

AURORA PUBLIC SCHOOLS
Division of Instruction, English Language Acquisition Department
ELEMENTARY ENGLISH LANGUAGE DEVELOPMENT CONTINUUM

S.1 English Language Learners listen for information and understanding, using a variety of sources, for academic and social purposes.			
LEVEL	BEGINNING/EARLY INTERMEDIATE	EARLY INTERMEDIATE/INTERMEDIATE	INTERMEDIATE/PROFICIENT
K-5 Listening	<ul style="list-style-type: none"> ▪ Follow clear one-step directions in 1:1 situations ▪ Respond non-verbally or with simple phrases to greetings and requests in 1:1 situations ▪ Respond to simple questions with one or two words in 1:1 situations ▪ Comprehend read-aloud stories, demonstrations and information with words or by responding nonverbally e.g. listening, pointing, moving, matching, drawing, gesturing ▪ Understand key words and familiar phrases ▪ Listen for specific purposes and main ideas ▪ Recognize patterns of sound in oral language, e.g. rhyming ▪ Hear and discriminate among a number of phonemes representing sounds specific to the English language 	<ul style="list-style-type: none"> ▪ Follow clear two/ three-step directions in 1:1 or group situations ▪ Respond to familiar social language ▪ Respond with words or phrases to simple and some complex questions, e.g. open ended, either/or, who/how ▪ Comprehend read-aloud stories, demonstrations, key concepts of content area information and oral presentations with contextual support, e.g. graphic organizers, posters, diagrams, charts ▪ Identify characters and sequence in a story 	<ul style="list-style-type: none"> ▪ Follow multiple-step directions ▪ Follow meaning when working in pairs, small group, or whole class discussions about personal, social, or grade-level academic topics ▪ Comprehend read-aloud stories, demonstrations, content area information, and oral presentations with contextual support by paraphrasing, explaining, expressing opinions, etc. ▪ Respond to complex and content-related questions about newly learned information, e.g. compare and contrast ▪ Identify main idea and details from a text ▪ Demonstrate understanding of some idiomatic expressions by responding appropriately to such expressions as “hit the road”
S.2 English Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.			
K-5 Speaking	<ul style="list-style-type: none"> ▪ Use gestures, single words, and simple phrases in greetings, basic conversations and to communicate needs in social and academic settings ▪ Use both social and academic learned vocabulary in context ▪ State basic personal information and preferences ▪ Participate in classroom group activities, e.g. chants, songs, shared reading/writing ▪ Retell simple stories and personal experiences using key words and phrases ▪ Respond to simple questions in context with single words, phrases, e.g. yes/no, either/or, basic personal information ▪ Approximate pronunciation of some phonemes representing sounds particular to the English language 	<ul style="list-style-type: none"> ▪ Use appropriate language in a variety of settings ▪ Use key vocabulary learned in content area lessons ▪ Use simple sentences to express needs and ideas about familiar topics in social and academic contexts ▪ Retell familiar texts and experiences using simple sentences ▪ Initiate conversation in social and academic settings using simple sentences ▪ Ask simple questions when meaning is unclear when listening to a text read aloud ▪ Contribute to classroom and small group discussions by responding to and asking simple questions ▪ Approximate pronunciation, rhythm, stress, and intonation of English 	<ul style="list-style-type: none"> ▪ Communicate information and feelings clearly in conversations ▪ Contribute to classroom discussions by asking/answering questions, giving opinions, disagreeing, and sharing experiences ▪ Retell, narrate, and paraphrase texts from a variety of genre using descriptive details and text elements ▪ Use expanded and descriptive vocabulary related to content areas ▪ Use both formal and informal language, e.g. interviewing and persuasive speech (with attention to grammar, vocabulary, intonation, and pronunciation)
3-5 Speaking		<ul style="list-style-type: none"> ▪ Retell familiar texts and identify main idea and some details using phrases and sentences ▪ Contribute to content area discussions in small groups by summarizing, defining, and explaining using simple sentences ▪ Use some humor 	<ul style="list-style-type: none"> ▪ Engage in collaborative activities through a variety of student groupings to gather, share, organize and present information ▪ Use figurative language, e.g. metaphors, similes, and hyperbole ▪ Use technical, expanded, and descriptive vocabulary related to content areas

ELEMENTARY ENGLISH LANGUAGE DEVELOPMENT CONTINUUM

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

LEVEL	BEGINNING/EARLY INTERMEDIATE	EARLY INTERMEDIATE/INTERMEDIATE	INTERMEDIATE/PROFICIENT
K-5 Reading	<ul style="list-style-type: none"> Handle books correctly Show awareness of directionality Recognize print carries meaning Point out text features, e.g. front and back cover, title, and author, etc. Recognize English phonemes in print that students are able to hear and produce Recognize patterns in written and oral language to predict words or phrases, e.g. rhyming, word families Demonstrate understanding of sound-symbol relationship in context and in own reading and writing Recognize the difference between letters and numbers Use illustrations and background knowledge to construct meaning from read-aloud stories and demonstrations Demonstrate an understanding of prediction and sequence using key words, pictures, and physical actions to construct meaning Respond to simple stories read aloud using physical actions and other means of non-verbal communication, e.g. matching objects, pointing, drawing, etc. Recognize own name in print and words commonly used in classroom 	<ul style="list-style-type: none"> Show command of left/right directionality Describe text features, e.g. title, subtitle, illustrations, bold face print, diagrams, etc. Has command of sound/symbol relationships and basic rules in word formation Read patterned language and familiar stories at appropriate grade level to construct meaning Demonstrate knowledge of grade-appropriate syntax by self-correcting some errors when reading aloud to monitor meaning Use illustrations and background knowledge in combination with more complex vocabulary to construct meaning and predict text Demonstrate an understanding of prediction, main idea, and sequence using key words and simple sentences to construct meaning Respond to stories read aloud using simple sentences Comprehend key concepts of grade-appropriate content area text supported within an instructional unit Follow simple written directions Recognize sight words, which have been taught in context Read and understand the meaning of familiar words, phrases, and short sentences independently 	<ul style="list-style-type: none"> Has command of sound/symbol relationship and basic rules of word formation in phrases, simple sentences, and simple texts Use knowledge of print conventions to construct meaning, e.g. capitalization, commas, periods, and question marks Demonstrate grade-appropriate syntax by self-correcting errors more consistently when reading to monitor meaning Use a variety of reading strategies to construct meaning, e.g. prior knowledge, asking questions, predicting, and self-correcting Demonstrate ability to comprehend text and use new information to respond appropriately Respond and justify answers to questions about main idea and story elements Respond to questions about inferences, cause and effect, and problem solving through a variety of texts to construct meaning Summarize a variety of genre using essential text elements and logically connected sentences Follow written directions
3-5 Reading	<ul style="list-style-type: none"> Recognize simple words, familiar phrases, and simple sentences Answer literal questions about texts in one or two-word phrases Retell simple stories read aloud using non-verbal communication and one-or two-word responses, e.g. matching objects, pointing, drawing, etc. Follow one-step written directions, schedules, calendars Recognize sight words and content area vocabulary that have been taught in context 	<ul style="list-style-type: none"> Use a variety of reading strategies to interpret the meaning of unfamiliar words and gain information from text, print and media resources, e.g. attending, searching, predicting, checking, and self-correcting Summarize and discuss text Follow multi-step written directions 	<ul style="list-style-type: none"> 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 Read aloud with confidence, accuracy, and fluency to construct meaning Use reading strategies flexibly to understand more complex text and unfamiliar words, e.g. decoding, predicting, skimming/scanning, problem solving, and prior knowledge Comprehend grade-appropriate content area text with support Make inferences about information and ideas with reference to features in text Respond to a variety of text by analyzing, summarizing, giving opinions, evaluating, justifying, examining, and explaining Follow multi-step written directions to complete assigned tasks independently Recognize common root words, prefixes, and suffixes to infer word meaning Show awareness of language subtleties to interpret meaning, e.g. humor, common idioms, slang, and riddles

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

	<p>Orally rehearse with teachers and peers to:</p> <ul style="list-style-type: none"> Choose, clarify and/or expand topics Identify and/or clarify audience and purpose Determine, clarify and/or change the form Clarify, expand or plan ideas and/or create a plan Add, cut, reword, and rearrange to enhance meaning Plan and share published pieces that are intended to be delivered orally 		
K-5 Writing	<ul style="list-style-type: none"> Select topics based on own world/experiences/interests Plan with pictures to organize information Communicate prior knowledge and ideas through drawings, picture stories, and captions Show awareness of directionality Reproduce upper and lower case letters legibly Recognize that oral language can be written Write own name and letters/numbers from memory Access and/or reproduce print seen in the environment Label familiar objects and pictures taught in context Dictate and copy a simple sentence about a picture or experience Write about personal experiences and observations with assistance, e.g. shared writing, Language Experience Approach (LEA) Write by scribbling, stringing letters, matching sounds to letters, and writing words with oral assistance Use familiar words presented and emphasized in content area lessons, e.g. literacy, math, science and social studies Approximate at reading back what own writing says Check for punctuation, capitalization, and spelling Publish legible, error-free final copy with assistance and create illustrations that match Share published piece with an audience 	<ul style="list-style-type: none"> Select from a wide range of topics Use several planning strategies to organize information, e.g. brainstorm, list, web, map, and discussion Demonstrate knowledge of directionality, space between words and upper/lower case letters Supply missing words in familiar or framed patterns Use print for social communication, e.g. notes, invitations, e-mail, and diary entries Incorporate background knowledge into writing Write simple phrases/sentences about group or shared activity with assistance Write simple sentences with spelling approximations and accurate punctuation Use some sight words and familiar words correctly in writing Write simple narrative including beginning/middle/end and sequencing words, e.g. first, next, then, with guidance Write simple descriptive sentences based on observation and learned vocabulary related to content areas Shares draft with others to receive feedback and make adjustments Proofread own writing with assistance Plan and create a published piece that reflects the form, purpose, and audience Share publish piece with an audience to give and receive feedback 	<ul style="list-style-type: none"> Select topics based on purpose and audience Plan and write to support intended purpose, audience, topic, and form Communicate in writing using a variety of genre, e.g. expository, descriptive, letters, poetry, autobiography Write stories about a series of pictures sequentially and with details Write using a variety of sentences to achieve intended purpose/audience, e.g. interrogative, declarative, and exclamatory Write simple sentences and short paragraphs to demonstrate content area learning Write short narrative stories that include the elements of setting, characters, and events Write expository pieces based on classroom activities and experiences, e.g. science experiments, field trips Demonstrate effective use of organizational structures and transitional words to write a well-organized text Shares draft with others to receive feedback and make adjustments Use conventional spelling, capitalization, punctuation, grammar, and sentence structure Proofread own writing independently Initiate support from others when publishing in a new form Share published pieces using voice, tone, style, eye contact and body language
3-5 Writing	<ul style="list-style-type: none"> Plan using pictures, words, and phrases to organize information Write about personal experiences with support using illustrations and simple phrases 	<ul style="list-style-type: none"> Respond to visual or written prompts using phrases and simple sentences Write to express preferences and opinions Write short descriptive and expository paragraphs for content studies using key content vocabulary Write short narrative stories that connect to personal background knowledge and include the elements of setting, characters, and events Use transition words to organize writing, e.g. first, after that, in the beginning, later Use standard word order and conventional spelling, punctuation, and capitalization in basic sentence patterns with support Access classroom resources, including electronic media, to support independent writing Proofread own writing independently 	<ul style="list-style-type: none"> Respond appropriately to a prompt using narrative, expository, or persuasive writing Gather and organize information related to academic content areas from various sources in written reports Use a variety of sentence patterns with appropriate tenses and conventions Utilize topic sentences, supporting details, transitions, and conclusions when writing paragraphs Create multi-paragraphed narrative and expository pieces with a clear focus Use informational writing elements in content area pieces, e.g. recording a math problem-solving process, summarizing a social studies concept, recording science observations Write descriptions and comparisons, including the use of figurative language Sets a purpose for revision and shares draft with others to receive feedback and make adjustments Proofread for conventions of writing and revise for appropriate word choice and organization Use a variety of media to publish own writing that enhances the reader's understanding