

AURORA PUBLIC SCHOOLS
Division of Instruction, English Language Acquisition Department
SECONDARY 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
6-12	<ul style="list-style-type: none"> ▪ Follow clear one-step directions in 1:1 and group situations ▪ Respond non-verbally or in simple phrases to greetings and requests in 1:1 and group situations ▪ Respond to simple questions with one or two words in 1:1 situations, e.g. yes/no, open/ended, personal information, either/or ▪ Demonstrate comprehension of stories, information, and academic content by responding nonverbally, e.g. listening, pointing, moving, matching, drawing, and gesturing ▪ Understand key words, phrases, and simple sentences ▪ Listen for specific purposes, main ideas, and details. ▪ Recognize patterns of sound in oral language, e.g. rhyming and alliteration ▪ Hear and discriminate among a number of phonemes representing sounds specific to the English language 	<ul style="list-style-type: none"> ▪ Follow clear multiple-step directions in group situations. ▪ Respond to social and familiar academic language ▪ Respond with words and phrases to simple and some complex questions, e.g. open ended, either/or, who/how. ▪ Comprehend stories, key concepts of content area information and oral presentations with contextual support, e.g. graphic organizers, posters, diagrams, and charts ▪ Identify literary terms, e.g. characters, setting, plot, theme 	<ul style="list-style-type: none"> ▪ Follow complex directions involving multiple options and choices ▪ Follow meaning when working in pairs, small group or whole-class discussions about personal, social, or grade-level academic topics ▪ Analyze and evaluate conversations and orally-presented stories and content area material ▪ Comprehend stories and content area concepts at or near grade level with contextual support, e.g. graphic organizers, posters, diagrams, and charts ▪ Respond to complex and content-related questions about newly learned information, e.g. inference, comparison, summarization, point of view, disagreeing ▪ Demonstrate understanding of some oral language subtleties, e.g. figurative language, humor, sarcasm, common idioms, and slang
9-12	<ul style="list-style-type: none"> ▪ Follow clear multiple-step directions in 1:1 and group situations 		
S.2 English Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.			
6-12	<ul style="list-style-type: none"> ▪ Use gestures, single words, and simple phrases during in greetings and to communicate needs in social and academic settings ▪ Use both social and academic learned vocabulary in context ▪ State basic personal information and preferences ▪ Participates in group activities, e.g. chants, songs, shared reading/writing ▪ Make simple presentations in small groups using single words and phrases and visual support ▪ Retell predictable and familiar stories and personal experiences using single words and phrases ▪ Respond to simple questions in context with single words, phrases, e.g., yes/no, either/or, basic personal information ▪ Ask questions to obtain and clarify information using single words and phrases ▪ Approximate pronunciation of some phonemes representing sounds specific to the English language and single words 	<ul style="list-style-type: none"> ▪ Use appropriate language in a variety of settings ▪ Use descriptive and key content vocabulary ▪ Communicate ideas about a wide range of topics, both social and academic, using simple sentences ▪ Restate information and identify main idea and some details using sentences, e.g. oral presentations, texts, media, etc. ▪ Initiate and maintains conversation in social and academic settings about familiar topics ▪ Contribute to classroom and small group discussions by asking and responding to questions to obtain, clarify, and extend information ▪ Contribute to content area discussions by summarizing, defining, and explaining using simple sentences ▪ Deliver short presentations on content area concepts in small groups using visual aids ▪ Use some humor ▪ Approximate pronunciation, rhythm, stress, and intonation of English 	<ul style="list-style-type: none"> ▪ Communicate information, observation, and ideas, and express feelings clearly in conversations ▪ Engage in collaborative activities through a variety of student groupings to gather, share, express, and interpret opinions, organize and present information ▪ Contribute to content area discussions by asking and responding to questions, paraphrasing, and justifying, examining, and defending point of view ▪ Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, transitions, and conclusions ▪ Use formal and information language, e.g. interviewing, persuasive speech with attention to grammar, vocabulary, intonation, and pronunciation ▪ Use figurative language, e.g. metaphors, similes, and hyperbole ▪ Use technical, expanded, and descriptive vocabulary related to content areas
S.3 English Language Learners read for information and understanding, using a variety of sources, for academic and social purposes.			
6-12	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of sound-symbol relationship in context and in own reading and writing ▪ Recognize, decode, and pronounce high frequency sight words, while reading aloud ▪ Apply reading skills from their first language to recognize and comprehend various text structures and print conventions from multiple sources ▪ Identify and use beginning reading strategies to construct meaning, e.g., illustrations, graphic organizers, text features, pacing, word attack skills, and picture/bilingual dictionaries ▪ 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 ▪ Follow one-step written directions, schedules, and calendars 	<ul style="list-style-type: none"> ▪ Recognize, decode, and pronounce new vocabulary in context ▪ Comprehend key concepts of grade-appropriate content area text with support ▪ Apply reading skills to comprehend various print/media sources in a variety of genre ▪ Identify and use reading strategies to gain information and construct meaning, e.g., predicting, questioning, summarizing, self-correcting, evaluating, compare/contrast, print, and media resources ▪ 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 ▪ Use grade-appropriate syntax/contextual clues to gain meaning from new vocabulary ▪ Respond to stories and text using simple sentences and paragraphs ▪ Follow multi-step written directions 	<ul style="list-style-type: none"> ▪ 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 ▪ Comprehend grade-appropriate content area text with support ▪ Identify elements of a story, main ideas, details, and sequence of events of near or at grade-level text ▪ 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. ▪ Use multiple resources at grade-level to draw inferences, conclusions, and generalizations, e.g., glossaries, indexes, graphs, illustrations, headings, subheadings, and key vocabulary ▪ Respond to near or at grade-level text by defending, justifying, supporting inferences, and evaluating ▪ Read aloud with confidence, accuracy, intonation, and fluency ▪ Follow multi-step written directions to complete grade-level tasks independently ▪ Demonstrate understanding of some language subtleties, e.g., common idioms, dialect, humor, and figurative language
9-12	<ul style="list-style-type: none"> ▪ Recognize and interpret information from academic content sources, e.g., graphs, maps, graphic organizers, and diagrams 	<ul style="list-style-type: none"> ▪ Recognize, decode, and pronounce high frequency vocabulary with ease and comprehension ▪ Interpret and expand upon information from multiple academic content sources, both print and electronic ▪ Understand and analyze text for literal and implied meaning ▪ Read and wide variety of genres and literary texts from many cultural backgrounds 	<ul style="list-style-type: none"> ▪ 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 ▪ Demonstrate understandings of most language subtleties, e.g., common idioms, dialect, humor, and figurative language
S.4 English Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes.			
6-12	<ul style="list-style-type: none"> ▪ Write basic personal information ▪ Label objects and illustrations presented in content area lessons ▪ Write simple sentences and phrases using a model ▪ Write about personal and group experiences using background knowledge, illustrations, words, and phrases ▪ Use key words presented and emphasized in content, e.g., literature, math, and science area lessons ▪ Spell frequently used words and some sight words correctly in the context of writing ▪ Plan writing using webs, maps, and timelines ▪ Format written work appropriately; attend to basic standard conventions, e.g., margins, dates, and indenting ▪ Edit for basic conventions of writing and revise for appropriate word choice and organization ▪ Publish writing appropriate for a variety of purposes and audiences 	<ul style="list-style-type: none"> ▪ Use basic sentence patterns with conventional spelling, capitalization, and punctuation ▪ Communicate in writing using a variety of genre ▪ Use print for social communication, e.g., notes, invitations, and diary entries ▪ Describe characters and settings and summarizes events in a literature selection ▪ Record and organize classroom procedures and “how-to” pieces, e.g., science experiments, math problem solving, and directions ▪ Write narrative stories with a strong storyline that connect to personal background knowledge and include the elements of setting and characters ▪ 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 ▪ Use vocabulary related to key concepts in content areas. ▪ Use figurative language, e.g., simile, metaphor ▪ Incorporate resource materials into writing, e.g., maps, Internet sites, and encyclopedias ▪ Edit for basic conventions of writing and revise for appropriate word choice and organization ▪ Publish writing appropriate for a variety of purposes and audiences 	<ul style="list-style-type: none"> ▪ Respond appropriately to a prompt using narrative, expository or persuasive writing ▪ Provide written responses such as identifying main idea, supporting details, plot, and characterization ▪ Analyze literature including connections to personal experience ▪ Plan, draft, revise, and proofread own writing ▪ Use complex sentence structures with grade-appropriate vocabulary, appropriate syntax, and conventions, e.g., spelling, capitalization, and punctuation ▪ Use strategies of note taking, outlining, and summarizing in content areas ▪ Develop a clear thesis and support it, e.g., analogies, quotations, facts, statistics, and comparisons ▪ Use and cite various resources including electronic media in content area reports ▪ Create coherent multi-paragraph compositions through effective transitions, accurate grammar, and syntax ▪ Write clear and accurate descriptions and comparisons, including the use of figurative language ▪ Select a focus and a point of view for written presentations and justifies this selection ▪ Edit for basic conventions of writing and revise for appropriate word choice and organization ▪ Publish writing appropriate for a variety of purposes and audiences
9-12	<ul style="list-style-type: none"> ▪ Write basic sentences and phrases using a model ▪ Write a short personal narrative using simple sentences ▪ Record and organize content area information using graphic organizers ▪ Complete forms such as job applications by providing basic personal information with assistance 	<ul style="list-style-type: none"> ▪ Summarize the main ideas, details, and sequence of events in a literature selection with support ▪ Use descriptive language to identify and compare characters and settings in literature ▪ Write job applications and resumes that provide all needed information ▪ Use language subtleties, including figurative language and idioms 	<ul style="list-style-type: none"> ▪ Provide written responses such as identifying main idea and support details, plot and characterization, sequences and summaries ▪ Use writing format appropriate to genre and audience and purpose ▪ Write applications and essays required to apply for jobs and colleges ▪ Gather, organize, interpret, and analyze information related to academic content areas from various sources by writing and elaborating on gathered information