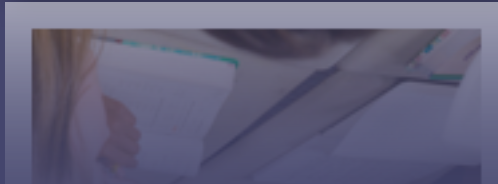


AMERICAN INTERNATIONAL  
SCHOOL OF LAGOS

# Middle School English Language Learners (ELL) Standards



Behind 1004 Estates, Victoria Island  
Lagos, Nigeria  
(234-1)461-0985  
[www.aislagos.org](http://www.aislagos.org)

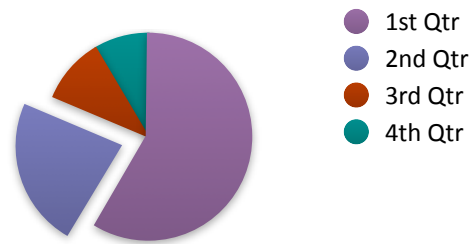
## Praesent Tempor

Pellentesque a pede. Curabitur quis ipsum in tellus rhoncus ornare. Donec non ligula ut orci tincidunt hendrerit. Fusce et nisi eu lorem tempus porttitor. Nam nulla. Praesent pede. Vivamus aliquam diam vel nunc. Suspendisse erat. Sed pulvinar convallis massa. Suspendisse et orci in nisi blandit varius. Suspendisse ipsum. Phasellus porttitor lorem id ante.



## Suspendisse Ipsum

Sed eleifend interdum pede. Mauris tincidunt, augue in egestas rutrum, arcu quam vestibulum diam, a condimentum magna pede mollis neque. Ut dictum leo eu purus. Quisque ante magna, volutpat non, tincidunt ac, gravida nec, pede.



Sed quis libero	Dolor Sit	Amet Vivamus	arcu Donec pharetra
Donec feugiat lorem et odio.	00.00	00.00	00.00
Nunc sit amet leo id augue	00.00	00.00	00.00
Quisque dolor nulla, faucibus ac	00.00	000.00	00.00
Vivamus hendrerit pharetra turpis	00.00	00.00	000.00
Vestibulum vestibulum	000.00	000.00	000.00
Aenean porta, quam et sollicitudin	00.00	00.00	00.00
Pellentesque sollicitudin aliquet	00.00	000.00	000.00
	Total	10,000.00	0,000.00

# AMERICAN INTERNATIONAL SCHOOL

## ELL STANDARDS: GRADE 6-8

### READING & WRITING

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
<b>R e a d i n g</b>	<ul style="list-style-type: none"> <li>1• Match letters with sounds and objects</li> <li>2• Match content-related objects/pictures to words</li> <li>3• Identify common symbols, signs, and words</li> <li>4• Recognize concepts of print</li> <li>5• Find single word responses to WH- questions (e.g., “who,” “what,” “when,” “where”)</li> <li>6• Use picture dictionaries/illustrated glossaries</li> </ul>	<ul style="list-style-type: none"> <li>1• Sequence illustrated text of fictional and non-fictional events</li> <li>2• Find main ideas in a series of simple sentences</li> <li>3• Find information from text structure (e.g., titles, graphs, glossary)</li> <li>4• Follow text read aloud (e.g., tapes, teacher, paired-readings)</li> <li>5• Sort/group pre-taught words /phrases</li> <li>6• Use pre-taught vocabulary (e.g., word banks) to complete simple sentences</li> <li>7• Use L1 to support L2 (e.g., cognates)</li> <li>8• Use bilingual dictionaries and glossaries</li> </ul>	<ul style="list-style-type: none"> <li>1• Identify topic sentences, main ideas, and details in paragraphs</li> <li>2• Identify multiple meanings of words in context (e.g., “cell,” “table”)</li> <li>3• Use context clues</li> <li>4• Make predictions based on illustrated text</li> <li>5• Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”)</li> <li>6• Differentiate between fact and opinion</li> <li>7• Answer questions about explicit information in texts</li> <li>8• Use English dictionaries and glossaries</li> </ul>	<ul style="list-style-type: none"> <li>1• Order paragraphs</li> <li>2• Identify summaries of passages</li> <li>3• Identify figurative language (e.g., “dark as night”)</li> <li>4• Interpret adapted classics or modified text</li> <li>5• Match cause to effect</li> <li>6• Identify specific language of different genres and informational texts</li> <li>7• Use an array of strategies (e.g., skim and scan for information)</li> </ul>	<ul style="list-style-type: none"> <li>1• Differentiate and apply multiple meanings of words/phrases</li> <li>2• Apply strategies to new situations</li> <li>3• Infer meaning from modified grade-level text</li> <li>4• Critique material and support argument</li> <li>5• Sort grade-level text by genre</li> </ul>	<b>6</b>
<b>W r i t i n g</b>	<ul style="list-style-type: none"> <li>1• Draw content-related pictures</li> <li>2• Use high frequency Words</li> <li>3• Label pictures and graphs</li> <li>4• Create vocabulary/concept cards</li> <li>5• Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)</li> </ul>	<ul style="list-style-type: none"> <li>1• Complete pattern sentences</li> <li>2• Extend “sentence starters” with original ideas</li> <li>3• Connect simple sentences</li> <li>4• Complete graphic organizers/ forms with personal information</li> <li>5• Respond to yes/no, choice, and some WH- questions</li> </ul>	<ul style="list-style-type: none"> <li>1• Produce short paragraphs with main ideas and some details (e.g., column notes)</li> <li>2• Create compound sentences (e.g., with conjunctions)</li> <li>3• Explain steps in problem solving</li> <li>4• Compare/contrast information, events, characters</li> <li>5• Give opinions, preferences and reactions along with reasons</li> </ul>	<ul style="list-style-type: none"> <li>1• Create multiple-paragraph essays</li> <li>2• Justify ideas</li> <li>3• Produce content-related reports</li> <li>4• Use details/examples to support ideas</li> <li>5• Use transition words to create cohesive passages</li> <li>6• Compose intro / body / conclusion</li> <li>7• Paraphrase or summarize text</li> <li>8• Take notes (e.g., for research)</li> </ul>	<ul style="list-style-type: none"> <li>1• Create expository text to explain graphs /charts</li> <li>2• Produce research reports using multiple sources/citations</li> <li>3• Begin using analogies</li> <li>4• Critique literary essays or articles</li> </ul>	<b>6</b>

**AMERICAN INTERNATIONAL SCHOOL**  
**ELL STANDARDS: GRADE 6-8**

**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• Follow one-step oral commands/instructions</li> <li>2• Match social language to visual/graphic displays</li> <li>3• Identify objects, people, or places from oral statements/questions using gestures (e.g. pointing)</li> <li>4• Match instructional language with visual representation (e.g., “Use a sharpened pencil.”)</li> </ul>	<ul style="list-style-type: none"> <li>1• Follow multi-step oral commands/instructions</li> <li>2• Classify/sort content-related visuals per oral descriptions</li> <li>3• Sequence visuals per oral directions</li> <li>4• Identify information on charts or tables based on oral statements</li> </ul>	<ul style="list-style-type: none"> <li>1• Categorize content based examples from oral directions</li> <li>2• Match main ideas of familiar text read aloud to visuals</li> <li>3• Use learning strategies described orally</li> <li>4• Identify everyday examples of content-based concepts described orally</li> <li>5• Associate oral language with different time frames (e.g., past, present, future)</li> </ul>	<ul style="list-style-type: none"> <li>1• Identify main ideas and details of oral discourse</li> <li>2• Complete content-related tasks or assignments based on oral discourse</li> <li>3• Apply learning strategies to new situations</li> <li>4• Role play, dramatize, or re-enact scenarios from oral reading</li> </ul>	<ul style="list-style-type: none"> <li>1• Use oral information to accomplish grade-level tasks</li> <li>2• Evaluate intent of speech and act accordingly</li> <li>3• Make inferences from grade-level text read aloud</li> <li>4• Discriminate among multiple genres read orally</li> </ul>	<b>L e v e l 6  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 and choice questions</li> <li>2• Begin to use general and high frequency vocabulary</li> <li>3• Repeat words, short phrases, memorized chunks</li> <li>4• Answer select WH questions (e.g., “who,” “what,” “when,” “where”) within context of lessons or personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>1• Convey content through high frequency words/phrases</li> <li>2• State big/main ideas of classroom conversation</li> <li>3• Describe situations from modeled sentences</li> <li>4• Describe routines and everyday events</li> <li>5• Express everyday needs and wants</li> <li>6• Communicate in social situations</li> <li>7• Make requests</li> </ul>	<ul style="list-style-type: none"> <li>1• Begin to express time through multiple tenses</li> <li>2• Retell/rephrase ideas from speech</li> <li>3• Give brief oral content based presentations</li> <li>4• State opinions</li> <li>5• Connect ideas in discourse using transitions (e.g., “but,” “then”)</li> <li>6• Use different registers inside and outside of class</li> <li>7• State big/main ideas with some supporting details</li> <li>8• Ask for clarification (e.g., self-monitor)</li> </ul>	<ul style="list-style-type: none"> <li>1• Paraphrase and summarize ideas presented orally</li> <li>2• Defend a point of view</li> <li>3• Explain outcomes</li> <li>4• Explain and compare content-based concepts</li> <li>5• Connect ideas with supporting details/evidence</li> <li>6• Substantiate opinions with reasons and evidence</li> </ul>	<ul style="list-style-type: none"> <li>1• Defend a point of view and give reasons</li> <li>2• Use and explain metaphors and similes</li> <li>3• Communicate with fluency in social and academic contexts</li> <li>4• Negotiate meaning in group discussions</li> <li>5• Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)</li> </ul>	

# AMERICAN INTERNATIONAL SCHOOL

## ELL STANDARDS: GRADE 6-8

### READING & WRITING

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
<b>R e a d i n g</b>	<ul style="list-style-type: none"> <li>1• Match letters with sounds and objects</li> <li>2• Match content-related objects/pictures to words</li> <li>3• Identify common symbols, signs, and words</li> <li>4• Recognize concepts of print</li> <li>5• Find single word responses to WH- questions (e.g., “who,” “what,” “when,” “where”)</li> <li>6• Use picture dictionaries/illustrated glossaries</li> </ul>	<ul style="list-style-type: none"> <li>1• Sequence illustrated text of fictional and non-fictional events</li> <li>2• Find main ideas in a series of simple sentences</li> <li>3• Find information from text structure (e.g., titles, graphs, glossary)</li> <li>4• Follow text read aloud (e.g., tapes, teacher, paired-readings)</li> <li>5• Sort/group pre-taught words /phrases</li> <li>6• Use pre-taught vocabulary (e.g., word banks) to complete simple sentences</li> <li>7• Use L1 to support L2 (e.g., cognates)</li> <li>8• Use bilingual dictionaries and glossaries</li> </ul>	<ul style="list-style-type: none"> <li>1• Identify topic sentences, main ideas, and details in paragraphs</li> <li>2• Identify multiple meanings of words in context (e.g., “cell,” “table”)</li> <li>3• Use context clues</li> <li>4• Make predictions based on illustrated text</li> <li>5• Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”)</li> <li>6• Differentiate between fact and opinion</li> <li>7• Answer questions about explicit information in texts</li> <li>8• Use English dictionaries and glossaries</li> </ul>	<ul style="list-style-type: none"> <li>1• Order paragraphs</li> <li>2• Identify summaries of passages</li> <li>3• Identify figurative language (e.g., “dark as night”)</li> <li>4• Interpret adapted classics or modified text</li> <li>5• Match cause to effect</li> <li>6• Identify specific language of different genres and informational texts</li> <li>7• Use an array of strategies (e.g., skim and scan for information)</li> </ul>	<ul style="list-style-type: none"> <li>1• Differentiate and apply multiple meanings of words/phrases</li> <li>2• Apply strategies to new situations</li> <li>3• Infer meaning from modified grade-level text</li> <li>4• Critique material and support argument</li> <li>5• Sort grade-level text by genre</li> </ul>	Level 6 Reaching
<b>W r i t i n g</b>	<ul style="list-style-type: none"> <li>1• Draw content-related pictures</li> <li>2• Use high frequency Words</li> <li>3• Label pictures and graphs</li> <li>4• Create vocabulary/concept cards</li> <li>5• Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)</li> </ul>	<ul style="list-style-type: none"> <li>1• Complete pattern sentences</li> <li>2• Extend “sentence starters” with original ideas</li> <li>3• Connect simple sentences</li> <li>4• Complete graphic organizers/ forms with personal information</li> <li>5• Respond to yes/no, choice, and some WH- questions</li> </ul>	<ul style="list-style-type: none"> <li>1• Produce short paragraphs with main ideas and some details (e.g., column notes)</li> <li>2• Create compound sentences (e.g., with conjunctions)</li> <li>3• Explain steps in problem solving</li> <li>4• Compare/contrast information, events, characters</li> <li>5• Give opinions, preferences and reactions along with reasons</li> </ul>	<ul style="list-style-type: none"> <li>1• Create multiple-paragraph essays</li> <li>2• Justify ideas</li> <li>3• Produce content-related reports</li> <li>4• Use details/examples to support ideas</li> <li>5• Use transition words to create cohesive passages</li> <li>6• Compose intro / body / conclusion</li> <li>7• Paraphrase or summarize text</li> <li>8• Take notes (e.g., for research)</li> </ul>	<ul style="list-style-type: none"> <li>1• Create expository text to explain graphs /charts</li> <li>2• Produce research reports using multiple sources/citations</li> <li>3• Begin using analogies</li> <li>4• Critique literary essays or articles</li> </ul>	

**AMERICAN INTERNATIONAL SCHOOL**  
**ELL STANDARDS: GRADE 6-8**

**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• Follow one-step oral commands/instructions</li> <li>2• Match social language to visual/graphic displays</li> <li>3• Identify objects, people, or places from oral statements/questions using gestures (e.g. pointing)</li> <li>4• Match instructional language with visual representation (e.g., “Use a sharpened pencil.”)</li> </ul>	<ul style="list-style-type: none"> <li>1• Follow multi-step oral commands/instructions</li> <li>2• Classify/sort content-related visuals per oral descriptions</li> <li>3• Sequence visuals per oral directions</li> <li>4• Identify information on charts or tables based on oral statements</li> </ul>	<ul style="list-style-type: none"> <li>1• Categorize content based examples from oral directions</li> <li>2• Match main ideas of familiar text read aloud to visuals</li> <li>3• Use learning strategies described orally</li> <li>4• Identify everyday examples of content-based concepts described orally</li> <li>5• Associate oral language with different time frames (e.g., past, present, future)</li> </ul>	<ul style="list-style-type: none"> <li>1• Identify main ideas and details of oral discourse</li> <li>2• Complete content-related tasks or assignments based on oral discourse</li> <li>3• Apply learning strategies to new situations</li> <li>4• Role play, dramatize, or re-enact scenarios from oral reading</li> </ul>	<ul style="list-style-type: none"> <li>1• Use oral information to accomplish grade-level tasks</li> <li>2• Evaluate intent of speech and act accordingly</li> <li>3• Make inferences from grade-level text read aloud</li> <li>4• Discriminate among multiple genres read orally</li> </ul>	<b>L e v e l 6  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 and choice questions</li> <li>2• Begin to use general and high frequency vocabulary</li> <li>3• Repeat words, short phrases, memorized chunks</li> <li>4• Answer select WH questions (e.g., “who,” “what,” “when,” “where”) within context of lessons or personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>1• Convey content through high frequency words/phrases</li> <li>2• State big/main ideas of classroom conversation</li> <li>3• Describe situations from modeled sentences</li> <li>4• Describe routines and everyday events</li> <li>5• Express everyday needs and wants</li> <li>6• Communicate in social situations</li> <li>7• Make requests</li> </ul>	<ul style="list-style-type: none"> <li>1• Begin to express time through multiple tenses</li> <li>2• Retell/rephrase ideas from speech</li> <li>3• Give brief oral content based presentations</li> <li>4• State opinions</li> <li>5• Connect ideas in discourse using transitions (e.g., “but,” “then”)</li> <li>6• Use different registers inside and outside of class</li> <li>7• State big/main ideas with some supporting details</li> <li>8• Ask for clarification (e.g., self-monitor)</li> </ul>	<ul style="list-style-type: none"> <li>1• Paraphrase and summarize ideas presented orally</li> <li>2• Defend a point of view</li> <li>3• Explain outcomes</li> <li>4• Explain and compare content-based concepts</li> <li>5• Connect ideas with supporting details/evidence</li> <li>6• Substantiate opinions with reasons and evidence</li> </ul>	<ul style="list-style-type: none"> <li>1• Defend a point of view and give reasons</li> <li>2• Use and explain metaphors and similes</li> <li>3• Communicate with fluency in social and academic contexts</li> <li>4• Negotiate meaning in group discussions</li> <li>5• Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)</li> </ul>	

**AMERICAN INTERNATIONAL SCHOOL**  
**ELL STANDARDS: GRADE 6-8**

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	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
<b>R e a d i n g</b>	<ul style="list-style-type: none"> <li>1• Match letters with sounds and objects</li> <li>2• Match content-related objects/pictures to words</li> <li>3• Identify common symbols, signs, and words</li> <li>4• Recognize concepts of print</li> <li>5• Find single word responses to WH- questions (e.g., “who,” “what,” “when,” “where”)</li> <li>6• Use picture dictionaries/illustrated glossaries</li> </ul>	<ul style="list-style-type: none"> <li>1• Sequence illustrated text of fictional and non-fictional events</li> <li>2• Find main ideas in a series of simple sentences</li> <li>3• Find information from text structure (e.g., titles, graphs, glossary)</li> <li>4• Follow text read aloud (e.g., tapes, teacher, paired-readings)</li> <li>5• Sort/group pre-taught words /phrases</li> <li>6• Use pre-taught vocabulary (e.g., word banks) to complete simple sentences</li> <li>7• Use L1 to support L2 (e.g., cognates)</li> <li>8• Use bilingual dictionaries and glossaries</li> </ul>	<ul style="list-style-type: none"> <li>1• Identify topic sentences, main ideas, and details in paragraphs</li> <li>2• Identify multiple meanings of words in context (e.g., “cell,” “table”)</li> <li>3• Use context clues</li> <li>4• Make predictions based on illustrated text</li> <li>5• Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”)</li> <li>6• Differentiate between fact and opinion</li> <li>7• Answer questions about explicit information in texts</li> <li>8• Use English dictionaries and glossaries</li> </ul>	<ul style="list-style-type: none"> <li>1• Order paragraphs</li> <li>2• Identify summaries of passages</li> <li>3• Identify figurative language (e.g., “dark as night”)</li> <li>4• Interpret adapted classics or modified text</li> <li>5• Match cause to effect</li> <li>6• Identify specific language of different genres and informational texts</li> <li>7• Use an array of strategies (e.g., skim and scan for information)</li> </ul>	<ul style="list-style-type: none"> <li>1• Differentiate and apply multiple meanings of words/phrases</li> <li>2• Apply strategies to new situations</li> <li>3• Infer meaning from modified grade-level text</li> <li>4• Critique material and support argument</li> <li>5• Sort grade-level text by genre</li> </ul>	<b>6</b>
<b>W r i t i n g</b>	<ul style="list-style-type: none"> <li>1• Draw content-related pictures</li> <li>2• Use high frequency Words</li> <li>3• Label pictures and graphs</li> <li>4• Create vocabulary/concept cards</li> <li>5• Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)</li> </ul>	<ul style="list-style-type: none"> <li>1• Complete pattern sentences</li> <li>2• Extend “sentence starters” with original ideas</li> <li>3• Connect simple sentences</li> <li>4• Complete graphic organizers/ forms with personal information</li> <li>5• Respond to yes/no, choice, and some WH- questions</li> </ul>	<ul style="list-style-type: none"> <li>1• Produce short paragraphs with main ideas and some details (e.g., column notes)</li> <li>2• Create compound sentences (e.g., with conjunctions)</li> <li>3• Explain steps in problem solving</li> <li>4• Compare/contrast information, events, characters</li> <li>5• Give opinions, preferences and reactions along with reasons</li> </ul>	<ul style="list-style-type: none"> <li>1• Create multiple-paragraph essays</li> <li>2• Justify ideas</li> <li>3• Produce content-related reports</li> <li>4• Use details/examples to support ideas</li> <li>5• Use transition words to create cohesive passages</li> <li>6• Compose intro / body / conclusion</li> <li>7• Paraphrase or summarize text</li> <li>8• Take notes (e.g., for research)</li> </ul>	<ul style="list-style-type: none"> <li>1• Create expository text to explain graphs /charts</li> <li>2• Produce research reports using multiple sources/citations</li> <li>3• Begin using analogies</li> <li>4• Critique literary essays or articles</li> </ul>	<b>6</b>

# AMERICAN INTERNATIONAL SCHOOL

## ELL STANDARDS: GRADE 6-8

### 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• Follow one-step oral commands/instructions</li> <li>2• Match social language to visual/graphic displays</li> <li>3• Identify objects, people, or places from oral statements/questions using gestures (e.g. pointing)</li> <li>4• Match instructional language with visual representation (e.g., “Use a sharpened pencil.”)</li> </ul>	<ul style="list-style-type: none"> <li>1• Follow multi-step oral commands/instructions</li> <li>2• Classify/sort content-related visuals per oral descriptions</li> <li>3• Sequence visuals per oral directions</li> <li>4• Identify information on charts or tables based on oral statements</li> </ul>	<ul style="list-style-type: none"> <li>1• Categorize content based examples from oral directions</li> <li>2• Match main ideas of familiar text read aloud to visuals</li> <li>3• Use learning strategies described orally</li> <li>4• Identify everyday examples of content-based concepts described orally</li> <li>5• Associate oral language with different time frames (e.g., past, present, future)</li> </ul>	<ul style="list-style-type: none"> <li>1• Identify main ideas and details of oral discourse</li> <li>2• Complete content-related tasks or assignments based on oral discourse</li> <li>3• Apply learning strategies to new situations</li> <li>4• Role play, dramatize, or re-enact scenarios from oral reading</li> </ul>	<ul style="list-style-type: none"> <li>1• Use oral information to accomplish grade-level tasks</li> <li>2• Evaluate intent of speech and act accordingly</li> <li>3• Make inferences from grade-level text read aloud</li> <li>4• Discriminate among multiple genres read orally</li> </ul>	<b>L e v e l 6  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 and choice questions</li> <li>2• Begin to use general and high frequency vocabulary</li> <li>3• Repeat words, short phrases, memorized chunks</li> <li>4• Answer select WH questions (e.g., “who,” “what,” “when,” “where”) within context of lessons or personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>1• Convey content through high frequency words/phrases</li> <li>2• State big/main ideas of classroom conversation</li> <li>3• Describe situations from modeled sentences</li> <li>4• Describe routines and everyday events</li> <li>5• Express everyday needs and wants</li> <li>6• Communicate in social situations</li> <li>7• Make requests</li> </ul>	<ul style="list-style-type: none"> <li>1• Begin to express time through multiple tenses</li> <li>2• Retell/rephrase ideas from speech</li> <li>3• Give brief oral content based presentations</li> <li>4• State opinions</li> <li>5• Connect ideas in discourse using transitions (e.g., “but,” “then”)</li> <li>6• Use different registers inside and outside of class</li> <li>7• State big/main ideas with some supporting details</li> <li>8• Ask for clarification (e.g., self-monitor)</li> </ul>	<ul style="list-style-type: none"> <li>1• Paraphrase and summarize ideas presented orally</li> <li>2• Defend a point of view</li> <li>3• Explain outcomes</li> <li>4• Explain and compare content-based concepts</li> <li>5• Connect ideas with supporting details/evidence</li> <li>6• Substantiate opinions with reasons and evidence</li> </ul>	<ul style="list-style-type: none"> <li>1• Defend a point of view and give reasons</li> <li>2• Use and explain metaphors and similes</li> <li>3• Communicate with fluency in social and academic contexts</li> <li>4• Negotiate meaning in group discussions</li> <li>5• Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)</li> </ul>	