e.g., subjects, classes, activities)	Outline or complete graphic organizers about school life (e.g., weekly schedule with times and subjects)	Discuss different aspects of school life using graphic organizers (e.g., likes and dislikes, favorite subjects on T chart)	Suggest ideas for making changes to school life (e.g., rearranging schedules or adding clubs) using graphic organizers	Propose changes to school life and give reasons for choices (e.g., policies or procedures)	

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ELP Standard 2: Language of Language Arts: Grades 6-8 Formative Framework (1 of 2)

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
Listening	Example Genre	Identify illustrated rhyming words in recited excerpts of poems and check with a partner	Classify illustrations descriptive of recited excerpts as poetry or free verse and check with a partner	Match main ideas in recited short poems or free verse with illustrations and check with a partner	Interpret main ideas or details in recited poems or free verse with illustrations and check with a partner	Make inferences from main ideas and details of recited grade level poetry or free verse	
	Poetry/ Free verse						
	Example Topic	Match oral commands with learning strategies represented visually and compare with a partner (e.g., "Fill in bubbles on answer sheets.")	Follow oral directions associated with learning strategies represented visually and compare with a partner	Use learning strategies according to oral directions and compare with a partner (e.g., "Answer easy questions first on tests.")	Practice using learning strategies described orally in a variety of familiar situations and verify with a partner	Apply learning strategies described orally to new situations	
	Test-taking strategies/ Comprehension strategies						
Speaking	Example Genre	Describe persons or objects in human interest stories (e.g., "Girls talking") from visual frames or media excerpts	Relate main ideas of human interest stories from visual frames or media excerpts (e.g., news broadcasts)	State reasons for the 'interest' in human interest stories from visual frames or media excerpts	Apply ideas from human interest stories from visual frames or media excerpts to personal experiences	Defend and justify stances or points of view in human interest stories from various sources	
	Human interest						
	Example Topic	Answer choice or yes/no questions regarding visually supported information from multimedia (e.g., on ads, cartoons, signs or posters)	Restate or paraphrase visually supported information from multimedia (e.g., in newspapers, magazines or broadcasts)	Present visually supported information from multimedia (e.g., in websites, CDs or software)	Summarize or integrate visually supported information from multimedia (e.g., in trade books, books on tape or videos)	Give reviews of information from multimedia that include interpretations, critiques or self-reflections	
	Multimedia						

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ELP Standard 2: Language of Language Arts: Grades 6-8 Formative Framework (2 of 2)

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
Reading	Example Genre	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	
	Adventures						
	Example Topic	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	
	Genres						
Writing	Example Genre	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 websites) 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 website articles	
	Editorials						
	Example Topic	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	
	Editing						

ELP Standard 2: Language of Language Arts: Grades 6-8 Summative Framework (1 of 2)

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	Example Genre	Identify illustrated rhyming words in recited excerpts from poems	Classify illustrations descriptive of recited excerpts of poetry or free verse	Match main ideas in recited short poems or free verse with illustrations	Interpret main ideas or details in recited poems or free verse with illustrations	Make inferences from main ideas and details of recited grade level poetry or free verse	Level 6- Reaching
	Poetry/ Free verse						
	Example Topic	Identify words and phrases related to different time frames following oral directions with visual support	Match oral phrases or sentences supported visually with different time frames	Identify use of literary devices related to different time frames in visually supported discourse (e.g., foreshadowing or flashback)	Analyze use of literary devices related to different time frames in visually supported oral passages	Interpret use of literary devices related to different time frames presented orally from grade level text	
	Literary devices						
Speaking	Example Genre	Describe persons or objects in human interest stories from visual frames	Relate main ideas of human interest stories from visual frames	State reasons for the 'interest' in human interest stories from visual frames	Apply ideas from human interest stories from visual frames	Defend and justify stances or points of view in human interest stories	
	Human interest						
	Example Topic	Answer WH-questions from pictures or cartoons related to biographies	Describe pictures or cartoons related to biographies	State biographical information based on timelines or other graphic organizers	Summarize points from outlines or graphic organizers on biographies	Project character roles using notes on grade level biographies	
	Biographies						

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ELP Standard 2: Language of Language Arts: Grades 6-8 Summative Framework (2 of 2)

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
Reading	Example Genre	Identify words or phrases associated with adventures using visual support	Answer WH-questions related to adventures using visual support (e.g., "What is the spy looking for?")	Sequence plots of adventures using visual support	Summarize plots of adventures using visual support	Predict effects of altering events in adventures (e.g., "If X happened at another time, what do you think would change?")	
	Adventures						
	Example Topic	Respond to literal questions that involve figures of speech from visually supported phrases	Identify words or phrases representing figures of speech in visually supported related sentences (e.g., like or as)	Categorize or classify figures of speech in visually supported passages	Identify figures of speech in visually supported text and match to their meanings	Interpret figures of speech in grade level text	
	Figures of speech (metaphors, personification, similes)						
Writing	Example Genre	Answer questions to agree or disagree with current issues from models depicted visually or graphically	React positively or negatively to current issues in editorials from models depicted visually or graphically	Give opinions in reaction to current issues in editorials from models depicted visually or graphically (e.g., "I think...")	Discuss pros and cons of current issues in editorials from models depicted visually or graphically (e.g., "I agree with X; I disagree with Y")	Produce editorials (opinions backed by examples) from current grade level issues	
	Editorials						
	Example Topic	Match familiar symbols, words or phrases with antonyms from word/phrase banks and visuals	Describe familiar people, places or events in phrases or sentences with synonyms or antonyms using word/phrase banks and visuals	Rewrite visually supported paragraphs using synonyms or antonyms to change context or purpose of communication (e.g., switch positive with negative traits)	Produce original ideas that incorporate synonyms or antonyms from visually supported material	Create stories or essays that include synonyms or antonyms	
	Synonyms & antonyms						

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ELP Standard 3: Language of Math: Grades 6-8 Formative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
Listening	Measures of central tendency (mean, median, mode & range)	Match oral language associated with measures of central tendency with visual or graphic displays	Illustrate or identify examples of measures of central tendency based on oral directions and visual or graphic displays	Select measures of central tendency based on visual or graphic displays and oral descriptions of real-life situations and visual or graphic displays	Make predictions or estimates of measures of central tendency from oral scenarios and visual or graphic displays	Make inferences about uses of measures of central tendency from oral scenarios of grade level materials	
Speaking	Metric & standard units of measurement	Name tools and units of standard or metric measurement from labeled examples (e.g., ruler--inches or cm; scale--pounds or kilos)	Estimate standard or metric measurement from pictures or real objects (e.g., "The dog weighs about 10 kilograms.")	Describe real-life situations where measurement is needed from illustrated scenes (e.g., at the clinic or marketplace)	Discuss how measurement is used in real-life situations from illustrated scenes (e.g., construction, architecture or cartography)	Explain how or when to convert standard or metric measurement in real-life situations (e.g., recipes or temperatures)	
Reading	Percent/ Decimals	Identify or sort values noted on everyday products related to percent or decimals (e.g., nutritional facts, serving sizes or % daily use) with a partner	Compare or rank order values noted on everyday products related to percent or decimals with a partner	Follow listed instructions that involve hands-on math using percent or decimals (e.g., from recipes or games) with a partner	Follow written instructions to determine when and how to apply math in real-life situations involving percent or decimals (e.g., sales tax, interest rates or tips) with a partner	Interpret various representations of numbers in real-life problems involving percent or decimals from various texts	
Writing	Probability	Record and label outcomes of events involving chance using real objects (e.g., coin flips)	Give outcomes of events involving probability using real objects with words and phrases or short sentences	Propose probability based on observed outcomes and describe results in a series of sentences	Detail possible combinations based on probability and compare against observed outcomes in paragraph form	Explain and give reasons for likely probabilities in multiple paragraphs	

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ELP Standard 3: Language of Math: Grades 6-8 Summative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
Listening	Percent/ Fractions	Identify proportional representation of objects from oral directions and graphs or visuals (e.g., "Two halves make a whole. Find half a pizza.")	Follow multi-step oral directions to change proportional representation of percent or fractions in graphs or visuals	Match everyday examples of percent or fractions with oral descriptions using graphic or visual support (e.g., interest or taxes)	Analyze everyday situations involving percent or fractions from oral scenarios with graphic or visual support (e.g., "Sales tax is based on percent. When might you need to use percent?")	Apply ways of using percent or fractions in grade level situations from oral discourse	
Speaking	Line segments & angles	Identify line segments or angles from pictures of everyday objects	Define or describe types of line segments or angles from pictures of everyday objects (e.g., "This angle is larger.")	Compare/contrast types of line segments or angles from diagrams (e.g., parallel v. perpendicular lines)	Discuss how to solve problems using different types of line segments or angles from diagrams	Explain, with details, ways to solve grade level problems using different types of line segments or angles	
Reading	Perimeter/ Area, volume & circumference	Match vocabulary associated with perimeter or area with graphics, symbols or figures	Identify visually supported examples of use of perimeter, area, volume or circumference in real-world situations (e.g., painting a room)	Classify visually supported examples of use of perimeter, area, volume or circumference in real-world situations	Order steps for computing perimeter, area, volume or circumference in real-world situations using sequential language	Select reasons for uses of perimeter, area, volume or circumference in grade level text	
Writing	Algebraic equations	Show pictorial representations or label terms related to algebraic equations from models or visuals	Give examples and express meaning of terms related to algebraic equations from models or visuals	Describe math operations, procedures, patterns or functions involving algebraic equations from models or visuals	Produce everyday math problems involving algebraic equations and give steps in problem-solving from models or visuals	Summarize or predict information needed to solve problems involving algebraic equations	

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ELP Standard 4: Language of Science: Grades 6-8 Formative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
Listening	Light/ Sound	Match oral statements about light or sound with illustrations (e.g., "White is made up of all colors.")	Create or complete models or diagrams of light or sound based on illustrations and oral directions (e.g., circuits)	Classify examples of properties of light or sound based on illustrations and oral directions	Apply oral descriptions of properties of light or sound to everyday examples	Identify explanations of properties of light or sound in oral scenarios	
Speaking	Climate/ Temperature change	Offer information on temperature from charts or graphs (e.g., daytime/ nighttime highs and lows) to a partner in L1 or L2	State differences in temperature over time based on information from charts or graphs to a partner in L1 or L2	Compare differences in temperature based on information from charts or graphs with a partner	Summarize and present information on temperature changes from charts or graphs to a partner	Explain patterns of changes in temperature over time based on evidence from charts or graphs	
Reading	Natural disasters	Chart information on natural disasters (e.g., hurricanes, tornadoes, floods, typhoons, earthquakes) based on graphic support, models or pictures (e.g., by months of the year)	Respond to yes/no, choice or WH-questions regarding natural disasters based on graphic support or pictures (e.g., "Does Illinois have hurricanes?")	Identify characteristics or conditions for natural disasters based on text and graphic support	Compare types of natural disasters using multiple written sources, including websites and graphic support	Interpret impact of natural disasters on people and places from grade level text	
Writing	Elements & compounds	Make posters or label diagrams in response to scientific questions or formulas involving elements or compounds with a partner	Record results of scientific inquiry involving elements or compounds with a partner	Outline steps of scientific inquiry involving elements or compounds with a partner	Describe procedures related to scientific inquiry involving elements or compounds with a partner (e.g., in lab reports)	Explain, in detail, examples of scientific inquiry involving elements or compounds (e.g., in displays or exhibits)	

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ELP Standard 4: Language of Science: Grades 6-8 Summative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
Listening	Scientific tools or instruments	Match scientific tools or instruments with pictures from oral statements (e.g., sundial)	Classify scientific tools or instruments with pictures and labels from oral directions (e.g., "Telescopes and sundials go with the sky.")	Identify examples of scientific tools or instruments and their uses from pictures and oral descriptions	Compare/contrast examples of scientific tools or instruments and their uses from oral descriptions (e.g., differences between telescopes and microscopes)	Infer uses of scientific tools or instruments from oral reading of grade level material	
Speaking	Scientific inventions or discoveries	Use general vocabulary associated with scientific inventions or discoveries based on illustrations (e.g., machine or x-ray)	Describe scientific inventions or discoveries based on illustrations	Compare/contrast scientific inventions or discoveries described orally with visual support (e.g., "___ is similar to/ different from ___ because ___.")	Imagine future scientific inventions or discoveries based on oral and visual clues	Predict potential impact of scientific inventions or discoveries on life based on oral evidence (e.g., "In 100 years, we could/ may/might....")	
Reading	Cycles/ Processes	Match labeled diagrams of cycles or processes with vocabulary from word/phrase banks (e.g., nitrogen cycle)	Sort or classify descriptive phrases and diagrams by cycles or processes	Sequence descriptive sentences and diagrams according to cycles or processes (e.g., mitosis or meiosis)	Identify cycles or processes from descriptive paragraphs and diagrams	Predict consequences of alteration of cycles or processes from grade level text	
Writing	Forms of energy	Match or classify forms of energy from everyday illustrated examples and models (e.g., light, sound, heat)	List and describe examples of illustrated forms of energy from word/phrase banks	Compare/contrast two forms of energy depicted visually (e.g., "___ and ___ are alike/different in these ways.")	Explain uses of different forms of energy depicted visually (e.g., "___ is used to ___.")	Evaluate and defend uses of different forms of energy (e.g., "I think solar energy is most efficient because...")	

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ELP Standard 5: Language of Social Studies: Grades 6-8 Formative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
Listening	Maps	Identify locations of land and water masses on maps based on oral statements and check with a partner	Sort locations on maps by land or water masses based on oral statements and check with a partner	Identify specific geographic locations (e.g., time zones, latitude, longitude) on maps based on oral information and check with a partner	Compare and contrast locations on maps (e.g., cities in Northern and Southern Hemispheres) from oral descriptions and check with a partner	Evaluate locations on maps for different purposes from oral descriptions (e.g., "Show me the best city in Asia to....")	
Speaking	Civil wars	Identify historical figures or events associated with civil wars from photographs or illustrations in small groups	Describe historical figures or events associated with civil wars from photographs, illustrations or videos in small groups	Role-play scenes from historical events or lives of figures associated with civil wars in small groups	Re-enact historical events or lives of figures associated with civil wars from varied perspectives with peers (e.g., Lincoln-Douglas debates)	Give monologues simulating historical events or figures associated with civil wars (e.g., scenes in plays)	
Reading	Economic trends	Chart economic data based on phrases or simple statements with graphic support (e.g., changes in crop production)	Classify economic data based on information in text and charts (e.g., major crops by states or regions)	Compare economic data based on information in text and charts (e.g., "Which crop is produced less today than 5 years ago?")	Predict economic data for upcoming years based on information in text and charts (e.g., "Which crop will have less production in 5 years?")	Interpret economic trend data based on information from grade level text and charts (e.g., "Why has there been a decline in profits from this crop in the past 5 years?")	
Writing	Ancient/ Medieval civilizations	Identify features of historical periods from illustrations and word/phrase banks and share with a partner in L1 or L2	Describe features of historical periods using notes from graphic organizers and share with a partner in L1 or L2	Compare historical periods using sentences from graphic organizers and share with a partner	Produce contrastive summaries of historical periods using information from graphic organizers and share with a partner	Create historical essays descriptive of past civilizations	

ELP Standard 5: Language of Social Studies: Grades 6-8 Summative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
Listening	Agriculture	Identify agricultural icons from oral statements using visual or graphic support (e.g., on maps or graphs)	Locate resources or agricultural products from oral statements using visual or graphic support (e.g., "Corn is an important crop. Show where the most corn is grown.")	Distinguish among resources or agricultural products from oral statements using visual or graphic support	Find patterns associated with resources or agricultural products from oral statements using visual or graphic support	Draw conclusions about resources or agricultural products on maps or graphs described orally from grade level material	
Speaking	America's story	Connect events with people in U.S. history using timelines, graphics or illustrations	Describe features or characteristics of major events or people in U.S. history depicted in timelines, graphics or illustrations	Summarize significance of major events or people in U.S. history depicted in timelines, graphics or illustrations	Paraphrase reasons for major events or people's actions in U.S. history depicted in timelines, graphics or illustrations	Explain causes and effects of major events and people's actions in U.S. history (e.g., "This happened as a result of...")	
Reading	Civic rights & responsibilities	Identify rights or responsibilities of people in U.S. or other countries using illustrations and labels or phrases	Sort rights or responsibilities of people in U.S. or other countries by descriptors using illustrations and written statements	Select examples of rights or responsibilities of people in U.S. or other countries using illustrations and written descriptions	Evaluate rights or responsibilities of people in U.S. or other countries using illustrated text	Infer rights or responsibilities of people in U.S. or other countries from grade level text	
Writing	Forms & organization of government	Label illustrations of features of U.S. or other governments using word/phrase banks	Describe features of U.S. or other governments using visuals or graphics and word/phrase banks	Compare/contrast features or functions of U.S. or other governments using graphic organizers (e.g., executive, legislative and judicial branches)	Discuss functions of U.S. or other governments in response to current events using graphic organizers	Discuss and justify relative effectiveness of forms or organization of governments	

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