

Grade Level Cluster: 6-8

Standard 1: English language learners communicate in English for **SOcial AND INStructional** purposes within the school setting.

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> • identify needed resources to complete assignments based on pictures and oral statements (such as pencils, rulers, or computers) ☑ EFS (1-4) • follow commands or identify positive and negative behaviors from illustrations and oral statements (such as in school, on the playground, in gym class, or on the bus) ☑ EFS (1-4) 	<ul style="list-style-type: none"> • match needed resources with types of assignments based on pictures and oral statements (such as calculators or math books) ☑ EFS (1-4) • role play or identify examples of etiquette and manners associated with activities based on illustrations and oral descriptions (such as sports rules or turn taking) ☑ EFS All Units: School Life & Speaking Up 	<ul style="list-style-type: none"> • categorize needed resources with types of assignments based on pictures and oral descriptions ☑ EFS (5-10) • role play positive ways of interacting socially and culturally based on oral descriptions ☑ EFS All Units: School Life & Speaking UP 	<ul style="list-style-type: none"> • analyze assignments and match with needed resources based on oral discourse ☑ EFS (7-10) • role play or identify situations of peer pressure based on oral descriptions ☑ EFS (7-10) 	<ul style="list-style-type: none"> • evaluate and select the most appropriate resources needed to complete assignments based on oral discourse • role play consequences of succumbing to peer pressure based on oral scenarios
Speaking	<ul style="list-style-type: none"> • repeat, restate, or respond to oral instructions or assignments ☑ EFS (1-4) • respond to and offer greetings, compliments, introductions, or farewells ☑ EFS All Units: School Life & Speaking Up 	<ul style="list-style-type: none"> • paraphrase or retell oral instructions, assignments, or stories ☑ EFS All Units • ask questions or exchange information with peers ☑ EFS All Units 	<ul style="list-style-type: none"> • summarize oral instructions, assignments, or stories ☑ EFS All Units • initiate or engage in conversation with peers or within a small group ☑ EFS All Units 	<ul style="list-style-type: none"> • analyze oral instructions, assignments, or stories using detailed descriptions • initiate and respond to idiomatic expressions or slang in conversation 	<ul style="list-style-type: none"> • analyze and explain oral instructions, assignments, or stories appropriate for grade level • express or respond to humor or sarcasm in conversation
Reading	<ul style="list-style-type: none"> • locate facts or information on socially- related topics (such as the school dance) ☑ EFS All Units • match everyday information to visuals ☑ EFS All Units 	<ul style="list-style-type: none"> • connect facts or information on socially-related topics to examples ☑ EFS All Units • identify main idea from everyday information supported by visuals 	<ul style="list-style-type: none"> • compare/contrast facts or information on socially-related topics ☑ EFS • summarize everyday information, supported by visuals (such as on billboards, ads, or 	<ul style="list-style-type: none"> • interpret facts or information on socially-related topics • identify details or related information that support the main idea • arrange information on topics gathered from the 	<ul style="list-style-type: none"> • apply facts or information on socially-related topics to new situations • infer what to do based on everyday information • reread information on topics gathered from the Internet or libraries to

FRAMEWORK FOR **LARGE-SCALE & CLASSROOM** INSTRUCTION AND ASSESSMENT

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	<ul style="list-style-type: none"> • search topics of interest on the Internet or in libraries <p><input checked="" type="checkbox"/> EFS All Units</p>	<p><input checked="" type="checkbox"/> EFS All Units</p> <ul style="list-style-type: none"> • classify topics identified through hypermedia or multiple sources <p><input checked="" type="checkbox"/> EFS All Units</p>	<p>instructions)</p> <p><input checked="" type="checkbox"/> EFS (7-10)</p> <ul style="list-style-type: none"> • sort relevant from irrelevant information on topics gathered from the Internet or libraries <p><input checked="" type="checkbox"/> EFS (7-10)</p>	<p>Internet or libraries in logical order</p>	<p>confirm or summarize sequence</p>
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Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Writing	<ul style="list-style-type: none"> • make lists of words associated with school subjects ☑ EFS (1-4) • respond to requests, invitations, “to do” lists through pictures and words ☑ EFS (1-4) 	<ul style="list-style-type: none"> • outline or complete organizers with school schedule and subjects ☑ EFS (1-4) • respond to and initiate e-mails, messages, postcards, or notes to friends ☑ EFS (1-4) 	<ul style="list-style-type: none"> • describe a typical school day and discuss favorite school subjects ☑ EFS (5-10) • respond to and initiate ads, suggestions, announcements, journal entries, complaints, apologies, or thank you notes ☑ EFS (5-10) 	<ul style="list-style-type: none"> • suggest ideas for making changes in school, such as rearranging a schedule or adding subjects (e.g., “I would like to...”) • respond to and initiate raps, songs, poetry, or prose 	<ul style="list-style-type: none"> • write a proposal to add school subjects and give reasons for choices • respond to and initiate humor or language that contains multiple meanings

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Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> • identify words and phrases related to different time frames following oral directions with visual support (e.g., “before,” “during,” “after”) ☑ EFS (1-4) • match oral commands with learning strategies represented visually (such as fill in bubbles on answer sheets) ☑ EFS (1-4) 	<ul style="list-style-type: none"> • match oral phrases, sentences, or paragraphs supported visually with different time frames (e.g., “Long ago; right now; in the future.”) ☑ EFS (4-8) • follow oral directions associated with learning strategies represented visually (such as use of multiple-choice format) ☑ EFS All Units 	<ul style="list-style-type: none"> • identify use of literary devices related to different time frames in passages read orally (such as foreshadowing or flashback) • follow oral directions in using learning strategies (such as “Answer easy questions first on tests.”) ☑ EFS All Units 	<ul style="list-style-type: none"> • analyze use of literary devices related to different time frames found in short stories read orally • practice identifying and using learning strategies associated with oral discourse 	<ul style="list-style-type: none"> • interpret use of literary devices related to different time frames from grade level language arts oral reading • use multiple learning strategies associated with grade level oral discourse
Speaking	<ul style="list-style-type: none"> • answer WH- questions from pictures related to biographies or human interest stories ☑ EFS (1-4) • answer WH- questions regarding visually supported information on ads, cartoons, signs, or posters ☑ EFS (1-4) 	<ul style="list-style-type: none"> • describe pictures related to biographies or human interest stories ☑ EFS (6-10) • restate or paraphrase visually supported information from newspapers, magazines, or brochures ☑ EFS (6-10) 	<ul style="list-style-type: none"> • relate information from graphic organizers on biographies or human interest stories ☑ EFS (7-10) • present reviews from newspapers/magazines (such as cartoons or advice columns) ☑ EFS (5-10) 	<ul style="list-style-type: none"> • summarize points from outlines derived from biographies or human interest stories ☑ EFS (7-10) • present reviews of trade books or short stories 	<ul style="list-style-type: none"> • create impromptu speeches from notes derived from grade level biographies or human interest stories • give oral book summaries or reviews including critiques and self-assessment

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Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Reading	<ul style="list-style-type: none"> • locate organizational features of visually supported texts (such as headings, paragraphs, or format) ☑ EFS (1-4) • respond to literal questions from illustrations or visually supported text ☑ EFS (1-4) • identify word patterns in context • identify words or phrases supported by illustrations associated with various genres ☑ EFS (1-4) 	<ul style="list-style-type: none"> • differentiate among organizational features of texts (such as indices and glossaries) • predict outcomes from visually supported text ☑ EFS (6-10) • use knowledge of affixes or root words to determine meaning in context ☑ EFS (6-10) • match vocabulary in context, supported by illustrations, associated with excerpts of genres read orally (e.g., the flying horse) ☑ EFS (6-10) 	<ul style="list-style-type: none"> • use organizational features of texts to glean main ideas (such as bold print) ☑ EFS (6-10) • confirm predictions and make generalizations from visually supported, explicit text ☑ EFS (6-10) • use context clues to determine word meanings (such as for homonyms or metaphors) ☑ EFS (6-10) • predict types of genres based on language structures integrated into text or oral description (e.g., a long time ago, in ancient Greece) ☑ EFS (6-10) 	<ul style="list-style-type: none"> • use organizational features of texts to compare/contrast ideas • make inferences from text • identify figures of speech (such as similes, alliteration, or personification) • match summaries with excerpts from genres read orally or in writing (such as mythology, science fiction, or ballads) 	<ul style="list-style-type: none"> • apply knowledge of organizational features of texts to summarize ideas • draw conclusions from explicit and implicit text • apply knowledge of structural analysis, cognates, or context to determine word meanings • infer types of genres associated with written descriptions or summaries from grade level language arts text
Writing	<ul style="list-style-type: none"> • produce symbols, words, or phrases to convey basic information ☑ EFS (1-4) • use bilingual or picture dictionaries to generate language relevant to the task ☑ EFS (1-4) • use graphic organizers to brainstorm words or phrases associated with writing topics (such as semantic webs) ☑ EFS (1-4) 	<ul style="list-style-type: none"> • produce notes, construct charts or graphic organizers to convey information ☑ EFS (6-10) • use computers, peers, or models to check spelling or grammar ☑ EFS (6-10) • use graphic organizers to plan writing (such as T charts) ☑ EFS (6-10) 	<ul style="list-style-type: none"> • construct paragraphs to convey information (such as produce journal entries) ☑ EFS (6-10) • engage in peer editing using checklists during process writing ☑ EFS (6-10) • select and use graphic organizers to present ideas for writing (such as Venn diagrams) ☑ EFS (6-10) 	<ul style="list-style-type: none"> • create original ideas by synthesizing information • use thesauruses, dictionaries, or checklists for self-editing during process writing • use graphic organizers to reflect on writing (such as KWL charts) 	<ul style="list-style-type: none"> • defend positions or stances using original ideas with supporting details • use rubrics to self-assess process writing • evaluate self or peer writing by comparing information on graphic organizers to that in pieces

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Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **MATHEMATICS**.

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> match proportional representation of objects with oral directions and illustrations (such as percent, fractions, or decimals; e.g., “Which ___ shows ___?”) identify language associated with measures of central tendency displayed visually (such as range, the distance from one place to another) <p><input checked="" type="checkbox"/> EFS (1, 5)</p>	<ul style="list-style-type: none"> follow multi-step directions to identify proportional representation in graphs depict graphically examples of measures of central tendency based on oral directions <p><input checked="" type="checkbox"/> EFS (1, 5)</p>	<ul style="list-style-type: none"> match examples of uses of proportion with oral descriptions (such as interest or taxes; e.g., “If...then...”) select appropriate measures of central tendency based on visual and oral descriptions of real-life situations <p><input checked="" type="checkbox"/> EFS All Units: School Subjects</p>	<ul style="list-style-type: none"> analyze and apply the use of proportion from oral word problems make predictions about estimates based on measures of central tendency from oral scenarios 	<ul style="list-style-type: none"> evaluate ways of using proportion to solve grade level oral word problems make inferences about uses of measures of central tendency from oral scenarios of grade level materials
Speaking	<ul style="list-style-type: none"> identify line segments from pictures of everyday objects (such as types of angles or parallel lines) restate math problems with visual support (involving algebra) define real-life objects or figures in terms of measurement using words and gestures (such as height or weight) <p><input checked="" type="checkbox"/> EFS (1, 5)</p>	<ul style="list-style-type: none"> define or describe types of line segments from pictures of everyday objects (e.g., “Opposite sides are parallel.”) paraphrase math problems with visual support (involving algebra) identify measurement tools (from pictures and objects) and state uses (e.g., “You use a scale to weigh things.”) <p><input checked="" type="checkbox"/> EFS (1, 5, 10)</p>	<ul style="list-style-type: none"> compare/contrast types of line segments from pictures presented orally from math text (such as parallel v. perpendicular lines) summarize relevant information from math problems (involving algebra) describe situations where measurement is needed (such as at the clinic or marketplace) <p><input checked="" type="checkbox"/> EFS (1, 5, 6, 10)</p>	<ul style="list-style-type: none"> explain how to use different types of line segments presented orally from math text (such as in geometric figures) interpret information from math problems (involving algebra) explain how to use measurement in real life situations (such as construction, architecture, or cartography) 	<ul style="list-style-type: none"> create math problems using different types of line segments presented orally infer steps to solving grade level math problems (involving algebra) explain how to convert measurement (standard or metric) in real life situations (such as in recipes or temperatures)

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Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Reading	<ul style="list-style-type: none"> match vocabulary needed for problem solving with graphics, symbols, or figures compare values noted on everyday products (such as nutritional facts, serving sizes, or % daily use) <p><input checked="" type="checkbox"/> EFS (1, 5)</p>	<ul style="list-style-type: none"> classify written examples supported visually of math procedures used in real world problems (such as perimeter or area) follow listed instructions that involve hands-on math (such as games or recipes from cookbooks or the Internet) <p><input checked="" type="checkbox"/> EFS All Units: School Subjects</p>	<ul style="list-style-type: none"> classify written examples of math procedures used in text-based problems follow instructions that involve hands-on math (such as from sewing kits or alarm clocks) <p><input checked="" type="checkbox"/> EFS All Units: School Subjects</p>	<ul style="list-style-type: none"> order steps of procedures involved in problem solving using sequential language follow instructions to determine when and how to apply percent in real life situations (such as sales or food tax, interest rates, or tips) 	<ul style="list-style-type: none"> select reasons for the uses of procedures in grade level math problems follow instructions that require interpretation of various representations of numbers (such as percent, decimals, or scientific notation)
Writing	<ul style="list-style-type: none"> show pictorial representation and label math terms (such as parts of whole numbers, algebraic equations or geometrical relations)) record and label outcomes of events involving chance (such as coin flips or rolling cubes) <p><input checked="" type="checkbox"/> EFS (1, 5)</p>	<ul style="list-style-type: none"> express the meaning and give examples of math terms (such as area, perimeter, angles, or patterns) shown graphically estimate probability with words or illustrations from a sample of observed outcomes <p><input checked="" type="checkbox"/> EFS All Units: School Subjects</p>	<ul style="list-style-type: none"> state step-by-step process of math operations, procedures, patterns, or functions estimate probability with sentences and illustrations from a sample of observed outcomes and describe results <p><input checked="" type="checkbox"/> EFS (1, 5, 6, 10)</p>	<ul style="list-style-type: none"> write everyday math word problems and explain problem-solving strategies describe combinations possible based on probability 	<ul style="list-style-type: none"> summarize, reason, predict, and compare/contrast math information or problem-solving strategies explain and justify which combinations are most likely based on probability

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

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> match science domains or their tools with pictures from oral statements (such as earth, life, or physical science) match oral statements of scientific facts with illustrations (e.g., “White is made up of all colors.”) <p><input checked="" type="checkbox"/> EFS (1-3): School Subjects</p>	<ul style="list-style-type: none"> categorize science domains or their tools with pictures and words from oral directions (such as a telescope and sun dial go with the heavens) 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.”) <p><input checked="" type="checkbox"/> EFS (5-10): School Subjects</p>	<ul style="list-style-type: none"> identify science domains or their tools from oral descriptions of examples classify examples of properties (of light, sound, stars or planets) based on illustrations and oral directions <p><input checked="" type="checkbox"/> EFS (5-10): School Subjects</p>	<ul style="list-style-type: none"> compare/contrast examples of science domains or their tools and uses from oral descriptions (such as the difference between telescopes and microscopes) apply oral descriptions of properties (of light, sound, stars or planets) to everyday life 	<ul style="list-style-type: none"> give examples of science domains or their tools from oral reading of grade level science text seek explanations of the properties (of light, sound, stars or planets) through oral scenarios
Speaking	<ul style="list-style-type: none"> use vocabulary associated with scientific events or discoveries based on illustrations (such as x-rays or vaccines) chart change over time and offer information from charts or graphs (such as phases of the moon, temperatures, daylight hours) <p><input checked="" type="checkbox"/> EFS (1-3): School Subjects</p>	<ul style="list-style-type: none"> describe scientific events or discoveries based on illustrations describe differences over time based on information from charts or graphs <p><input checked="" type="checkbox"/> EFS (5-10): School Subjects</p>	<ul style="list-style-type: none"> compare/contrast scientific events or discoveries described orally with visual support (e.g., “__ is similar/ different from __ because __.”) compare differences based on information from charts or graphs <p><input checked="" type="checkbox"/> EFS (5-10): School Subjects</p>	<ul style="list-style-type: none"> predict future scientific events or discoveries based on oral or graphic evidence (e.g., “__ could/will/may/might/ lead to __.”) summarize and present information from charts or graphs related to change 	<ul style="list-style-type: none"> predict the effects of future scientific events or discoveries based on oral evidence (e.g., “__ will/may/might/make it necessary to __.”) explain patterns of change over time based on evidence from charts or graphs

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Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Reading	<ul style="list-style-type: none"> match pictures of systems or processes with vocabulary (such as photosynthesis or body systems; e.g., “An example of ___ is ___.”) chart time and places of natural disasters (such as hurricanes, tornadoes, floods, typhoons, or earthquakes) based on headlines and pictures <p><input checked="" type="checkbox"/> EFS (1-3): School Subjects</p>	<ul style="list-style-type: none"> match pictures and phrases descriptive of systems or processes with vocabulary (such as mitosis or the nitrogen cycle; e.g., “ ___ goes with ___.”) respond to WH-questions regarding natural disasters based on graphic organizers and pictures <p><input checked="" type="checkbox"/> EFS (5-10): School Subjects</p>	<ul style="list-style-type: none"> sort descriptive sentences by systems or steps in the process (such as by sequencing or classifying; e.g., “before, after; goes with and belongs to; is like, is different from...”) identify characteristics and conditions related to natural disasters based on text and pictures <p><input checked="" type="checkbox"/> EFS (5-10): School Subjects</p>	<ul style="list-style-type: none"> identify systems or processes from descriptions from science text (e.g., “As a result of ___; ___ is caused by ___.”) compare natural disasters using multiple written sources, including the Internet and graphic organizers 	<ul style="list-style-type: none"> identify functions of systems or processes from grade level science text (e.g., “In order to ___, it is necessary to ___.”) interpret impact of natural disasters on people and places from grade level text
Writing	<ul style="list-style-type: none"> identify forms of energy and everyday examples depicted visually (such as light, sound, heat) make posters or label diagrams related to scientific questions (such as force or motion) <p><input checked="" type="checkbox"/> EFS (1-3): School Subjects</p>	<ul style="list-style-type: none"> describe and draw examples of forms of energy make posters or label diagrams following the scientific method <p><input checked="" type="checkbox"/> EFS (5-10): School Subjects</p>	<ul style="list-style-type: none"> compare/contrast two forms of energy (e.g., “ ___ and ___ are alike/different in these ways.”) create science exhibits with statements for each step of the scientific method <p><input checked="" type="checkbox"/> EFS (5-10): School Subjects</p>	<ul style="list-style-type: none"> explain uses of different forms of energy (e.g., “ ___ is used to ___.”) create science exhibits with descriptions of each step of the scientific method 	<ul style="list-style-type: none"> evaluate and defend the most efficient forms of energy (e.g., “The similarities between/among ___ are ___; ___ is ___er than ___.”) create science exhibits with explanations of each step of the scientific method

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

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> identify icons on maps or graphs from oral statements (such as natural resources, products; e.g., “Locate corn on the map.”) locate places using a variety of geographic representations (such as globes, maps, aerial photos, or satellite images) from oral commands <p><input checked="" type="checkbox"/> EFS (1-4)</p>	<ul style="list-style-type: none"> locate resources or products on maps or graphs from oral descriptions (e.g., “Show where corn is grown.”) select appropriate maps to identify regions, countries, or land forms from oral statements <p><input checked="" type="checkbox"/> EFS All Units: School Subjects</p>	<ul style="list-style-type: none"> categorize resources or products of regions (on maps or graphs) from oral descriptions (e.g., “IL grows corn and wheat; AR produces cotton and rice.”) select appropriate maps based on oral information about regions, countries, land forms, or highways <p><input checked="" type="checkbox"/> EFS All Units: School Subjects</p>	<ul style="list-style-type: none"> find patterns associated with resources or products of regions described orally (e.g., “The Northeast and Midwest manufacture more goods than the South.”) compare and contrast different types of maps from oral descriptions 	<ul style="list-style-type: none"> draw conclusions about resources or products in various regions based on oral descriptions (e.g., “There is more manufacturing near rivers.”) evaluate the usefulness of different types of maps for different purposes from oral descriptions
Speaking	<ul style="list-style-type: none"> associate events or people with time frames in U.S. or world history shown on timelines or in graphics identify historical, governmental, or social figures or events from photographs and illustrations <p><input checked="" type="checkbox"/> EFS (1-4)</p>	<ul style="list-style-type: none"> list features or characteristics of major events or people in U.S. or world history depicted in illustrations describe historical, governmental, or social figures or events from photographs, illustrations and video <p><input checked="" type="checkbox"/> EFS (5-10): School Subjects</p>	<ul style="list-style-type: none"> discuss the significance of major events or people in U.S. or world history (e.g., “This is important because...”) role play scenes from historical events or the lives of governmental or social figures from photographs, illustrations, video, and readings <p><input checked="" type="checkbox"/> EFS All Units: School Subjects</p>	<ul style="list-style-type: none"> provide reasons behind major events or people’s actions in U.S. or world history re-enact historical events or the lives of governmental or social figures based on multi-media 	<ul style="list-style-type: none"> explain cause and effect of the major events people’s actions in U.S. or world history (e.g., “This happened as a result of...”) participate in plays or give monologues of historical events or people

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Reading	<ul style="list-style-type: none"> identify rights or responsibilities of people in the U.S. or other countries through illustrations, labels, or phrases chart trends based on statements with graphic support (such as changes in crop production or population shifts over a five-year period) <p><input checked="" type="checkbox"/> EFS (1-4)</p>	<ul style="list-style-type: none"> match the rights or responsibilities of people in the U.S. or other countries with illustrations and written statements compare data based on same year information from text and charts (e.g., “Which state has the most people today?”) <p><input checked="" type="checkbox"/> EFS (5-10): School Subjects</p>	<ul style="list-style-type: none"> match examples of the rights or responsibilities of people in the U.S. or other countries with written descriptions 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?”) <p><input checked="" type="checkbox"/> EFS All Units: School Subjects</p>	<ul style="list-style-type: none"> analyze the rights or responsibilities of people in the U.S. or other countries from social studies text 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"> infer the rights or responsibilities of people in the U.S. or other countries from grade level social studies text 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?”)
Writing	<ul style="list-style-type: none"> label features of U.S. or other governments through illustrations use graphic organizers to produce features of historical periods <p><input checked="" type="checkbox"/> EFS (1-4)</p>	<ul style="list-style-type: none"> describe functions of U.S. or other governments using graphic organizers use graphic organizers to compare features of historical periods <p><input checked="" type="checkbox"/> EFS (5-10): School Subjects</p>	<ul style="list-style-type: none"> compare/contrast functions of the U.S. or other governments based on graphic organizers use graphic organizers to produce descriptions of historical periods <p><input checked="" type="checkbox"/> EFS All Units: School Subjects</p>	<ul style="list-style-type: none"> analyze functions of the U.S. or other governments in response to recent events use graphic organizers to produce contrastive summaries of historical periods 	<ul style="list-style-type: none"> discuss which functions of the U.S. or other governments are most effective and why (such as branches or elected officials) use graphic organizers to produce historical essays