



ENGLISH LANGUAGE DEVELOPMENT
STANDARDS
FOR THE STATE OF COLORADO

English Language Acquisition Unit

April 2005

Colorado State Board of Education

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English Language Development Standards For the State of Colorado

Foreword

The English Language Development (ELD) Standards represent a two-year process involving highly qualified ESL/Bilingual educators from across the state. This document is based on published research found in the bibliography and on the many ELD standards previously created. Furthermore, external consultants with a strong and deep understanding of linguistic and academic expectations of English Language Learners (ELL) provided a further review of these standards. An assessment instrument, directly aligned to these standards is in preparation.

Students learning English as a second language in Colorado are faced with all of the content challenges of a native English speaker, in addition to learning a new language. The high linguistic and academic expectations placed on our students learning the English language compels us to construct developmentally appropriate English language development standards, benchmarks, and indicators. This provides a pathway to fluency in English that eventually leads to the benchmarks and indicators contained in the Colorado Language Arts Standards.

The indicators are the critical elements of the standards and provide the information, skills, and performance activities expected of all English language learners. They spiral throughout the various grade levels and within the respective standards. Furthermore, they allow us to gauge student progress and provide our classroom teachers with guidance for planning their instruction in the areas of listening, speaking, reading, and writing. These four domains of second language acquisition are widely recognized in published works related to English language development.

There are two types of standards: content and performance. Content standards specify what students should know and be able to do (knowledge and skills). Performance standards determine the degree to which the content standards have been attained. These ELD Standards were developed so that the teachers can work with their students at the appropriate grade and proficiency level within the four domains. The benchmarks of each domain assume literacy in the student's first language. If literacy is limited, proficiency levels need to be matched with the lower grade-level benchmarks.

Students who are learning to read in their first language (fewer than 10% of all ELLs in Colorado) and arriving students who already know how to read in their first language will be able to use some of their understandings gained through their first language to move along the reading and writing pathways in English.

For older students entering at beginning levels of English proficiency, and for students learning to read only through their second language, the amount of time, instructional intervention, and materials needed, will be extensive. For those students who have limited or interrupted academic and/or literacy instruction, it will be necessary to rely on the indicators that reflect emergent literacy understandings. Their listening and speaking abilities are likely to develop more rapidly.

The ELD Standards will be used with ELL students who have been identified as needing linguistic and academic support in English. These standards will support students until they

demonstrate sufficient skills on the English language proficiency assessment instrument. It is expected that the ELL student may be assessed with both the CSAP and the English language proficiency assessment instrument at some point in his/her schooling.

The ELD Standards are linked and aligned to the Colorado Language Arts Content Standards so that after demonstrating advanced proficiency on the ELD Standards, the student can transition easily to the benchmarks of the Colorado Language Arts Standards (see CDE website). Many of the indicators of the Colorado Language Arts Content Standards are found as indicators in the ELD Standards. During this transition or after demonstrating proficiency on the assessment instrument, ELL students may fall within different proficiencies of the ELD Standards depending upon academic subject and content. Although successful transition occurs, students will remain second language learners even though they are to be taught using the Colorado Language Arts Content Standards and are achieving at advanced academic levels.

These ELD Standards should be used in tandem with the ELD Continuum and other support materials and strategies to give the classroom teacher high quality instructional guidance in further developing the linguistic and academic skills of our ELL students. They can also provide additional guidelines for teachers of students who have been redesignated by the English language proficiency assessment as fluent in English (FEP) as they continue to refine their academic skills especially in more challenging academic content areas. Extensive staff development is essential for all educators to better understand and implement these standards in order to improve student achievement.

No one instrument can possibly encompass all of the knowledge and skills necessary for ELL students to experience linguistic and academic success. Many outside factors will also determine success, such as continuity and type of support services, previous schooling of the student, and the foundation of the primary language. These standards should be viewed as a document to help build curriculum, instruction and assessment for ELL students.

**Colorado Department of Education
English Language Development Standards**

Standard 1: English Language Learners listen for information and understanding, using a variety of sources, for academic and social purposes.

Standard 2: English Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.

Standard 3: English Language Learners read for information and understanding, using a variety of sources, for academic and social purposes.

Standard 4: English Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes.

Standard 1: English Language Learners listen for information and understanding, using a variety of sources, for academic and social purposes.

I. Kindergarten – Second Grade

a. Beginning Level

1. Follow clear one-step directions in 1:1 situations.
2. Respond non-verbally or in one- or two-word phrases to greetings and requests in 1:1 situations.
3. Respond to simple questions with one or two words in 1:1 situations, e.g.: yes/no, personal information, either/or.
4. Demonstrate comprehension of stories and information by responding nonverbally, e.g.: listening, pointing, moving, matching, drawing or gesturing or with simple word responses.
5. Understand key words and familiar phrases.
6. Recognize patterns of sound in oral language, e.g.: rhyming.
7. Listen for specific purposes and main ideas.
8. Hear and discriminate among a number of phonemes representing sounds specific to the English language.

b. Intermediate Level

1. Follow clear two/three-step directions in 1:1 situations.
2. Respond to familiar social language.
3. Respond to simple and some complex questions with words or phrases, e.g.: either/or, who/how.
4. Comprehend stories, key concepts of content area information and oral presentations with contextual support, e.g.: graphic organizers, posters, diagrams, charts.
5. Identify characters and sequence in a story.

c. Advanced Level

1. Follow multiple-step directions.
2. Follow meaning when working in pairs, small group, or whole class discussions on personal, social, or grade-level academic topics.
3. Demonstrate comprehension of read-aloud stories, content area information, and oral presentations with contextual support by paraphrasing, explaining, expressing opinions, etc.
4. Respond to complex and content-related questions about newly learned information, e.g.: compare and contrast.
5. Identify main idea and details in a story.
6. Demonstrate understanding of some idiomatic expressions by responding appropriately to such expressions as “hit the road.”

Standard 1: English Language Learners listen for information and understanding, using a variety of sources, for academic and social purposes.

II. Grades Three – Five (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning Level

1. Follow clear one-step directions in 1:1 situations.
2. Respond non-verbally or in one- or two-word phrases to greetings and requests in 1:1 situations.
3. Respond to simple questions with one or two words in 1:1 situations, e.g.: yes/no, open/ended, personal information, either/or.
4. Demonstrate comprehension of stories, information, and academic content by responding nonverbally, e.g.: listening, pointing, moving, matching, drawing, and gesturing.
5. Understand key words and familiar phrases.
6. Recognize patterns of sound in oral language, e.g.: rhyming.
7. Listen for specific purposes and main ideas.
8. Hear and discriminate among a number of phonemes representing sounds specific to the English language.

b. Intermediate Level

1. Follow clear multiple-step directions in 1:1 situations.
2. Respond to familiar social language.
3. Respond to simple and some complex questions with words and phrases, e.g.: open/ended, either/or, who/how).
4. Comprehend stories, key concepts of content area information and oral presentations with contextual support, e.g.: graphic organizers, posters, diagrams, charts.
5. Identify characters, setting, and sequence in a story.

c. Advanced Level

1. Follow multiple-step directions.
2. Follow meaning when working in pairs, small group, or whole class discussions on personal, social, or grade-level academic topics.
3. Demonstrate comprehension of read-aloud stories, content area information, and oral presentations with contextual support by paraphrasing, explaining, expressing opinions, etc.
4. Respond to complex and content-related questions about newly learned information, e.g.: compare and contrast, describe.
5. Identify main idea and details in a story.
6. Demonstrate understanding of some idiomatic expressions by responding appropriately to such expressions as “hit the road.”

Standard 1: English Language Learners listen for information and understanding, using a variety of sources, for academic and social purposes.

III. Grades Six – Eight (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning Level

1. Follow clear one-step directions in 1:1 and group situations.
2. Respond non-verbally or in one- or two-word phrases to greetings and requests in 1:1 and group situations.
3. Respond to simple questions with one or two words in 1:1 situations, e.g.: yes/no, open/ended, personal information, either/or.
4. Demonstrate comprehension of stories, information, and academic content by responding nonverbally, e.g.: listening, pointing, moving, matching, drawing, and gesturing.
5. Understand key words, phrases, and simple sentences.
6. Recognize patterns of sound in oral language, e.g.: rhyming and alliteration.
7. Listen for specific purposes, main ideas, and details.
8. Hear and discriminate among a number of phonemes representing sounds specific to the English language.

b. Intermediate Level

1. Follow clear multiple-step directions in group situations.
2. Respond to social and familiar academic language.
3. Respond to simple and some complex questions with words and phrases, e.g.: open/ended, either/or, who/how.
4. Comprehend stories, key concepts of content area information and oral presentations with contextual support, e.g.: graphic organizers, posters, diagrams, charts.
5. Identify story elements, e.g. characters, setting plot.

c. Advanced Level

1. Follow complex directions involving multiple options and choices.
2. Follow meaning when working in small group or whole class discussions on personal, social, or grade-level academic topics.
3. Analyze and evaluate conversations and orally presented stories and content.
4. Comprehend stories and content area concepts at or near grade level with contextual support, e.g.: graphic organizers, posters, diagrams, and charts.
5. Respond to complex and content-related questions about newly learned information, e.g.: inference, comparison, summarization, point of view, disagreeing.
6. Demonstrate understanding of some oral language subtleties, e.g.: figurative language, humor, sarcasm, common idioms, and slang.

Standard 1: English Language Learners listen for information and understanding, using a variety of sources, for academic and social purposes.

IV. Grades Nine – Twelve (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning

1. Follow clear multiple step directions in 1:1 and group situations.
2. Respond non-verbally or in one- or two-word phrases to greetings and requests in 1:1 and group situations.
3. Respond to simple questions with one or two words in 1:1 situations, e.g.: yes/no, open/ended, personal information, either/or.
4. Demonstrate comprehension of stories, information, and academic content by responding nonverbally, e.g.: listening, pointing, moving, matching, drawing, and gesturing.
5. Understand key words, phrases, and simple sentences.
6. Recognize patterns of sound in oral language, e.g.: rhyming and alliteration.
7. Listen for specific purposes, main ideas, and details.
8. Hear and discriminate among a number of phonemes representing sounds specific to the English language.

b. Intermediate Level

1. Follow specific multiple-step directions in group situations.
2. Respond to social and familiar academic language.
3. Respond to simple and some complex questions with words and phrases, e.g.: open/ended, either/or, who/how.
4. Comprehend stories, key concepts of content area information and oral presentations with contextual support, e.g.: graphic organizers, posters, diagrams, charts.
5. Identify story elements, e.g. characters, setting, plot, and theme.

c. Advanced

1. Follow complex directions involving multiple options and choices.
2. Follow meaning when working in small group or whole class discussions on personal, social, or grade-level academic topics.
3. Analyze and evaluate conversations and orally presented stories and content.
4. Comprehend stories and content area concepts at or grade level with contextual support, e.g.: graphic organizers, posters, diagrams, and charts, by analyzing, evaluating, examining, etc.
5. Respond to increasingly complex and content-related questions about newly learned information, e.g.: inference, comparison, summarization, point of view, disagreeing.
6. Demonstrate understanding of most oral language subtleties, e.g.: figurative language, humor, idioms, sarcasm, riddles, slang

Standard 2: English Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.

I. Kindergarten – Second Grade

a. Beginning Level

1. Use gestures, single words, and simple phrases in greetings, routine conversations and to communicate needs.
2. Use both social and academic learned vocabulary in context.
3. State basic personal information, e.g.: age, name, family members.
4. Participate in classroom group activities, e.g.: chants, songs, choral readings.
5. Retell simple stories and personal experiences using key words and phrases.
6. Respond to simple questions related to immediate context with single words, e.g.: yes/no, either/or, basic personal information.
7. Approximate pronunciation of a number of phonemes representing sounds particular to the English language and single words.

b. Intermediate Level

1. Imitate appropriate language in formal and informal settings.
2. Use vocabulary learned in content area lessons.
3. Use simple sentences to express needs and ideas about familiar topics in social and academic contexts.
4. Retell familiar stories and experiences using simple sentences.
5. Initiate conversation in social and academic settings using simple sentences.
6. Contribute to classroom and small group discussions by responding to and asking simple questions.
7. Approximate pronunciation, rhythm, stress, and intonation of English.

c. Advanced Level

1. Communicate information and feelings clearly in conversations.
2. Contribute to classroom discussions by asking/answering questions, giving opinions, disagreeing, and sharing experiences.
3. Retell, narrates and paraphrases stories with descriptive detail including characters and setting.
4. Use both formal and informal language, e.g.: interviewing, persuasive speech, with attention to grammar, vocabulary, intonation, and pronunciation.
5. Use expanded and descriptive vocabulary related to content areas.

Standard 2: English Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.

II. Grades Three – Five (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning Level

1. Use gestures, single words, and simple phrases in greetings, routine conversations, and to communicate needs.
2. Use both social and academic learned vocabulary in context.
3. State basic personal information, e.g.: age, name, family members.
4. Participate in classroom activities, e.g.: chants, songs, choral readings.
5. Retell predictable and familiar stories using single words and phrases.
6. Respond to simple questions related to immediate context with single words, e.g.: yes/open, either/or, basic personal information.
7. Approximate pronunciation of a number of phonemes and single words.

b. Intermediate Level

1. Use formal and informal register.
2. Use key content and descriptive vocabulary.
3. Communicate ideas using simple sentences in social and academic settings.
4. Retell familiar stories and identifies main idea and some details using phrases and sentences.
5. Initiate conversation in social and academic settings.
6. Contribute to classroom and small group discussions by responding to and asking simple questions.
7. Contribute to content area discussions in small groups by summarizing, defining, and explaining using simple sentences.
8. Use some humor.
9. Approximate pronunciation, rhythm, stress, and intonation of English.

c. Advanced Level

1. Communicate information, observations, and ideas, and expresses feelings clearly in conversations.
2. Engage in collaborative activities through a variety of student groupings to respond to literature and to share experiences, ideas, information, and opinions.
3. Contribute to classroom discussions by asking/answering questions, giving opinions, disagreeing.
4. Retell, narrate, and paraphrase stories with descriptive detail including characters, setting, plot, summary, and analysis.
5. Use both formal and informal language, e.g.: interviewing, persuasive speech, with attention to grammar, vocabulary, intonation, and pronunciation.
6. Use figurative language, e.g.: metaphors, similes, hyperbole.
7. Use technical, expanded, and descriptive vocabulary related to content areas.

Standard 2: English Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.

III. Grades Six – Eight (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning Level

1. Use gestures, single words, and simple phrases during basic conversations and to communicate needs in social and academic settings.
2. Use both social and academic learned vocabulary in context.
3. State basic personal information and preferences.
4. Make simple presentations in small groups using single words and phrases and visual support.
5. Retell predictable and familiar stories using single words and phrases.
6. Respond to simple questions related to immediate context with single words, phrases, e.g.: yes/no, either/or, basic personal information.
7. Ask questions to obtain and clarify information using single words and phrases.
8. Approximate pronunciation of single words.

b. Intermediate Level

1. Use appropriate language in a variety of settings.
2. Use key content and descriptive vocabulary.
3. Communicate ideas about a wide range of topics, both social and academic, using simple sentences.
4. Restate information and identify main idea and some details using sentences, e.g.: oral presentations, texts, media, etc.
5. Initiate and maintains conversation in social and academic settings about familiar topics.
6. Contribute to classroom and small group discussions by asking and responding to questions to obtain, clarify, and extend information.
7. Contribute to content area discussions in small groups by summarizing, defining, and explaining using simple sentences.
8. Deliver short presentations on content area concepts in small groups using visual aids.
9. Use some humor.
10. Approximate pronunciation, rhythm, stress, and intonation of English.

c. Advanced Level

1. Communicate information, observations, and ideas, and express feelings clearly in conversations.
2. Engage in collaborative activities through a variety of student groupings to gather, share, express, and interpret opinions, organize and present information.
3. Contribute to content area discussions by asking and responding to questions, paraphrasing, and justifying, examining, and defending point of view.
4. Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, transitions, and conclusions.
5. Use both formal and informal language, e.g.: interviewing, persuasive speech with attention to grammar, vocabulary, intonation, and pronunciation.
6. Use figurative language, e.g.: metaphors, similes, hyperbole.
7. Use technical, expanded, and descriptive vocabulary related to content areas.

Standard 2: English Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.

IV. Grades Nine – Twelve (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning

1. Use gestures, single words, and simple phrases during basic conversations and to communicate needs in social and academic settings.
2. Use both social and academic learned vocabulary in context.
3. State basic personal information and preferences.
4. Make simple presentations in small groups using single words and phrases and visual support.
5. Restate information from social and academic settings using single words and phrases.
6. Respond to simple questions related to immediate context with single words, phrases, e.g.: yes/open, either/or, basic personal information.
7. Ask questions to obtain and clarify information using single words and phrases.
8. Approximate pronunciation of single words.

b. Intermediate Level

1. Use appropriate language in a variety of settings.
2. Use key content and descriptive vocabulary.
3. Communicate ideas about a wide range of topics, both social and academic, using simple sentences.
4. Restate information and identify main idea and some details using sentences, e.g.: oral presentations, texts, media, etc.
5. Initiate and maintain conversation in social and academic settings about familiar topics.
6. Contribute to classroom and small group discussions by asking and responding to questions to obtain, clarify, and extend information.
7. Contribute to content area discussions in small groups by summarizing, defining, giving opinions, and explaining using simple sentences.
8. Deliver short presentations on content area concepts in small groups using visual aids.
9. Use some humor.
10. Approximate pronunciation, rhythm, stress, and intonation of English.

c. Advanced

1. Communicate information, observations, and ideas, and expresses feelings clearly in conversations.
2. Engage in collaborative activities through a variety of student groupings to gather, share, express, and interpret opinions, discuss, reflect on, organize, analyze, synthesize and present information.
3. Contribute to content area discussions by asking and responding to questions, justifying, examining, and defending point of view.
4. Deliver organized presentations/reports across content areas that include purpose, point of view, introduction, transitions, and conclusions.
5. Use both formal and informal language, e.g.: interviewing, persuasive speech with attention to grammar, vocabulary, intonation, and pronunciation.
6. Use figurative language, e.g.: metaphors, similes, hyperbole.
7. Use technical, expanded, and descriptive vocabulary related to content areas.

Standard 3: English Language Learners read for information and understanding, using a variety of sources, for academic and social purposes.

I. Kindergarten – Second Grade

1. Beginning Level

1. Recognize print carries meaning.
2. Recognize own name in print.
3. Demonstrate understanding of sound-symbol relationships appropriate to grade level.
4. Use illustrations and background knowledge to create meaning from read aloud stories.
5. Respond to simple stories read aloud using physical actions and other means of non-verbal communication, e.g.: matching objects, pointing, drawing, etc.
6. Point out text features, e.g.: front and back cover, title, and author.
7. Show awareness of directionality.
8. Recognize English phonemes that students are already able to hear and produce.
9. Recognize patterns in written, e.g. rhyming, word families
10. Recognize the difference between letters and numbers.
11. Demonstrate an understanding of prediction and sequence using key words and physical actions, e.g.: arranging a series of pictures into sequence.

b. Intermediate Level

1. Read patterned language and familiar stories at appropriate grade level.
2. Has command of sound/symbol relationship and basic rules in word formation.
3. Show command of left/right directionality.
4. Recognize sight words, which have been taught in context.
5. Use illustrations and background knowledge in combination with more complex vocabulary to create meaning and predict text.
6. Read and understand the meaning of words, phrases, and short sentences with familiar vocabulary and text independently.
7. Respond to simple stories read aloud using simple sentences.
8. Describe text features, e.g.: front and back cover, title, and author.
9. Demonstrate an understanding of prediction, main idea, and sequence using key words and simple sentences.
10. Demonstrate knowledge of grade-appropriate syntax by correcting some errors when reading aloud.
11. Comprehend key concepts of grade-appropriate content area text supported within an instructional unit.
12. Follow simple written directions.

c. Advanced Level

1. Use basic reading strategies to make text comprehensible and meaningful, e.g.: prior knowledge, previewing, reviewing, asking questions, predicting, self-correction.
2. Has command of sound/symbol relationship and basic rules of word formation in phrases, simple sentences, and simple texts.
3. Use knowledge of print conventions to construct meaning, e.g.: capitalization, commas, periods, questions marks.
4. Demonstrate ability to comprehend text and use new information to respond appropriately.
5. Respond appropriately to questions about main idea and story elements.
6. Answer questions about inferences, cause, and effect, problem solving.
7. Summarize the essential elements of a story in logically connected sentences.
8. Demonstrate grade-appropriate syntax by correcting errors more consistently when reading.
9. Follow written directions.

Standard 3: English Language Learners read for information and understanding, using a variety of sources, for academic and social purposes.

II. Grades Three – Five (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning Level

1. Demonstrates understanding of sound-symbol relationship in context and in own reading.
2. Uses illustrations and background knowledge to create meaning from read aloud stories.
3. Recognizes simple words, familiar phrases, and simple sentences.
4. Retells simple stories read aloud using non-verbal communication and one- or two-word responses, e.g.: matching objects, pointing, drawing, etc.
5. Recognizes sight words and content area vocabulary that have been taught in context.
6. Identifies the basic sequence of events and understands prediction in stories and information read aloud by using key words or pictures.
7. Follows one-step written directions; schedules, calendars.
8. Answers in one or two-word phrases literal questions about text.

b. Intermediate Level

1. Has command of sound-symbol relationship and basic rules of word formation in own reading.
2. Understand the meaning of words, phrases, and short sentences with familiar vocabulary in text.
3. Retell and respond to stories/text using simple sentences.
4. Recognize some common root words, prefixes, and suffixes when they are attached to known vocabulary.
5. Identify basic story elements and make predictions in stories and information using simple sentences.
6. Use a variety of reading strategies to interpret the meaning of unfamiliar words and gain information from text, print and media resources, e.g.: illustrations, decoding, word attack skills, background knowledge.
7. Demonstrate knowledge of grade-appropriate syntax by correcting some errors when reading aloud.
8. Summarize and discusses text.
9. Comprehend key concepts of grade-appropriate content area text supported within an instructional unit.
10. Follow multi-step written directions.

c. Advanced Level

1. Apply reading strategies to understand more complex text and unfamiliar words, e.g.: decoding, previewing, skimming/scanning, problem solving, word attack skills, prior knowledge.
2. Comprehend grade-appropriate content area text with support.
3. Make inferences about information and ideas with reference to features in text.
4. Respond to stories/text by analyzing, summarizing, giving opinions, evaluation, justifying, examining, and explaining.
5. Recognize common root words, prefixes, and suffixes.
6. Gather, read, organize, and interpret information related to academic content areas from various sources, e.g.: glossaries, indexes, reference books, magazines, textbooks, internet media presentations, charts, maps, graphs, diagrams.
7. Read aloud with confidence, accuracy, and fluency.
8. Follow multi-step written directions to complete assigned tasks independently.
9. Show awareness of language subtleties, e.g.: humor, common idioms, slang, and riddles.

Standard 3: English Language Learners read for information and understanding, using a variety of sources, for academic and social purposes.

III. Grades Six – Eight (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning Level

1. Demonstrate knowledge of sound-symbol relationship in context and in own reading and writing.
2. Recognize, decode, and pronounce high frequency sight words, while reading aloud.
3. Apply reading skills from their first language to recognize and comprehend various text structures and print conventions from multiple sources.
4. Identify and use beginning reading strategies to make text comprehensible and meaningful, e.g.: illustrations, graphic organizers, text features, pacing, word attack skills, picture/bilingual dictionaries.
5. Identify main ideas, details, and sequence of events from modified/visually-supported texts based upon purpose for reading, using non-verbal or one- or two-word phrases.
6. Follow one-step written directions, schedules, calendars.

b. Intermediate Level

1. Recognize, decode, and pronounce new vocabulary in context.
2. Comprehend key concepts of grade-appropriate content area text with support.
3. Apply reading skills to comprehend various print/media sources in a variety of genre.
4. Identify and use reading strategies to gain information and make text comprehensible and meaningful, e.g.: predicting, questioning, summarizing, self-correcting, evaluating, compare/contrast, print, and media resources.
5. Identify elements of a story, main ideas, details, and sequence of events from modified/visually-supported texts based upon purpose for reading using simple sentences and paragraphs.
6. Use grade-appropriate syntax/contextual clues to gain meaning from new vocabulary.
7. Respond to stories and text using simple sentences and paragraphs.
8. Follow multi-step written directions.

c. Advanced Level

1. Use a variety of reading strategies to understand more complex text and unfamiliar words from print and media resources, e.g.: paraphrasing, skimming/scanning, problem solving, syntax, summarizing, compare/contrast, and cause/effect.
2. Comprehend grade-appropriate content area text with support.
3. Identify elements of a story, main ideas, details, and sequence of events of near or at grade-level text.
4. Gather, organize, read, analyze, and interpret information related to academic content areas from various sources, e.g.: reference books, magazines, textbooks, internet media presentations, etc.
5. Use multiple resources at grade-level to draw inferences, conclusions, and generalizations, e.g.: glossaries, indexes, graphs, illustrations, headings, subheadings, key vocabulary.
6. Respond to near or at grade-level text by defending, justifying, supporting inferences, and evaluating.
7. Read aloud with confidence, accuracy, intonation, and fluency.
8. Follow multi-step written directions to complete grade-level tasks independently.
9. Demonstrate understanding of some language subtleties, e.g.: common idioms, dialect, humor, figurative language.

Standard 3: English Language Learners read for information and understanding, using a variety of sources, for academic and social purposes.

IV. Grades Nine – Twelve (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning

1. Recognize, decode, and pronounce high frequency words.
2. Apply reading skills from first language to recognize and comprehend various text structures and print conventions from multiple sources.
3. Identify and use reading strategies to make text comprehensible and meaningful, e.g.: illustrations, graphic organizers, text features, pacing, word attack skills, resource materials.
4. Recognize and interpret information from academic content sources, e.g.: graphs, maps, graphic organizers, diagrams.
5. Identify elements of story, main ideas, details, and sequence of events from modified/visually-supported text using non-verbal or one- or two- word phrases.
6. Follow simple written directions in context; schedules, calendars.

b. Intermediate Level

1. Recognize, decode, and pronounce high frequency vocabulary with ease and comprehension.
2. Comprehend key concepts of grade-appropriate content area text with support.
3. Apply and expand reading skills to comprehend various print and media resources.
4. Identify and use reading strategies to gain information and make text comprehensible and meaningful, e.g.: previewing/reviewing, skimming, and identifying related topics and main ideas, print and media resources.
5. Interpret and expand upon information from multiple academic content sources, both print and electronic.
6. Identify elements of story, main ideas, details, and sequence of events by using context, based upon purpose for reading.
7. Understand and analyze text for literal and implied meaning.
8. Read a wide variety of genres and literary texts from many cultural backgrounds.
9. Follow multi-step written directions to complete assigned tasks.

c. Advanced

1. Use a variety of reading strategies to comprehend at or near grade-level text and extend personal knowledge from print and media resources, e.g.: paraphrasing, previewing/reviewing, skimming/scanning, summarizing, evaluating, compare/contrast, cause/effect, examining.
2. Comprehend grade-appropriate content area text with support.
3. Gather, organize, interpret, analyze, and synthesize information related to academic content areas from various sources.
4. Support interpretation of text for literal and implied meaning with reference to features in written text, e.g.: vocabulary, facts, sequence, relevance of details, and bias of author.
5. Follow multi-step written directions to complete grade-level tasks independently.
6. Demonstrate understanding of most language subtleties, e.g.: common idioms, dialect, humor, figurative language.

Standard 4: English Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes.

I. Kindergarten – Second Grade

a. Beginning Level

1. Show awareness of directionality.
2. Reproduce upper and lower case letters legibly.
3. Write own name.
4. Recognize that oral language can be written.
5. Reproduce print seen in the environment.
6. Communicate prior knowledge through drawings, picture stories, and captions.
7. Label familiar objects and pictures, including key parts of content area objects.
8. Write about personal experiences using pictures, letters, and numbers.
9. Write pattern sentences with assistance.
10. Use familiar words presented and emphasized in content, e.g.: literature, math, and science area lessons.

b. Intermediate Level

1. Demonstrate knowledge of directionality, space between words and upper/lower case letters.
2. Supply missing words in familiar or framed patterns.
3. Dictate and copy a simple sentence about a picture or experience.
4. Write a phrase or simple sentence about an event or character from a predictable text read aloud.
5. Write simple phrases/sentences about group or shared activity with assistance.
6. Write simple sentences with spelling approximations and accurate end punctuation.
7. Incorporate background knowledge into writing.
8. Use some sight words and familiar words correctly in writing.
9. Write a simple narrative with beginning, middle, and end including sequencing words, e.g.: next, then with guidance.
10. Write a simple descriptive sentence based on observation and learned vocabulary related to content areas.
11. Use pre-writing strategies, e.g.: timelines, web, maps, pictures with assistance.

c. Advanced Level

1. Write stories about a series of pictures sequentially and with details.
2. Proofread own writing.
3. Write a variety of sentences, e.g.: interrogative, declarative, and exclamatory.
4. Write simple sentences and short paragraphs to demonstrate content area learning.
5. Write short narrative stories that include the elements of setting, characters, and events.
6. Demonstrate effective use of organizational structures and transitional words.
7. Write expository compositions based on classroom activities and experiences, e.g.: science experiments, field trips.
8. Communicate in writing using a variety of genre, e.g.: expository, descriptive, letters, poetry, autobiography.
9. Use conventional spelling, capitalization, punctuation, grammar, and sentence structure.

Standard 4: English Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes.

II. Grades Three – Five (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning Level

1. Write the English alphabet legibly.
2. Write basic personal information.
3. Label familiar objects and pictures including key parts of content area objects.
4. Use print seen in the environment.
5. Communicate prior knowledge through drawing, picture stories, and captions.
6. Write pattern sentences with assistance.
7. Write about personal experiences with support and using illustrations and simple phrases.
8. Use familiar words presented and emphasized in content, e.g.: literature, math, and science area lessons.
9. Plan writing using webs, maps, and pictures.

b. Intermediate Level

1. Respond to visual or written prompts using phrases and simple sentences.
2. Write simple sentences about an event or character from a predictable text.
3. Use standard word order and conventional spelling, punctuation, and capitalization in basic sentence patterns with support.
4. Use sight words correctly in writing.
5. Incorporate key content area vocabulary in writing.
6. Write short descriptive and expository paragraphs for academic communication.
7. Write short narrative stories that connect to personal background knowledge and include the elements of setting, characters, and events.
8. Use transition words to organize writing, e.g.: first, after that, in the beginning, later.
9. Use pre-writing strategies, e.g.: timelines, web, maps, pictures.
10. Write to express preferences and opinions.
11. Proofread and edit own writing.
12. Access classroom resources including electronic media to support independent writing.

c. Advanced Level

1. Use print for social communication, e.g.: notes, invitations, e-mail, diary entries.
2. Respond appropriately to a prompt using narrative, expository, or persuasive writing.
3. Use a variety of sentence patterns with appropriate tenses and conventions.
4. Utilize topic sentences, supporting details, transitions, and conclusions when writing paragraphs.
5. Create multi-paragraphed narrative and expository compositions with a clear focus.
6. Use informational writing in content areas, e.g.: recording a math problem-solving process, summarizing a social studies concept.
7. Write descriptions and comparisons, including the use of figurative language.
8. Use conventional spelling, capitalization, punctuation, grammar, and sentence structure.
9. Edit for conventions of writing and revise for appropriate word choice and organization.
10. Gather and organize information related to academic content areas from various sources in written reports.

Standard 4: English Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes.

III. Grades Six – Eight (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning Level

1. Write basic personal information.
2. Label objects and illustrations presented in content area lessons.
3. Write simple sentences and phrases using a model.
4. Format basic written work appropriately, e.g.: margins, dates, and indenting.
5. Write about personal and group experiences using illustrations, words, and phrases.
6. Use key words presented and emphasized in content, e.g. literature, math, and science area lessons.
7. Spell frequently used words and some sight words correctly in the context of writing.
8. Plan writing using webs, maps, and timelines.

b. Intermediate Level

1. Use basic sentence patterns with conventional spelling, capitalization, and punctuation.
2. Use print for social communication, e.g.: notes, invitations, and diary entries.
3. Describe characters and settings and summarizes events in a literature selection.
4. Use vocabulary related to key concepts in content areas.
5. Record and organize classroom procedures, “how-to” pieces, e.g. science experiments, math problem solving, directions.
6. Write narrative stories with a strong story line that connect to personal background knowledge and include the elements of setting and characters.
7. Write paragraphs and short expository compositions on content area topics, e.g.: compare/contrast, cause/effect, problem/solution that include an introductory statement, supporting details and conclusion.
8. Use figurative language, e.g.: simile, metaphor.
9. Communicate in writing using a variety of genre, e.g.: narrative, content area reports, letter writing, poetry, autobiography.
10. Edit for basic conventions of writing and revise for appropriate word choice and organization.
11. Incorporate resource materials into writing, e.g.: maps, Internet sites, and encyclopedias.

c. Advanced Level

1. Respond appropriately to a prompt using narrative, expository or persuasive writing.
2. Provide written responses such as identifying main idea, supporting details, plot, and characterization.
3. Analyze literature including connections to personal experience.
4. Plan, draft, revise, and proofread own writing.
5. Use complex sentence structures with grade-appropriate vocabulary, appropriate syntax, and conventions, e.g.: spelling, capitalization, punctuation.
6. Use strategies of note taking, outlining, and summarizing in content areas.
7. Develop a clear thesis and support it, e.g.: analogies, quotations, facts, statistics, and comparisons.
8. Use and cite various resources including electronic media in content area reports.
9. Create coherent, multi-paragraph compositions through effective transitions, accurate grammar, and syntax.
10. Write clear and accurate descriptions and comparisons, including the use of figurative language.
11. Select a focus and a point of view for written presentations and justifies this selection.

Standard 4: English Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes.

IV. Grades Nine – Twelve (If students are not literate in L1 you may need to refer back to the previous level.)

a. Beginning

1. Write simple sentences and phrases using a model.
2. Format written work appropriately, e.g.: margins, dates, and indenting.
3. Use key words presented and emphasized in content, e.g.: literature, math, and science area lessons.
4. Write a short personal narrative using simple sentences.
5. Spell frequently used words correctly in the context of writing.
6. Record and organize content area information using graphic organizers.
7. Complete forms such as job applications by providing basic personal information with assistance.
8. Plan writing using outlines, class and research notes, maps, and timelines.

b. Intermediate Level

1. Use print for social communication, e.g.: thank you letters, e-mail, diary entries.
2. Summarize the main ideas, details, and sequence of events in a literature selection with support.
3. Use varied sentence patterns with conventional spelling, capitalization, and punctuation.
4. Use technical vocabulary related to key concepts in content areas.
5. Write, with modeling and support, paragraphs and short expository compositions on content area topics, e.g.: compare/contrast, cause/effect, problem/solution that include an introductory statement, supporting details, and a conclusion.
6. Use descriptive language to identify and compare characters and settings in literature.
7. Record and organize classroom procedures, e.g.: science experiments, math problem solving.
8. Write, with modeling and support, narrative stories with a strong story line that connect to personal background knowledge and include the elements of setting and characters.
9. Communicate in writing using a variety of genre, e.g.: research papers, business letters, editorials, poetry, and autobiography.
10. Write job applications and resumes that provide all needed information.
11. Edit for conventions of writing and revise for appropriate word choice and organization.
12. Incorporate resource materials into writing, e.g.: periodicals, Internet sites, content-area text.
13. Use language subtleties, including figurative language and idioms.

c. Advanced

1. Provide written responses such as identifying main idea and supporting details, plot and characterization, sequences and summaries.
2. Plan, draft, revise, and proofread own writing.
3. Respond appropriately to open-ended prompt in narrative, expository, or persuasive writing.
4. Analyze literature including connections to personal experience and other text.
5. Use complex sentence structures with clear and accurate vocabulary.
6. Use conventional spelling, capitalization, punctuation, grammar, and syntax.
7. Use strategies of note taking, outlining, and summarizing in content areas.
8. Develop a clear thesis supported with evidence, e.g.: analogies, quotations, facts, statistics, and comparisons.
9. Use and cite various resources in content area reports, including use of bibliography and standard format for quotations.
10. Use effective transitions and organization to create coherent multi-paragraph essays and narratives.
11. Present and justify point of view and develop persuasive arguments using clear justification, explanation, and interpretation.
12. Use writing format appropriate to genre and audience and purpose.
13. Write applications and essays required to apply for jobs and colleges.
14. Gather, organize, interpret, and analyze information related to academic content areas from various sources by writing and elaborating on gathered information.

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