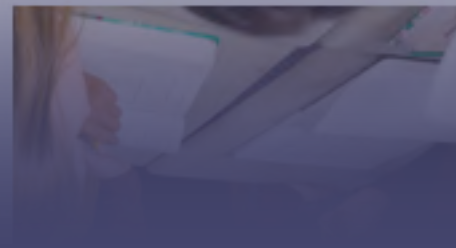


AMERICAN INTERNATIONAL  
SCHOOL OF LAGOS

# Grades 9 to 10 ELL Standards



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# AMERICAN INTERNATIONAL SCHOOL

## ELL STANDARDS: GRADES 9 & 10

### READING & WRITING

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>R e a d i n g</b>	<ul style="list-style-type: none"> <li>1• Match visual representations to words/phrases</li> <li>2• Read everyday signs, symbols, schedules, and school-related words/phrases</li> <li>3• Respond to WH- questions related to illustrated text</li> <li>4• Use references (e.g., picture dictionaries, bilingual glossaries, technology)</li> </ul>	<ul style="list-style-type: none"> <li>1• Match data or information with its source or genre (e.g., description of element to its symbol on periodic table)</li> <li>2• Classify or organize information presented in visuals or graphs</li> <li>3• Follow multi-step instructions supported by visuals or data</li> <li>4• Match sentence-level descriptions to visual representations</li> <li>5• Compare content-related features in visuals and graphics</li> <li>6• Locate main ideas in a series of related sentences</li> </ul>	<ul style="list-style-type: none"> <li>1• Apply multiple meanings of words/ phrases to social and academic contexts</li> <li>2• Identify topic sentences or main ideas and details in paragraphs</li> <li>3• Answer questions about explicit information in texts</li> <li>4• Differentiate between fact and opinion in text</li> <li>5• Order paragraphs or sequence information within paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>1• Compare/contrast authors' points of view, characters, information, or events</li> <li>2• Interpret visually- or graphically-supported Information</li> <li>3• Infer meaning from text</li> <li>4• Match cause to effect</li> <li>5• Evaluate usefulness of data or information supported visually or graphically</li> </ul>	<ul style="list-style-type: none"> <li>1• Interpret grade-level literature</li> <li>2• Synthesize grade-level expository text</li> <li>3• Draw conclusions from different sources of informational text</li> <li>4• Infer significance of data or information in grade-level material</li> <li>5• Identify evidence of bias and credibility of source</li> </ul>	<b>L e v e l  R e a c h i n g</b>
<b>W r i t i n g</b>	<ul style="list-style-type: none"> <li>1• Label content-related diagrams, pictures from word/phrase banks</li> <li>2• Provide personal information on forms read orally</li> <li>3• Produce short answer responses to oral questions with visual support</li> <li>4• Supply missing words in short sentences</li> </ul>	<ul style="list-style-type: none"> <li>1• Make content-related lists of words, phrases, or expressions</li> <li>2• Take notes using graphic organizers or models</li> <li>3• Formulate yes/no, choice and WH- questions from models</li> <li>4• Correspond for social purposes (e.g., memos, e-mails, notes)</li> </ul>	<ul style="list-style-type: none"> <li>1• Complete reports from templates</li> <li>2• Compose short narrative and expository pieces</li> <li>3• Outline ideas and details using graphic organizers</li> <li>4• Compare and reflect on performance against criteria (e.g., rubrics)</li> </ul>	<ul style="list-style-type: none"> <li>1• Summarize content-related notes from lectures or text</li> <li>2• Revise work based on narrative or oral feedback</li> <li>3• Compose narrative and expository text for a variety of purposes</li> <li>4• Justify or defend ideas and opinions</li> <li>5• Produce content-related reports</li> </ul>	<ul style="list-style-type: none"> <li>1• Produce research reports from multiple sources</li> <li>2• Create original pieces that represent the use of a variety of genres and discourses</li> <li>3• Critique, peer-edit and make recommendations on others' writing from rubrics</li> <li>4• Explain, with details, phenomena, processes, procedures</li> </ul>	

# AMERICAN INTERNATIONAL SCHOOL

## ELL STANDARDS: GRADES 9 & 10

### LISTENING & SPEAKING

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>L i s t e n i n g</b>	<ul style="list-style-type: none"> <li>1• Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally</li> <li>2• Match everyday oral information to pictures, diagrams, or photographs</li> <li>3• Group visuals by common traits named orally (e.g., “These are polygons.”)</li> <li>4• Identify resources, places, products, figures from oral statements, and visual</li> </ul>	<ul style="list-style-type: none"> <li>1• Match or classify oral descriptions to real-life experiences or visually represented, content-related examples</li> <li>2• Sort oral language statements according to time frames</li> <li>3• Sequence visuals according to oral directions</li> </ul>	<ul style="list-style-type: none"> <li>1• Evaluate information in social and academic conversations</li> <li>2• Distinguish main ideas from supporting points in oral, content-related discourse</li> <li>3• Use learning strategies described orally</li> <li>4• Categorize content-based examples described orally</li> </ul>	<ul style="list-style-type: none"> <li>1• Distinguish between multiple meanings of oral words or phrases in social and academic contexts</li> <li>2• Analyze content-related tasks or assignments based on oral discourse</li> <li>3• Categorize examples of genres read aloud</li> <li>4• Compare traits based on visuals and oral descriptions using specific and some technical language</li> </ul>	<ul style="list-style-type: none"> <li>1• Interpret cause and effect scenarios from oral discourse</li> <li>2• Make inferences from oral discourse containing satire, sarcasm, or humor</li> <li>3• Identify and react to subtle differences in speech and register (e.g. hyperbole, satire, comedy)</li> <li>4• Evaluate intent of speech and act accordingly</li> </ul>	<b>L e v e l  R e a c h i n g</b>
<b>S p e a k i n g</b>	<ul style="list-style-type: none"> <li>1• Answer yes/no or choice questions within context of lessons or personal experiences</li> <li>2• Provide identifying information about self</li> <li>3• Name everyday objects and pre-taught vocabulary</li> <li>4• Repeat words, short phrases, memorized chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>1• Describe persons, places, events, or objects</li> <li>2• Ask WH- questions to clarify meaning</li> <li>3• Give features of content based material (e.g., time periods)</li> <li>4• Characterize issues, situations, regions shown in illustrations</li> </ul>	<ul style="list-style-type: none"> <li>1• Suggest ways to resolve issues or pose solutions</li> <li>2• Compare/contrast features, traits, characteristics using general and some specific language</li> <li>3• Sequence processes, cycles, procedures, or events</li> <li>4• Conduct interviews or gather information through oral interaction</li> <li>5• Estimate, make predictions or pose hypotheses from models</li> </ul>	<ul style="list-style-type: none"> <li>1• Take a stance and use evidence to defend it</li> <li>2• Explain content-related issues and concepts</li> <li>3• Compare and contrast points of view</li> <li>4• Analyze and share pros and cons of choices</li> <li>5• Use and respond to gossip, slang, and idiomatic expressions</li> <li>6• Use speaking strategies (e.g. circumlocution)</li> </ul>	<ul style="list-style-type: none"> <li>1• Give multimedia oral presentations on grade-level material</li> <li>2• Engage in debates on content-related issues using technical language</li> <li>3• Explain metacognitive strategies for solving problems (e.g., “Tell me how you know it.”)</li> <li>4• Negotiate meaning in pairs or group discussions</li> </ul>	