

# Board of Education Agenda Item

Item: \_\_\_\_\_ G. \_\_\_\_\_

Date: \_\_\_\_\_ July 25, 2007 \_\_\_\_\_

**Topic:** Second Review of Revised English Language Proficiency Standards of Learning

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## Origin:

\_\_\_\_\_ Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

\_\_\_\_\_ Board of Education regulation

\_\_\_\_\_ Other: \_\_\_\_\_

\_\_\_\_\_ Action requested at this meeting  Action requested at future meeting: September 26, 2007

## Previous Review/Action:

\_\_\_\_\_ No previous board review/action

Previous review/action

date September 27, 2006

action First Review

## Background Information:

Academic content standards for English language proficiency were adopted by the Board of Education in November 2002. The Board of Education's Comprehensive Plan for 2005-2010 called for a review and possible revising of the standards. At its meeting on October 26, 2005, the Board of Education adopted a schedule and process for the review of the English Language Proficiency (ELP) Standards of Learning. In accordance with the adopted schedule, the revised ELP Standards of Learning were presented to the Board for first review in September 2006.

Following the presentation to the Board, public comments on the revisions were received through December 2006. As a result of the suggestions made through the public comment period, the review steering committee was reconvened in March 2007 to address the following: 1) development of separate ELP Standards for grades 6-8 and 9-12 and 2) tighter alignment of the grades 6-8 and 9-12 ELP Standards with the English Language Arts Standards of Learning. A third suggestion received through the public comment period of linking the ELP standards to the mathematics, science, and history and social science content standards has not been included in this revision. The United States Department of Education (USED) plans to release a guidance document to assist states with linking ELP Standards to content standards other than English Language Arts. Once the USED guidance document is released, a recommendation will be made to ensure compliance with the law.

**Summary of Major Elements:**

Attachment A contains a draft of the revised English Language Proficiency Standards of Learning that consists of the following elements:

**Introduction**

The English Language Proficiency Standards of Learning support the English language development of limited English proficient (LEP) students. The goal of these standards is to provide the foundation that will enable LEP students to be successful in core academic courses.

**Grade-level Standards and Introductions**

The English Language Proficiency Standards of Learning are grouped by the following grade levels or grade clusters with an introduction for each section:

- Kindergarten
- First Grade
- Second Grade
- Grades 3 through 5
- Grades 6 through 8
- Grades 9 through 12

**Superintendent's Recommendation:** The Superintendent of Public Instruction recommends that the Board of Education accept for second review the revised English Language Proficiency Standards of Learning.

**Impact on Resources:** This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibility related to this activity, other services may be impacted.

**Timetable for Further Review/Action:** With the Board of Education's approval, comments will be accepted in August 2007, with final review and adoption of the English Language Proficiency Standards of Learning at the September 2007 Board of Education meeting.

**Proposed  
English Language Proficiency  
Standards of Learning  
for Virginia Public Schools**

**Second Review  
by the  
Board of Education  
Commonwealth of Virginia**

**~~September 27, 2006~~  
July 25, 2007**

## Proposed English Language Proficiency Standards of Learning

### Introduction

The English Language Proficiency Standards of Learning support the English language development of limited English proficient (LEP) students. The goal of these standards is to provide the foundation that will enable LEP students to be successful in the English Standards of Learning and to succeed in other content areas. This foundation is essential because LEP students are learning English as another language.

The goal for the education of limited English proficient (LEP) students is to provide intensive instruction so that LEP students can develop English proficiency as quickly as possible in order to reach full educational parity with their peers in all academic subjects.

Proficient use of the English language enables students to explore and articulate the complex issues and ideas encountered in public and personal life. Students acquire the ability to make full and effective use of the written language in their future educational, occupational, and personal endeavors.

An LEP student in the Commonwealth of Virginia is classified according to the federal government definition as described in Public Law 107-110, the *No Child Left Behind Act of 2001*.

**An LEP student is classified as one:**

- (A) who is aged 3 through 21;
  - (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
  - (C) (i) who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant;
- OR**
- (ii) (I) who is a Native American or Alaska Native, or a native resident of outlying areas; and
  - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;
- OR**
- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;
- AND**
- (D) whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
    - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
    - (ii) the ability to achieve successfully in classrooms where the language of instruction is English; or
    - (iii) the opportunity to participate fully in society.

[P.L. 107-110, Title IX, Part A, Sec. 9101, (25)]

Limited English proficient students, like the general population, are a diverse group. Their abilities range on a continuum from being gifted to having special needs. Additionally, LEP students range from having a high level of proficiency in all skill areas in their native language to being illiterate or minimally literate. Some LEP students have had prior formal schooling outside of the United States in their native language while others have had limited formal schooling.

## **English Language Proficiency Standards of Learning for Kindergarten through Grade 12**

### **Organization of the English Language Proficiency Standards of Learning**

Four levels of English proficiency, level 1, level 2, level 3, and level 4, have been defined for the state's limited English proficient (LEP) population. Within each of these levels, standards have been developed for oral language (listening and speaking), reading, and writing. These standards represent what an LEP student should know and be able to do at each level. In kindergarten and first grade, there are two levels of English proficiency, level 1, and level 2. In second grade, there are three levels of proficiency, level 1, level 2, and level 3. In grades three through twelve, there are four levels of proficiency. The number of proficiency levels at these grade levels addresses the students' English language acquisition as it relates to their conventional cognitive and linguistic development.

The English Language Proficiency Standards have been aligned with the English Standards of Learning. In some cases the descriptor for the English Standards of Learning and the English Language Proficiency Standards is the same, but the indicators beneath the descriptor differ. This difference reflects the skills and abilities that the LEP student should accomplish at that proficiency level. Another difference between the English Language Proficiency Standards and the English Standards of Learning is that the English Language Proficiency Standards are not all grade-level specific. LEP students will proceed through these levels at their own pace, depending in part on their level of proficiency in their native language, the age at which they entered school in the United States, and their ability to learn another language.

Limited English proficient students enter schools with a wide range of native language and English skills and abilities that contribute to the rate at which they will acquire proficiency in the English language. Research indicates that it may take five to seven years on the average for a student to become fully proficient in academic English. Another critical factor in the organization of these standards is that the standards assume that the material presented at each proficiency level is controlled for both age and proficiency level in English. Additionally, it is assumed that students have mastered the skills in one proficiency level before moving to the next, therefore eliminating the need to repeat indicators at each proficiency level.

The standards have been numbered in sequence for each grade level or grade level cluster and for each proficiency level within that grade or grade span. For example, the standards for kindergarten in proficiency level 1 are numbered sequentially beginning with LEPELPK.1.1 indicating the grade, proficiency level, and number of the standard. The standards for first grade in proficiency level 1 are numbered sequentially beginning with LEPELP1.1.1. The standards for second grade in proficiency level 1 are numbered sequentially beginning with LEPELP2.1.1. The standards for grades three through five in proficiency level 1 are numbered sequentially beginning with LEPELP3-5.1.1. The standards for grade six through eight are numbered sequentially beginning with LEPELP6-8.1.1. The standards for grade nine through twelve are numbered sequentially beginning with LEPELP9-12.1.1.

Although strands for oral language, reading, and writing, have been developed separately, they should be integrated into classroom instruction. Proficiency in listening, speaking, reading, and

writing, as outlined in these standards, allows LEP students to make a successful transition to meeting the English Standards of Learning and to succeed in the content areas. A concerted effort should be made to relate required reading selections to other core subjects including mathematics, science, and history and social science.

The English Language Proficiency Standards of Learning are not intended to limit the scope of instructional programs for LEP students. School divisions are encouraged to use the standards as a framework for developing programs designed to meet the needs of the LEP students.

**Virginia's English Language Proficiency Standards of Learning**  
**Presented by Proficiency Level Across Grade Levels**  
~~September 27, 2006~~  
**July 25, 2007**

<p><b>Kindergarten</b>  <b>Limited English Proficiency</b>  <b>Level 1</b>  <b>Oral Language</b></p>	<p><b>Kindergarten</b>  <b>Limited English Proficiency</b>  <b>Level 2</b>  <b>Oral Language</b></p>
<p>Below are general descriptions for each of the skill areas for kindergarten students at proficiency level 1.</p> <p><b>Oral Language (Listening/Speaking):</b> Students in kindergarten at proficiency level 1 can comprehend simple statements and questions. They understand the general idea of basic messages and conversations. Additionally, students at proficiency level 1 can comprehend language consisting of basic vocabulary and grammatical structures in face-to-face conversations. Students at proficiency level 1 can initiate and respond to basic statements and engage in basic face-to-face conversations with more fluent speakers.</p> <p><b>Standard:</b> ELPK.1.1 The student will demonstrate growth in the use of oral language.</p> <ul style="list-style-type: none"> <li>a) Listen to a variety of literary forms, including stories and poems.</li> <li>b) Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns.</li> <li>c) Recognize and begin to use simple vocabulary and structures necessary to participate in everyday classroom routines.</li> <li>d) Ask and respond to questions using words, phrases, and/or simple sentences.</li> <li>e) Recognize rhyming words.</li> </ul>	<p>Below are general descriptions for each of the skill areas for students in kindergarten at proficiency level 2.</p> <p><b>Oral Language (Listening/Speaking):</b> Students in kindergarten at proficiency level 2 can comprehend short conversations on simple topics. They can understand frequently used verb tenses and word-order patterns in simple sentences. They can demonstrate a detailed understanding of short conversations and messages but have only a general understanding of longer conversations and messages. Students at proficiency level 2 can initiate and sustain a conversation, although they may speak with hesitation and rely on <del>known</del>-familiar vocabulary. They typically use the more common verb tense forms (present, past, and future), but may make errors in tense formation and proper selection of verbs. They can express some details and nuances by using appropriate modifiers. They are beginning to use word order accurately in simple sentences, but make errors when using complex patterns. Extended communication is typically a series of short, familiar structures.</p> <p><b>Standard:</b> ELPK.2.1 The student will demonstrate growth in the use of oral language.</p> <ul style="list-style-type: none"> <li>a) Begin to discriminate between spoken syllables, words, and sentences.</li> <li>b) Generate familiar rhyming words in a rhyming pattern.</li> <li>c) Use vocabulary and structures necessary to participate in everyday classroom routines.</li> </ul>

<p><b>Kindergarten Limited English Proficiency Level 1 Oral Language</b></p>	<p><b>Kindergarten Limited English Proficiency Level 2 Oral Language</b></p>
<p><b>Standard:</b> ELPK.1.2 The student will use listening and speaking vocabularies.</p> <ul style="list-style-type: none"> <li>a) Use number words correctly.</li> <li>b) Use words to describe/name accurately people, places, and things.</li> <li>c) Use words to describe accurately location, size, color, and shape using correct word order.</li> <li>d) Follow simple one-step directions.</li> </ul> <p><b>Standard:</b> ELPK.1.3 The student will build oral communication skills.</p> <ul style="list-style-type: none"> <li>a) Listen and speak in informal conversations with English-speaking peers.</li> <li>b) Participate in discussions about familiar topics from classroom texts.</li> <li>c) Communicate basic needs and wants.</li> <li>d) Use common social greetings and phrases.</li> </ul> <p><b>Standard:</b> ELPK.1.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.</p> <ul style="list-style-type: none"> <li>a) Begin to separate one-syllable words into sounds.</li> <li>b) Begin to blend sounds orally to make words or syllables.</li> <li>c) Identify words that rhyme.</li> </ul>	<p><b>Standard:</b> ELPK.2.2 The student will use listening and speaking vocabularies.</p> <ul style="list-style-type: none"> <li>a) Use words to describe actions.</li> <li>b) Begin to ask about misunderstood words.</li> <li>c) Follow one-step and some two-step directions.</li> <li>d) Begin to ask how and why questions.</li> </ul> <p><b>Standard:</b> ELPK.2.3 The student will build oral communication skills.</p> <ul style="list-style-type: none"> <li>a) Begin to follow basic rules for conversation, including taking turns and staying on topic.</li> <li>b) Begin to initiate conversations with peers and adults.</li> <li>c) Express ideas and needs in complete sentences.</li> <li>d) Begin to use voice level, phrasing, and intonation appropriate for language situation.</li> </ul> <p><b>Standard:</b> ELPK.2.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.</p> <ul style="list-style-type: none"> <li>a) Identify and begin to produce words that rhyme.</li> <li>b) Group words according to shared beginning or ending sounds.</li> <li>c) Blend sounds to make word parts and words with a minimum of 1-2 syllables.</li> <li>d) Separate words into syllables.</li> <li>e) Match consonant and short vowel sounds to appropriate letters.</li> </ul>

<p><b>Kindergarten Limited English Proficiency Level 1 Reading</b></p>	<p><b>Kindergarten Limited English Proficiency Level 2 Reading</b></p>
<p><b>Reading:</b> Students in kindergarten at proficiency level 1 are beginning to acquire skills that will assist them in learning how to read. They rely on visual cues and prior knowledge or experience with the topic. Comprehension is limited to simple language containing high-frequency vocabulary and predictable grammatical patterns. Students at proficiency level 1 are beginning to use reading strategies to guess the meaning of unfamiliar words through the use of pictures, diagrams, and text context.</p>	<p><b>Reading:</b> Students in kindergarten at proficiency level 2 are beginning to acquire skills that will assist them in learning how to read. They use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. They can comprehend simple words and phrases, but they must frequently guess at the meanings of more complex materials. They begin to make informed guesses about meaning from context. Comprehension is still limited to simple language containing high-frequency vocabulary and predictable grammatical patterns. Students at proficiency level 2 are beginning to use reading strategies to guess the meaning of unfamiliar words through the use of pictures, diagrams, cognates, and text context.</p>
<p><b>Standard:</b> ELPK.1.5 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> <li>a) Hold print materials in the correct position.</li> <li>b) Identify the front cover, back cover, and title page of a book.</li> <li>c) Follow words from left to right and from top to bottom on a printed page.</li> <li>d) Begin to match voice with print in syllables and some simple words.</li> <li>e) Identify the difference between letters and numbers.</li> </ul>	<p><b>Standard:</b> ELPK.2.5 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> <li>a) Match voice with print in syllables, words, and some simple phrases.</li> <li>b) Identify the difference between letters and words.</li> </ul>
<p><b>Standard:</b> ELPK.1.6 The student will demonstrate an understanding that print makes sense.</p> <ul style="list-style-type: none"> <li>a) Identify common signs and logos.</li> <li>b) Begin to identify a minimum of 3-5 high-frequency words.</li> <li>c) Explain own drawings using simple words and phrases.</li> </ul>	<p><b>Standard:</b> ELPK.2.6 The student will demonstrate an understanding that print makes sense.</p> <ul style="list-style-type: none"> <li>a) Explain that printed materials provide information.</li> <li>b) Read a minimum of 5-7 high-frequency words.</li> <li>c) Read and explain own writing and drawings.</li> </ul>
<p><b>Standard:</b> ELPK.1.7 The student will develop an understanding of basic phonetic principles.</p> <ul style="list-style-type: none"> <li>a) Match consonant sounds to appropriate letters.</li> <li>b) Identify and name the uppercase and lowercase letters of the alphabet.</li> <li>c) Identify beginning and ending consonant sounds in one-syllable words.</li> </ul>	<p><b>Standard:</b> ELPK.2.7 The student will develop an understanding of basic phonetic principles.</p> <ul style="list-style-type: none"> <li>a) Begin to match consonant and short vowel sounds to appropriate letters.</li> <li>b) Begin to use beginning and ending consonants to decode single-syllable words.</li> <li>c) Begin to identify two-letter consonant sounds in single-syllable words.</li> </ul>

<p><b>Kindergarten</b>  <b>Limited English Proficiency</b>  <b>Level 1</b>  <b>Reading</b></p>	<p><b>Kindergarten</b>  <b>Limited English Proficiency</b>  <b>Level 2</b>  <b>Reading</b></p>
<p><b>Standard:</b> ELPK.1.8 The student will demonstrate comprehension of fiction and nonfiction.</p> <ul style="list-style-type: none"> <li>a) Identify characters, setting, and events.</li> <li>b) Identify what an author does and what an illustrator does.</li> </ul>	<p><b>Standard:</b> ELPK.2.8 The student will demonstrate comprehension of fiction and nonfiction.</p> <ul style="list-style-type: none"> <li>a) Begin to use pictures to make predictions about content.</li> <li>b) Begin to retell familiar stories.</li> <li>c) Begin to identify the beginning, middle, and end of stories.</li> <li>d) Begin to discuss characters, setting, and events.</li> <li>e) Begin to answer who, what, when, where, why, and how questions about what is read.</li> <li>f) Begin to identify the topics of nonfiction selections.</li> </ul>

<p><b>Kindergarten Limited English Proficiency Level 1 Writing</b></p>	<p><b>Kindergarten Limited English Proficiency Level 2 Writing</b></p>
<p><b>Writing:</b> Students in kindergarten at proficiency level 1 are beginning to develop their ability to communicate through writing. They are able to print the letters of the alphabet with assistance and to copy from a model. In their attempts to write words or phrases, errors in spelling and grammar are frequent.</p> <p><b>Standard:</b> ELPK.1.9 The student will begin to write to communicate ideas.</p> <ul style="list-style-type: none"> <li>a) Print uppercase and lowercase letters of the alphabet with assistance.</li> <li>b) Print own first name.</li> <li>c) Draw pictures and use 1-2 phonetically spelled words to write about experiences, stories, people, objects, or events.</li> <li>d) Write left to right and top to bottom.</li> <li>e) Copy from a model.</li> <li>f) Dictate ideas to an adult.</li> </ul>	<p><b>Writing:</b> Students in kindergarten at proficiency level 2 are continuing to develop their ability to communicate through writing. They use pictures and phonetically spelled words to express their ideas. In their attempts to write words or phrases, errors in spelling and grammar are frequent.</p> <p><b>Standard:</b> ELPK.2.9 The student will begin to write to communicate ideas.</p> <ul style="list-style-type: none"> <li>a) Print own first and last names.</li> <li>b) Draw pictures and use letters, and phonetically spelled words, and sentences of 2-4 words to write about experiences, stories, people, objects, or events.</li> <li>c) Begin to use available technology for reading and writing.</li> </ul>

<p><b>Grade 1 Limited English Proficiency Level 1 Oral Language</b></p>	<p><b>Grade 1 Limited English Proficiency Level 2 Oral Language</b></p>
<p>Below are general descriptions for each of the skill areas for students in grade 1 at proficiency level 1.</p> <p><b>Oral Language (Listening/Speaking):</b> Students in first grade at proficiency level 1 can comprehend simple statements and questions. They understand the general idea of basic messages and conversations. Additionally, students at proficiency level 1 can comprehend language consisting of basic vocabulary and grammatical structures in face-to-face conversations. However, frequent errors in grammatical structures and syntax are characteristic at this level. Students at proficiency level 1 can initiate and respond to basic statements and engage in basic face-to-face conversations with more fluent speakers. Errors are characteristic of language production at this stage.</p> <p><b>Standard:</b> ELP1.1.1 The student will continue to demonstrate growth in the use of oral language.</p> <ul style="list-style-type: none"> <li>a) Listen to a variety of media, including books, audiotapes, videos, and other materials.</li> <li>b) Tell and retell familiar stories and events.</li> <li>c) Begin to participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns, with errors.</li> <li>d) Ask and respond to questions using words, phrases, and/or simple sentences.</li> <li>e) Begin to express ideas orally with some errors, which may interfere with comprehension.</li> </ul>	<p>Below are general descriptions for each of the skill areas for students in grade 1 at proficiency level 2.</p> <p><b>Oral Language (Listening/Speaking):</b> Students in first grade at proficiency level 2 can comprehend short conversations on simple topics. They can understand frequently used verb tenses and word-order patterns in simple sentences. They can demonstrate a detailed understanding of short conversations and messages but have only a general understanding of longer conversations and messages. Students at proficiency level 2 can initiate and sustain a conversation, although they often speak with hesitation and rely on a <del>known</del>-<u>familiar</u> vocabulary. They typically use the more common verb tense forms (present, past, and future), but may make numerous errors in tense formation and proper selection of verbs. They can express some details and nuances by using appropriate modifiers. They can use word order accurately in simple sentences, but may make errors when using complex patterns. Extended communication is typically a series of short, familiar structures. Errors exist and may interfere with meaning.</p> <p><b>Standard:</b> ELP1.2.1 The student will continue to demonstrate growth in the use of oral language.</p> <ul style="list-style-type: none"> <li>a) Listen and respond to a variety of media, including books, audiotapes, videos, and other materials.</li> <li>b) Tell and retell simple stories and events in logical order.</li> <li>c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns, with some errors.</li> <li>d) Express ideas orally in complete sentences with some errors, which may interfere with comprehension.</li> </ul>

<p><b>Grade 1 Limited English Proficiency Level 1 Oral Language</b></p>	<p><b>Grade 1 Limited English Proficiency Level 2 Oral Language</b></p>
<p><b>Standard:</b> ELP1.1.2 The student will continue to use and expand listening and speaking vocabularies.</p> <ul style="list-style-type: none"> <li>a) Use number words.</li> <li>b) Begin to use oral descriptive vocabulary.</li> <li>c) Begin to ask for clarification of misunderstood words.</li> <li>d) Follow and give simple one-step oral directions.</li> <li>e) Use familiar singular and plural nouns.</li> </ul> <p><b>Standard:</b> ELP1.1.3 The student will build oral communication skills in social and academic settings.</p> <ul style="list-style-type: none"> <li>a) Begin to initiate informal conversation with English-speaking peers.</li> <li>b) Begin to use appropriate voice level in small group settings.</li> <li>c) Respond to simple questions in small group settings with some errors.</li> <li>d) Communicate basic needs and wants.</li> <li>e) Use common social greetings and phrases.</li> </ul> <p><b>Standard:</b> ELP1.1.4 The student will hear, say, and manipulate phonemes (small units of sound) in syllables and multisyllabic words.</p> <ul style="list-style-type: none"> <li>a) Separate one-syllable words into sounds.</li> <li>b) Begin to group words according to shared beginning or ending sounds.</li> <li>c) Identify words that rhyme.</li> <li>d) Blend sounds to create simple words or syllables.</li> </ul>	<p><b>Standard:</b> ELP1.2.2 The student will continue to use and expand listening and speaking vocabularies.</p> <ul style="list-style-type: none"> <li>a) Increase oral descriptive vocabulary.</li> <li>b) Begin to ask for clarification and explanation of words and ideas.</li> <li>c) Follow and give some simple two-step directions.</li> <li>d) Use singular and plural nouns.</li> </ul> <p><b>Standard:</b> ELP1.2.3 The student will build oral communication skills in social and academic settings.</p> <ul style="list-style-type: none"> <li>a) Begin to initiate conversation with peers and adults.</li> <li>b) Begin to follow rules for conversation.</li> <li>c) Use appropriate language for informal and formal conversations with peers and adults with some errors.</li> <li>d) Ask and respond to simple questions in small group settings with some errors.</li> </ul> <p><b>Standard:</b> ELP1.2.4 The student will hear, say, and manipulate phonemes (small units of sound) in syllables and multisyllabic words.</p> <ul style="list-style-type: none"> <li>a) Separate two-syllable words into sounds.</li> <li>b) Group words according to shared beginning or ending sounds.</li> <li>c) Create simple words that rhyme.</li> <li>d) Blend sounds to create words or syllables.</li> </ul>

<p><b>Grade 1 Limited English Proficiency Level 1 Reading</b></p>	<p><b>Grade 1 Limited English Proficiency Level 2 Reading</b></p>
<p><b>Reading:</b> Students in first grade at proficiency level 1 are beginning to acquire skills that will assist them in learning how to read. They are beginning to understand the general message of basic reading passages that contain simple language structures and syntax. They rely on visual cues and prior knowledge or experience with the topic. Comprehension is limited to simple language containing high-frequency vocabulary and predictable grammatical patterns. Students at proficiency level 1 are beginning to use reading strategies to guess the meaning of unfamiliar words through the use of pictures, diagrams, cognates, and text context.</p> <p><b>Standard:</b> ELP1.1.5 The student will apply knowledge of how print is organized and read.</p> <ul style="list-style-type: none"> <li>a) Read from left to right and from top to bottom.</li> <li>b) Begin to match spoken words with print.</li> <li>c) Identify the difference between letters and numbers.</li> <li>d) Identify what an author does and what an illustrator does.</li> <li>e) Hold print materials in the correct position.</li> <li>f) Identify the front cover, back cover, and title page of a book.</li> </ul> <p><b>Standard:</b> ELP1.1.6 The student will apply phonetic principles to read and spell.</p> <ul style="list-style-type: none"> <li>a) Identify beginning consonant sounds in one-syllable words.</li> <li>b) Identify and name the uppercase and lowercase letters of the alphabet.</li> <li>c) Match consonant sounds to appropriate letters.</li> <li>d) Match short vowel sounds to appropriate letters.</li> <li>e) Blend beginning, middle, and ending sounds to produce single syllable words.</li> <li>f) Create compound words with the assistance of visual clues or manipulatives.</li> <li>g) Begin to read a minimum of 20 common, high-frequency words.</li> <li>h) Use knowledge of alphabetical order to find words in a picture dictionary by first letter using alphabet chart.</li> </ul>	<p><b>Reading:</b> Students in first grade at proficiency level 2 can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. They can comprehend passages written in basic sentence patterns, but they frequently have to guess at the meanings of more complex materials. They begin to make informed guesses about meaning from context. They still rely on visual cues and prior knowledge or experience with the topic. They understand the general message of basic reading passages that contain simple language structures and syntax. They can begin to identify the main idea and supporting details of passages.</p> <p><b>Standard:</b> ELP1.2.5 The student will apply phonetic principles to read and spell.</p> <ul style="list-style-type: none"> <li>a) Use beginning and ending consonants to decode and spell one-syllable words.</li> <li>b) Recognize two-letter consonant blends in one-syllable words.</li> <li>c) Use vowel sounds to decode and spell words.</li> <li>d) Begin to blend beginning, middle, and ending sounds to recognize and read single words.</li> <li>e) Use word patterns to decode unfamiliar single syllable words.</li> <li>f) Identify and create compound words.</li> <li>g) Read and spell a minimum of 20 common, high-frequency words.</li> <li>h) Use knowledge of alphabetical order to find words in a dictionary.</li> <li>i) Use a picture dictionary to find meanings of unfamiliar words.</li> </ul>

<p><b>Grade 1</b>  <b>Limited English Proficiency</b>  <b>Level 1</b>  <b>Reading</b></p>	<p><b>Grade 1</b>  <b>Limited English Proficiency</b>  <b>Level 2</b>  <b>Reading</b></p>
<p><b>Standard:</b> ELP1.1.7 The student will use meaning clues and language structure to expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>a) Name items in titles and pictures.</li> <li>b) Begin to recognize words, phrases, and simple sentences in familiar passages and short stories.</li> </ul> <p><b>Standard:</b> ELP1.1.8 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.</p> <ul style="list-style-type: none"> <li>a) Relate previous experiences to what is read.</li> <li>b) Use pictures to make predictions about text.</li> <li>c) Answer simple factual questions about what is read.</li> <li>d) Create artwork or a written response that shows comprehension of a selection.</li> <li>e) Identify characters, setting, and events.</li> <li>f) Retell familiar stories.</li> <li>g) Identify the topics of nonfiction selections.</li> </ul>	<p><b>Standard:</b> ELP1.2.6 The student will use meaning clues and language structure to expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>a) Use titles and pictures as context clues.</li> <li>b) Begin to use knowledge of the story and topic to read words.</li> <li>c) Begin to use knowledge of sentence structure.</li> <li>d) Begin to reread and self-correct.</li> </ul> <p><b>Standard:</b> ELP1.2.7 The student will demonstrate comprehension of fiction and nonfiction.</p> <ul style="list-style-type: none"> <li>a) Begin to preview selections by using pictures, charts, and titles.</li> <li>b) Answer who, what, when, and where questions about what is read.</li> <li>c) Begin to ask who, what, when where, why, and how questions about what is read.</li> <li>d) Discuss why and how questions with prompting.</li> <li>e) Retell stories and events, using beginning, middle, and end.</li> <li>f) Identify the topic or main idea.</li> <li>g) Identify reading selections as fiction and nonfiction.</li> </ul>

<p><b>Grade 1 Limited English Proficiency Level 1 Writing</b></p>	<p><b>Grade 1 Limited English Proficiency Level 2 Writing</b></p>
<p><b>Writing:</b> Students in first grade at proficiency level 1 are beginning to develop their ability to communicate through writing. They are able to write words and phrases by copying from a model. Errors in spelling and grammar that may interfere with meaning are frequent and characteristic of language production at this stage.</p> <p><b>Standard:</b> ELP1.1.9 The student will write to communicate ideas.</p> <ul style="list-style-type: none"> <li>a) Print upper and lowercase letters of the alphabet following a model.</li> <li>b) Space words and sentences.</li> <li>c) Print own first and last names.</li> <li>d) Write left to right and top to bottom.</li> <li>e) Draw pictures or use letters and phonetically spelled words to write simple passages about experiences, stories, people, objects, or events.</li> <li>f) Copy from a model.</li> <li>g) Dictate ideas to an adult.</li> <li>h) Recognize that sentences begin with a capital letter and end with a punctuation mark.</li> <li>i) Share drawings and writing with others.</li> <li>j) Use available technology for reading and writing.</li> </ul>	<p><b>Writing:</b> Students in first grade at proficiency level 2 can compose short passages on familiar topics. Basic vocabulary and structures in simple sentences and phrases are characteristic of student writing at this level. Errors in spelling and grammar that may interfere with meaning are characteristic of language production at this stage.</p> <p><b>Standard:</b> ELP1.2.8 The student will write to communicate ideas.</p> <ul style="list-style-type: none"> <li>a) Participate in group generation of ideas.</li> <li>b) Write multiple sentences on a familiar topic.</li> <li>c) Use descriptive words in proper word order.</li> <li>d) Use complete sentences in final copies.</li> <li>e) Begin each sentence with a capital letter and use ending punctuation in final copies.</li> <li>f) Use high-frequency sight words with limited spelling errors and phonetically spelled regular words in final copies.</li> <li>g) Share writing with others.</li> </ul>

<p><b>Grade 2 English Language Proficiency Level 1 Oral Language</b></p>	<p><b>Grade 2 English Language Proficiency Level 2 Oral Language</b></p>	<p><b>Grade 2 English Language Proficiency Level 3 Oral Language</b></p>
<p>Below are general descriptions for each of the skill areas for second grade students at proficiency level 1.</p> <p><b>Oral Language (Listening/Speaking):</b> Students in second grade at proficiency level 1 can comprehend simple statements and questions. They understand the general idea of basic messages and conversations. Additionally, students at proficiency level 1 can comprehend language consisting of basic vocabulary and grammatical structures in face-to-face conversations. Students at proficiency level 1 can initiate and respond to basic statements and engage in basic face-to-face conversations with more fluent speakers. Frequent errors are characteristic of language production as this stage.</p> <p><b>Standard:</b> ELP2.1.1 The student will demonstrate an understanding of oral language structure.</p> <ol style="list-style-type: none"> <li>Listen to a variety of literary forms, including stories and poems.</li> <li>Begin to discriminate between spoken sentences, words, and syllables.</li> <li>Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns, with errors.</li> <li>Ask and respond to questions using phrases and/or simple sentences.</li> </ol>	<p>Below are general descriptions for each of the skill areas for second grade students at proficiency level 2.</p> <p><b>Oral Language (Listening/Speaking):</b> Students in second grade at proficiency level 2 can comprehend short conversations on simple topics. They can understand frequently used verb tenses and word-order patterns in simple sentences. They can demonstrate a detailed understanding of short conversations and messages, but have a general understanding of longer conversations and messages. Students at proficiency level 2 can initiate and sustain a conversation, although they often speak with hesitation and rely on a familiar and frequently used vocabulary. They typically use the more common verb tense forms (present, past, and future), but may make numerous errors in tense formation and proper selection of verbs. They can express some details and nuances by using appropriate modifiers. Extended communication is typically a series of short, familiar structures. They can use word order accurately in simple sentences, but may make errors that interfere with meaning when using complex patterns.</p> <p><b>Standard:</b> ELP2.2.1 The student will demonstrate an understanding of oral language structure.</p> <ol style="list-style-type: none"> <li>Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.</li> <li>Tell and retell stories and events in logical order.</li> <li>Express ideas in complete sentences.</li> </ol>	<p>Below are general descriptions for each of the skill areas for second grade students at proficiency level 3.</p> <p><b>Oral Language (Listening and Speaking):</b> Students in second grade at proficiency level 3 can understand standard speech delivered in most settings, given some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. They can comprehend many subtle nuances, given repetition and/or rephrasing. Students at proficiency level 3 are beginning to detect affective undertones, and they understand inferences in spoken language. They can communicate orally in most situations. They may have difficulty producing complex sentence structure, using verb tenses correctly, and discussing academic topics in-depth without prior preparation. They can engage in extended conversations on a broad range of topics. They have mastered basic sentence structure and verb tenses and are beginning to use more complex structures in speaking and writing. Some errors may interfere with meaning.</p> <p><b>Standard:</b> ELP2.3.1 The student will demonstrate an understanding of oral language structure.</p> <ol style="list-style-type: none"> <li>Create oral stories to share with others.</li> <li>Create and participate in oral dramatic activities.</li> <li>Use regular verb tenses.</li> <li>Use varying sentence structures.</li> </ol>

<p><b>Grade 2</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Oral Language</b></p>	<p><b>Grade 2</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Oral Language</b></p>	<p><b>Grade 2</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Oral Language</b></p>
<p><b>Standard:</b> ELP2.1.2 The student will expand listening and speaking vocabularies.</p> <ul style="list-style-type: none"> <li>a) Use words to describe location, number, size, color, and shape.</li> <li>b) Ask about words not understood.</li> <li>c) Use words to describe/name people, places, and things.</li> <li>d) Use descriptive words in correct word order.</li> <li>e) Follow one-step directions.</li> <li>f) Give one-step directions on familiar topics.</li> </ul> <p><b>Standard:</b> ELP2.1.3 The student will use oral communication skills.</p> <ul style="list-style-type: none"> <li>a) Begin to follow rules for conversation, including taking turns and staying on topic.</li> <li>b) Begin to use voice level, phrasing, and intonation appropriate for language situation.</li> <li>c) Begin to initiate conversations that express ideas and needs in complete sentences.</li> <li>d) Begin to ask how and why questions.</li> <li>e) Participate in discussions about books and specific topics.</li> <li>f) Communicate basic needs and wants.</li> <li>g) Use common social greetings and phrases.</li> </ul>	<p><b>Standard:</b> ELP2.2.2 The student will expand listening and speaking vocabularies.</p> <ul style="list-style-type: none"> <li>a) Increase descriptive vocabulary.</li> <li>b) Begin to ask for clarification and explanation of words and ideas.</li> <li>c) Use regular singular and plural nouns.</li> <li>d) Follow two-step directions and begin to follow multi-step directions on familiar topics.</li> <li>e) Begin to give directions on familiar topics.</li> </ul> <p><b>Standard:</b> ELP2.2.3 The student will use oral communication skills.</p> <ul style="list-style-type: none"> <li>a) Initiate conversation with peers and adults.</li> <li>b) Use appropriate voice level in small group settings.</li> <li>c) Ask and respond to simple questions in small group settings.</li> </ul>	<p><b>Standard:</b> ELP2.3.2 The student will expand listening and speaking vocabularies.</p> <ul style="list-style-type: none"> <li>a) Use words that reflect a growing range of social and academic vocabulary.</li> <li>b) Clarify and explain words and ideas orally.</li> <li>c) Use synonyms and antonyms.</li> <li>d) Follow and begin to give multi-step directions on familiar topics.</li> </ul> <p><b>Standard:</b> ELP2.3.3 The student will use oral communication skills.</p> <ul style="list-style-type: none"> <li>a) Participate as a contributor and leader in a group.</li> <li>b) Use oral language to inform and persuade.</li> <li>c) Share stories or information with an audience.</li> <li>d) Retell information shared orally by others.</li> </ul>

<b>Grade 2 English Language Proficiency Level 1 Oral Language</b>	<b>Grade 2 English Language Proficiency Level 2 Oral Language</b>	<b>Grade 2 English Language Proficiency Level 3 Oral Language</b>
<p><b>Standard:</b> ELP2.1.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.</p> <ul style="list-style-type: none"> <li>a) Separate one-syllable words into sounds.</li> <li>b) Identify words that rhyme.</li> <li>c) Begin to group words according to shared beginning or ending sounds.</li> <li>d) Blend sounds to create simple words or syllables.</li> <li>e) Divide words into syllables.</li> </ul>	<p><b>Standard:</b> ELP2.2.4 The student will hear, say, and manipulate phonemes (small units of sound) in syllables and multisyllabic words.</p> <ul style="list-style-type: none"> <li>a) Separate two-syllable words into sounds.</li> <li>b) Create simple words that rhyme.</li> <li>c) Group words according to shared beginning or ending sounds.</li> <li>d) Blend sounds to create words or syllables.</li> </ul>	

<p><b>Grade 2 English Language Proficiency Level 1 Reading</b></p>	<p><b>Grade 2 English Language Proficiency Level 2 Reading</b></p>	<p><b>Grade 2 English Language Proficiency Level 3 Reading</b></p>
<p><b>Reading:</b> Students in second grade at proficiency level 1 can understand basic material. They can understand the general message of basic reading passages that contain simple language structures and syntax. Students at proficiency level 1 rely on visual cues and prior knowledge and experience with the topic. Comprehension is limited to simple language containing high-frequency vocabulary and predictable grammatical patterns. Students at proficiency level 1 are beginning to use reading strategies to guess the meaning of unfamiliar words through the use of pictures, diagrams, cognates, and text content.</p> <p><b>Standard:</b> ELP2.1.5 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> <li>a) Identify the front cover, back cover, and title page of a book.</li> <li>b) Follow words from left to right and from top to bottom on a printed page.</li> <li>c) Match high-frequency spoken words with print.</li> <li>d) Identify letters, words, and sentences.</li> <li>e) Identify what an author does and what an illustrator does.</li> <li>f) Identify common signs and logos.</li> </ul> <p><b>Standard:</b> ELP2.1.6 The student will use phonetic strategies when reading and spelling.</p> <ul style="list-style-type: none"> <li>a) Identify and name the uppercase and lowercase letters of the alphabet.</li> <li>b) Match consonant and short vowel sounds to appropriate letters.</li> <li>c) Blend beginning, middle, and ending sounds to produce one-syllable words.</li> <li>d) Create compound words with the assistance of visual clues or manipulatives.</li> <li>e) Begin to read a minimum of 20 common, high-frequency words.</li> </ul>	<p><b>Reading:</b> Students in second grade at proficiency level 2 can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. They can comprehend passages written in basic sentence patterns, but they frequently have to guess at the meanings of more complex materials. They begin to make informed guesses about meaning from context. They can begin to identify the main idea and supporting details of passages.</p> <p><b>Standard:</b> ELP2.2.5 The student will use phonetic strategies when reading and spelling.</p> <ul style="list-style-type: none"> <li>a) Use beginning and ending consonants and short vowel sounds to decode one-syllable words.</li> <li>b) Recognize two-letter consonant blends in one-syllable words.</li> <li>c) Blend beginning, middle, and ending sounds to recognize and read single syllable words.</li> <li>d) Use word patterns to decode unfamiliar one-syllable words.</li> </ul>	<p><b>Reading:</b> Students in second grade at proficiency level 3 can comprehend the content of many texts independently. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read many literature selections for pleasure. They can separate main ideas from supporting ones. They can begin to analyze reading passages written at a level appropriate for the general public. They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of text.</p> <p><b>Standard:</b> ELP2.3.4 The student will use phonetic strategies when reading and spelling.</p> <ul style="list-style-type: none"> <li>a) Use knowledge of consonants to decode and spell words.</li> <li>b) Use knowledge of vowel patterns to decode words.</li> <li>c) Use knowledge of short and long vowel patterns to spell words.</li> <li>d) Use compound words.</li> <li>e) Decode familiar and unfamiliar multi-syllabic words.</li> </ul>

<b>Grade 2 English Language Proficiency Level 1 Reading</b>	<b>Grade 2 English Language Proficiency Level 2 Reading</b>	<b>Grade 2 English Language Proficiency Level 3 Reading</b>
<p><b>Standard:</b> ELP2.1.7 The student will use meaning clues and language structure when reading.</p> <ul style="list-style-type: none"> <li>a) Name items in titles and pictures.</li> <li>b) Use knowledge of the story and topic to read words.</li> <li>c) Recognize the difference between singular and plural nouns.</li> <li>d) Recognize the singular possessive.</li> <li>e) Identify antonyms.</li> <li>f) Recognize simple abbreviations in personal titles.</li> <li>g) Identify words, sentences, and paragraphs.</li> </ul> <p><b>Standard:</b> ELP2.1.8 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.</p> <ul style="list-style-type: none"> <li>a) Use pictures to make predictions about content.</li> <li>b) Match visuals related to the story to previous experiences.</li> <li>c) Answer simple factual questions or create a visual response that shows comprehension of a selection.</li> <li>d) Identify characters, setting, and events.</li> <li>e) Read and explain own writing and drawings.</li> <li>f) Retell familiar stories, using beginning, middle, and end.</li> </ul>	<ul style="list-style-type: none"> <li>e) Identify and create compound words.</li> <li>f) Read a minimum of 20 common, high frequency sight words.</li> </ul> <p><b>Standard:</b> ELP2.2.6 The student will use meaning clues and language structure when reading.</p> <ul style="list-style-type: none"> <li>a) Use titles and pictures as context clues.</li> <li>b) Use knowledge of sentence structure to comprehend text.</li> <li>c) Begin to use knowledge of common prefixes and suffixes to read text.</li> <li>d) Use knowledge of common contractions and singular possessives.</li> <li>e) Identify antonyms and synonyms.</li> <li>f) Use knowledge of simple abbreviations in personal titles, days of the week, and months of the year.</li> <li>g) Begin to read sentences and simple paragraphs on familiar topics.</li> </ul> <p><b>Standard:</b> ELP2.2.7 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.</p> <ul style="list-style-type: none"> <li>a) Begin to make predictions about content with the assistance of pictures, title, or other prompts.</li> <li>b) Use simple sentences to describe how previous experiences relate to what is read.</li> <li>c) Answer who, what, when, and where questions about what is read.</li> <li>d) Begin to discuss characters, setting, and important events.</li> <li>e) Identify the main topic or idea.</li> <li>f) Begin to ask who, what, when, and where questions about what is read.</li> </ul>	<p><b>Standard:</b> ELP2.3.5 The student will use meaning clues and language structure when reading.</p> <ul style="list-style-type: none"> <li>a) Use pictures, diagrams, titles, and headings to locate information and support comprehension.</li> <li>b) Set a purpose for reading with some assistance.</li> <li>c) Use knowledge of sentence structure and story structure to read.</li> <li>d) Use knowledge of familiar prefixes and suffixes to read text.</li> <li>e) Use knowledge of contractions and singular possessives.</li> <li>f) Use knowledge of common antonyms and synonyms.</li> <li>g) Use knowledge of abbreviations in personal titles, days of the week, and months of the year, and addresses.</li> <li>h) Read short passages on familiar topics.</li> </ul> <p><b>Standard:</b> ELP2.3.6 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.</p> <ul style="list-style-type: none"> <li>a) Make predictions about content and begin to read to support predictions.</li> <li>b) Relate previous experiences to the topic.</li> <li>c) Ask and answer questions about what is read and begin to locate information to support answer.</li> <li>d) Describe and discuss characters, setting, and important events.</li> <li>e) Identify the problem, solution, and main idea of reading selections.</li> <li>f) Reread familiar stories, poems, and passages with some fluency and expression.</li> <li>g) Reread and self-correct with assistance.</li> </ul>

<b>Grade 2 English Language Proficiency Level 1 Reading</b>	<b>Grade 2 English Language Proficiency Level 2 Reading</b>	<b>Grade 2 English Language Proficiency Level 3 Reading</b>
<p><b>Standard:</b> ELP2.1.9 The student will demonstrate comprehension of information from a variety of print resources.</p> <ul style="list-style-type: none"> <li>a) Identify a table of contents.</li> <li>b) Label pictures.</li> <li>c) Use knowledge of alphabetical order to find words in a picture dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>g) Discuss why and how questions with prompting.</li> <li>h) Identify the selections as fiction or nonfiction.</li> <li>i) Retell stories, using beginning, middle, and end.</li> <li>j) Begin to reread and self-correct.</li> </ul> <p><b>Standard:</b> ELP2.2.8 The student will demonstrate comprehension of information from a variety of print resources.</p> <ul style="list-style-type: none"> <li>a) Use a table of contents.</li> <li>b) Label pictures and charts to understand the information they contain.</li> <li>c) Use knowledge of alphabetical order to find words in a dictionary.</li> </ul>	<p><b>Standard:</b> ELP2.3.7 The student will demonstrate comprehension of information from a variety of print resources.</p> <ul style="list-style-type: none"> <li>a) Use pictures and charts.</li> <li>b) Use dictionaries.</li> </ul>

<b>Grade 2 English Language Proficiency Level 1 Writing</b>	<b>Grade 2 English Language Proficiency Level 2 Writing</b>	<b>Grade 2 English Language Proficiency Level 3 Writing</b>
<p><b>Writing:</b> Students in second grade at proficiency level 1 can express basic personal needs and compose short passages on familiar topics. Basic vocabulary and structures in simple sentences and phrases are characteristic of student writing at this level. Errors in spelling and grammar are frequent and characteristic of language production.</p> <p><b>Standard:</b> ELP2.1.10 The student will write stories, letters, and simple explanations.</p> <ul style="list-style-type: none"> <li>a) Print uppercase and lowercase letters of the alphabet independently.</li> <li>b) Space words and sentences.</li> <li>c) Write left to right and top to bottom.</li> <li>d) Draw pictures and use high-frequency and phonetically spelled words to write about experiences, stories, people, objects, or events.</li> <li>e) Copy from a model.</li> <li>f) Begin to write a series of sentences on a familiar topic.</li> <li>g) Dictate ideas to an adult.</li> <li>h) Use available technology.</li> </ul> <p><b>Standard:</b> ELP2.1.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a) Print uppercase and lowercase letters of the alphabet independently.</li> <li>b) Space words and sentences.</li> <li>c) Write left to right and top to bottom.</li> <li>d) Draw pictures and use high frequency and phonetically spelled words to write about experiences, stories, people, objects, or events.</li> </ul>	<p><b>Writing:</b> Students in second grade at proficiency level 2 can write simple notes, make brief journal entries, and write short reports, using basic vocabulary and common language structures. They can express ideas in the present, future, and past tenses. Frequent errors are characteristic of this level especially when students try to express thoughts that require more complex language structures.</p> <p><b>Standard:</b> ELP2.2.9 The student will write stories, letters, and simple explanations.</p> <ul style="list-style-type: none"> <li>a) Participate in group generation of ideas.</li> <li>b) Write multiple sentences on one topic.</li> <li>c) Use descriptive words in proper word order.</li> <li>d) Use complete sentences in final copies.</li> <li>e) Share writing with others.</li> </ul> <p><b>Standard:</b> ELP2.2.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a) Recognize and use basic sentence patterns.</li> <li>b) Begin each sentence with a capital letter and use ending punctuation in final copies.</li> <li>c) Capitalize proper nouns and the word “I.”</li> <li>d) Use the common articles such as “the,” “a,” and “an.”</li> <li>e) Use regular singular and plural nouns and pronouns.</li> </ul>	<p><b>Writing:</b> Students in second grade at proficiency level 3 can write multi-paragraph compositions, journal entries, personal and business letters, and creative passages. They can present their thoughts in an organized manner that is easily understood by the reader. They show good control of English word structure and of the most frequently used grammatical structures, but errors are still present. They can express complex ideas and use a wide range of vocabulary, idioms, and structures, including the full range of verb tenses.</p> <p><b>Standard:</b> ELP2.3.8 The student will write stories, letters, and simple explanations.</p> <ul style="list-style-type: none"> <li>a) Generate ideas before writing with the aid of graphic organizers when necessary.</li> <li>b) Organize writing to include a beginning, middle, and end.</li> <li>c) Begin to revise writing for clarity in response to feedback.</li> </ul> <p><b>Standard:</b> ELP2.3.9 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a) Use appropriate sentence patterns with limited errors that do not interfere with meaning.</li> <li>b) Use correct end punctuation.</li> <li>c) Use common singular and plural nouns and pronouns.</li> <li>d) Use apostrophes in contractions and singular possessives with minimal errors.</li> </ul>

<b>Grade 2 English Language Proficiency Level 1 Writing</b>	<b>Grade 2 English Language Proficiency Level 2 Writing</b>	<b>Grade 2 English Language Proficiency Level 3 Writing</b>
<ul style="list-style-type: none"> <li>e) Copy from a model.</li> <li>f) Begin to write a series of sentences on a familiar topic.</li> <li>g) Dictate ideas to an adult.</li> <li>h) Share drawings and writing with others.</li> <li>i) Use available technology.</li> </ul>	<ul style="list-style-type: none"> <li>f) Use apostrophes in common contractions and singular possessives with some errors.</li> <li>g) Use high-frequency sight words with minimal spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>e) Use correct spelling for high-frequency sight words.</li> </ul>

<b>Grade 3-5 Limited English Proficiency Level 1 Oral Language</b>	<b>Grade 3-5 Limited English Proficiency Level 2 Oral Language</b>	<b>Grade 3-5 Limited English Proficiency Level 3 Oral Language</b>	<b>Grade 3-5 Limited English Proficiency Level 4 Oral Language</b>
<p>Below are general descriptions for each of the skill areas for students in grade 3, 4, and 5 at proficiency level 1.</p> <p><b>Oral Language (Listening and Speaking):</b> Students in grades 3, 4, and 5, at proficiency level 1 can comprehend simple statements and questions. They understand the general idea of basic messages and conversations. Additionally, students at proficiency level 1 can comprehend language consisting of basic vocabulary and grammatical structures in face-to-face conversations. Students at proficiency level 1 can initiate and respond to basic statements and engage in basic face-to-face conversations with more fluent speakers. Frequent errors are characteristic of language production as this stage.</p>	<p>Below are general descriptions for each of the skill areas for students in grade 3, 4, and 5 at proficiency level 2.</p> <p><b>Oral Language (Listening/Speaking):</b> Students in grades 3, 4, and 5, at proficiency level 2 can comprehend short conversations on simple topics. They can understand frequently used verb tenses and word-order patterns in simple sentences. They can demonstrate a detailed understanding of short conversations and messages but only have a general understanding of longer conversations and messages. Students at proficiency level 2 can initiate and sustain a conversation, although they often speak with hesitation and rely on <del>a-known</del> <u>familiar</u> vocabulary. They typically use the more common verb tense forms (present, past, and future), but may make numerous errors in tense formation and proper selection of verbs. They can express some details and nuances by using appropriate modifiers. They can use word order accurately in simple sentences, but may make errors when using complex patterns. Extended communication is typically a series of short, familiar structures. They can use word order accurately in simple sentences, but may make errors that interfere with meaning.</p>	<p>Below are general descriptions for each of the skill areas for students in grade 3, 4, and 5 at proficiency level 3.</p> <p><b>Oral Language (Listening/ Speaking):</b> Students in grades 3, 4, and 5, at proficiency level 3 can understand standard speech delivered in most settings, given some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. They can comprehend many subtle nuances, given repetition and/or rephrasing. Students at proficiency level 3 are beginning to detect affective undertones, and they understand inferences in spoken language. They can communicate orally in most situations. They may have difficulty producing complex sentence structure, using verb tenses correctly, and discussing academic topics in-depth without prior preparation. They can engage in extended conversations on a broad range of topics. They have mastered basic sentence structure and verb tenses and are beginning to use more complex structures in speaking and writing. Errors are characteristic especially when the students try to use more complex structures.</p>	<p>Below are general descriptions for each of the skill areas for students in grade 3, 4, and 5 at proficiency level 4.</p> <p><b>Oral Language (Listening/Speaking):</b> Students in grades 3, 4, and 5, at proficiency level 4 can understand most standard speech in both academic and social settings. They can understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics, including unfamiliar ones. Proficiency level 4 students are able to understand the nuances in meaning represented by variations in stress, intonation, pace, and rhythm. They can engage in most communicative situations with minimal errors. They have a high degree of fluency and accuracy when speaking, although with some language forms they may make errors that do not interfere with meaning, and they lack the content area vocabulary possessed by their native English-speaking peers. Some errors may interfere with meaning.</p>

<b>Grade 3-5 Limited English Proficiency Level 1 Oral Language</b>	<b>Grade 3-5 Limited English Proficiency Level 2 Oral Language</b>	<b>Grade 3-5 Limited English Proficiency Level 3 Oral Language</b>	<b>Grade 3-5 Limited English Proficiency Level 4 Oral Language</b>
<p><b>Standard:</b> ELP3-5.1.1 The student will demonstrate growth in the understanding and use of oral language structure.</p> <ul style="list-style-type: none"> <li>a) Listen to a variety of literary forms, including stories and poems.</li> <li>b) Begin to respond to questions using phrases and/or simple sentences.</li> <li>c) Begin to express ideas in complete sentences with errors that may interfere with meaning.</li> <li>d) Begin to discriminate between words and syllables.</li> <li>e) Recognize vocabulary and structures necessary to participate in everyday classroom routines.</li> </ul> <p><b>Standard:</b> ELP3-5.1.2 The student will use and expand vocabulary.</p> <ul style="list-style-type: none"> <li>a) Recognize regular singular and plural nouns.</li> <li>b) Recognize antonyms and synonyms.</li> <li>c) Begin to respond to how and why questions.</li> <li>d) Follow and give one step directions on familiar topics.</li> </ul>	<p><b>Standard:</b> ELP3-5.2.1 The student will demonstrate growth in the understanding and use of oral language structure.</p> <ul style="list-style-type: none"> <li>a) Listen to and respond to a variety of media, using phrases and short sentences with some errors that may interfere with meaning.</li> <li>b) Respond to questions using phrases and/or simple sentences.</li> <li>c) Begin to ask questions using phrases and/or simple sentences.</li> <li>d) Begin to express ideas in a logical order or around a central topic.</li> <li>e) Begin to discriminate between spoken sentences, words, and syllables.</li> <li>f) Demonstrate an understanding of and begin to use complex sentence structures.</li> <li>g) Begin to use vocabulary and structures necessary to participate in everyday classroom routines.</li> </ul> <p><b>Standard:</b> ELP3-5.2.2 The student will use and expand vocabulary.</p> <ul style="list-style-type: none"> <li>a) Begin to talk about experiences using specific vocabulary and descriptive words</li> <li>b) Begin to clarify and explain words and ideas orally.</li> <li>c) Respond to how and why questions.</li> </ul>	<p><b>Standard:</b> ELP3-5.3.1 The student will demonstrate growth in the understanding and use of oral language structure.</p> <ul style="list-style-type: none"> <li>a) Listen to and respond to a variety of media using increasingly complex sentence structures.</li> <li>b) Express ideas in logical sequence or around a central topic.</li> <li>c) Discriminate between spoken sentences, words, and syllables.</li> <li>d) Use complex sentence structures.</li> <li>e) Use vocabulary and structures necessary to participate in everyday classroom routines.</li> </ul> <p><b>Standard:</b> ELP3-5.3.2 The student will use and expand vocabulary.</p> <ul style="list-style-type: none"> <li>a) Use words that reflect a growing range of social and academic vocabulary.</li> <li>b) Clarify and explain words and ideas orally.</li> <li>c) Ask how and why questions.</li> <li>d) Use regular and singular plural nouns.</li> </ul>	<p><b>Standard:</b> ELP3-5.4.1 The student will demonstrate growth in the understanding and use of oral language structure.</p> <ul style="list-style-type: none"> <li>a) Listen to and respond to a variety of media identifying key concepts and supporting details.</li> <li>b) Consistently express ideas in logical order and around a central topic.</li> </ul>

<b>Grade 3-5 Limited English Proficiency Level 1 Oral Language</b>	<b>Grade 3-5 Limited English Proficiency Level 2 Oral Language</b>	<b>Grade 3-5 Limited English Proficiency Level 3 Oral Language</b>	<b>Grade 3-5 Limited English Proficiency Level 4 Oral Language</b>
<p><b>Standard:</b> ELP3-5.1.3 The student will build oral communication skills in social and academic settings.</p> <ul style="list-style-type: none"> <li>a) Listen and speak in conversations with peers.</li> <li>b) Begin to develop social interaction skills.</li> <li>c) Begin to create simple oral stories to share with others.</li> <li>d) Begin to respond to questions in small group settings across content areas.</li> <li>e) Begin to participate in small group discussions about books and specific topics across content areas.</li> <li>f) Begin to use voice level, phrasing, and intonation appropriate for language situation.</li> <li>g) Communicate basic needs and wants.</li> <li>h) Restate and execute one-step directions.</li> <li>i) Begin to describe preferences and opinions with simple vocabulary and sentence structure.</li> <li>j) Begin to paraphrase what is heard.</li> </ul>	<ul style="list-style-type: none"> <li>d) Begin to ask how and why questions.</li> <li>e) Begin to use regular singular and plural nouns.</li> <li>f) Begin to use antonyms and synonyms.</li> <li>g) Recognize homophones.</li> <li>h) Follow and give two-step directions.</li> </ul> <p><b>Standard:</b> ELP3-5.2.3 The student will build oral communication skills in social and academic settings.</p> <ul style="list-style-type: none"> <li>a) Participate in and begin to contribute to discussions and conversations with adults.</li> <li>b) Begin to share stories or information orally with an audience.</li> <li>c) Respond to questions in small group settings across content areas.</li> <li>d) Begin to ask questions in small group settings across content areas</li> <li>e) Use voice level, phrasing, and intonation appropriate to the academic or social setting.</li> <li>f) Restate and execute two-step directions.</li> <li>g) Continue to develop social interaction skills.</li> <li>h) Describe preferences and opinions with increasingly complex vocabulary and sentence structure.</li> <li>i) Begin to summarize information shared orally by others.</li> </ul>	<ul style="list-style-type: none"> <li>e) Use synonyms and antonyms.</li> <li>f) Begin to use homophones.</li> <li>g) Follow and begin to give multi-step directions on familiar topics.</li> </ul> <p><b>Standard:</b> ELP3-5.3.3 The student will build oral communication skills in social and academic settings</p> <ul style="list-style-type: none"> <li>a) Use oral language to inform and to gain information.</li> <li>b) Begin to present oral reports using content related information and vocabulary.</li> <li>c) Share stories or information orally with an audience.</li> <li>d) Ask questions in small group settings across content areas.</li> <li>e) Begin to participate in small group settings as a contributor and leader in a group.</li> <li>f) Restate and execute multi-step directions.</li> <li>g) Speak at a natural rate using appropriate volume and pitch.</li> <li>h) Express ideas and needs in complete sentences with grammatical errors that do not interfere with meaning.</li> <li>i) Summarize information shared orally by others.</li> </ul>	<p><b>Standard:</b> ELP3-5.4.2 The student will build oral communication skills in social and academic settings</p> <ul style="list-style-type: none"> <li>a) Use oral language to inform and persuade.</li> <li>b) Present oral reports using content-related information and vocabulary.</li> <li>c) Participate in small group settings as a contributor and leader in a group.</li> <li>d) Ask and respond to questions from group members across content areas.</li> <li>e) Speak clearly, use appropriate volume, pitch, and rate, as well as effective non-verbal communication skills.</li> <li>f) Use grammatically correct language and specific vocabulary to communicate ideas.</li> <li>g) Summarize and analyze information shared orally by others.</li> </ul>

<b>Grade 3-5 Limited English Proficiency Level 1 Oral Language</b>	<b>Grade 3-5 Limited English Proficiency Level 2 Oral Language</b>	<b>Grade 3-5 Limited English Proficiency Level 3 Oral Language</b>	<b>Grade 3-5 Limited English Proficiency Level 4 Oral Language</b>
<p>k) Begin to retell information shared orally by others.</p> <p><b>Standard:</b> ELP3-5.1.4 The student will hear, say, and manipulate phonemes (small units of sound) in syllables and multisyllabic words.</p> <ul style="list-style-type: none"> <li>a) Separate one-syllable words into sounds.</li> <li>b) Identify orally words that rhyme.</li> <li>c) Group words according to shared beginning or ending sounds.</li> <li>d) Blend sounds to make words or syllables.</li> <li>e) Divide words into syllables.</li> </ul>	<ul style="list-style-type: none"> <li>j) Paraphrase what is heard with added details or examples.</li> <li>k) Ask for clarification.</li> <li>l) Use interviewing techniques to gain information.</li> <li>m) Listen for key details and concepts.</li> </ul> <p><b>Standard:</b> ELP3-5.2.4 The student will hear, say, and manipulate phonemes (small units of sound) in syllables and multisyllabic words.</p> <ul style="list-style-type: none"> <li>a) Separate two-syllable words into sounds.</li> <li>b) Create simple words that rhyme.</li> <li>c) Group words according to shared beginning or ending sounds.</li> <li>d) Blend sounds to create words or syllables.</li> </ul>		

<b>Grade 3-5 Limited English Proficiency Level 1 Reading</b>	<b>Grade 3-5 Limited English Proficiency Level 2 Reading</b>	<b>Grade 3-5 Limited English Proficiency Level 3 Reading</b>	<b>Grade 3-5 Limited English Proficiency Level 4 Reading</b>
<p><b>Reading:</b> Students in grades 3, 4, and 5, at proficiency level 1 can understand basic material. They can understand the general message of basic reading passages that contain simple language structures and syntax. Students at proficiency level 1 rely on visual cues and prior knowledge or experience with the topic. Comprehension is limited to simple language containing high-frequency vocabulary and predictable grammatical patterns. Students at proficiency level 1 are beginning to use reading strategies to guess the meaning of unfamiliar words through the use of visual cues, diagrams, cognates, and text content.</p> <p><b>Standard:</b> ELP3-5.1.5 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> <li>a) Identify the front cover, back cover, and title page of a book and follow words from left to right and from top to bottom on a printed page.</li> <li>b) Begin to match high-frequency spoken words with print.</li> <li>c) Identify letters, words, and sentences.</li> <li>d) Identify what an author does and what an illustrator does.</li> <li>e) Identify common signs and logos.</li> </ul>	<p><b>Reading:</b> Students in grades 3, 4, and 5, at proficiency level 2 can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. They can comprehend passages written in basic sentence patterns, but they frequently have to guess at the meanings of more complex materials. They begin to make informed guesses about meaning from context. They can begin to identify the main idea and supporting details of passages.</p> <p><b>Standard:</b> ELP3-5.2.5 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> <li>a) Identify features of text to locate information and support comprehension.</li> <li>b) Match high-frequency spoken words with print.</li> <li>c) Begin to identify the difference between the printed form of poetry, drama, fiction, and nonfiction text.</li> <li>d) Identify author’s purpose.</li> </ul>	<p><b>Reading:</b> Students in grades 3, 4, and 5, at proficiency level 3 can comprehend the content of many texts independently. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read many literature selections for pleasure. They can separate main ideas from supporting ones and begin to analyze reading passages written at a level appropriate for the general public. They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of text.</p> <p><b>Standard:</b> ELP3-5.3.4 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> <li>a) Identify and use features of text such as pictures, diagrams, titles, and headings to locate information.</li> <li>b) Identify the difference between the printed form of poetry, drama, fiction, and nonfiction text.</li> <li>c) Begin to understand basic characteristics of a variety of literary forms.</li> <li>d) Begin to discuss the author’s purpose.</li> </ul>	<p><b>Reading:</b> Students in grades 3, 4, and 5, at proficiency level 4 understand and obtain meaning from a wide range of texts. They use the same reading strategies as their native English-speaking peers to derive meaning from text. They are approaching grade-level mastery of the language structures and vocabulary necessary for understanding academic content and subject area texts.</p> <p><b>Standard:</b> ELP3-5.4.3 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> <li>a) Identify and use features of text to locate information, make predictions, and support comprehension.</li> <li>b) Understand basic characteristics of poetry, drama, narrative, and informational text.</li> <li>c) Provide details from text to support identification of author’s purpose.</li> </ul>

<b>Grade 3-5 Limited English Proficiency Level 1 Reading</b>	<b>Grade 3-5 Limited English Proficiency Level 2 Reading</b>	<b>Grade 3-5 Limited English Proficiency Level 3 Reading</b>	<b>Grade 3-5 Limited English Proficiency Level 4 Reading</b>
<p><b>Standard:</b> ELP3-5.1.6 The student will develop and apply phonetic principles and word analysis skills when reading.</p> <ul style="list-style-type: none"> <li>a) Identify and name the uppercase and lowercase letters of the alphabet.</li> <li>b) Begin to match consonant and short vowel sounds to appropriate letters.</li> <li>c) Begin to use beginning and ending consonants and short vowel sounds to decode words.</li> <li>d) Blend beginning, middle, and ending sounds to produce one-syllable words.</li> <li>e) Create compound words using visuals or manipulatives.</li> <li>f) Identify a minimal number of common, high-frequency words.</li> </ul> <p><b>Standard:</b> ELP3-5.1.7 The student will use meaning clues and language structure when reading.</p> <ul style="list-style-type: none"> <li>a) Understand that printed materials provide information.</li> <li>b) Name items in titles and pictures.</li> <li>c) Use knowledge of the story and topic to read words.</li> </ul>	<p><b>Standard:</b> ELP3-5.2.6 The student will develop and apply phonetic principles and word analysis skills when reading.</p> <ul style="list-style-type: none"> <li>a) Use beginning and ending consonants and short vowel sounds to decode words.</li> <li>b) Match consonant and short vowel sounds to appropriate letters.</li> <li>c) Recognize consonant blends in single-syllable words.</li> <li>d) Identify a minimal number of two letter combinations such as sh- and ch-.</li> <li>e) Blend beginning, middle, and ending sounds to recognize and read single syllable words.</li> <li>f) Use word patterns to decode unfamiliar one-syllable words.</li> <li>g) Identify and create compound words using visuals.</li> <li>h) Read a minimal number of common, high-frequency sight words.</li> </ul> <p><b>Standard:</b> ELP3-5.2.7 The student will use meaning clues and language structure when reading.</p> <ul style="list-style-type: none"> <li>a) Set a purpose for reading with assistance.</li> <li>b) Begin to use titles and pictures as context clues.</li> <li>c) Begin to use knowledge of sentence structure to comprehend text.</li> </ul>	<p><b>Standard:</b> ELP3-5.3.5 The student will develop and apply phonetic principles and word analysis skills when reading.</p> <ul style="list-style-type: none"> <li>a) Use knowledge of consonants and two-letter consonant blends and consonant digraphs to decode and spell words.</li> <li>b) Use knowledge of short, long and r-controlled vowel patterns to decode words.</li> <li>c) Use knowledge of short and long vowel patterns to spell words.</li> <li>d) Read and spell common, high-frequency sight words.</li> <li>e) Use compound words.</li> </ul> <p><b>Standard:</b> ELP3-5.3.6 The student will use meaning clues and language structure when reading.</p> <ul style="list-style-type: none"> <li>a) Use titles and pictures as context clues.</li> <li>b) Use knowledge of sentence structure and sequence to read words.</li> <li>c) Use knowledge of prefixes and suffixes to read text.</li> </ul>	<p><b>Standard:</b> ELP3-5.4.4 The student will apply phonetic principles and word analysis skills when reading.</p> <ul style="list-style-type: none"> <li>a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.</li> <li>b) Use knowledge of vowel patterns to decode and spell words.</li> <li>c) Decode multi-syllabic words.</li> </ul> <p><b>Standard:</b> ELP3-5.4.5 The student will use meaning clues and language structure effectively when reading.</p> <ul style="list-style-type: none"> <li>a) Ask questions that might be answered in the selection.</li> <li>b) Use context to clarify meanings of unfamiliar words.</li> <li>c) Use knowledge of root words, prefixes, and suffixes.</li> </ul>

<b>Grade 3-5 Limited English Proficiency Level 1 Reading</b>	<b>Grade 3-5 Limited English Proficiency Level 2 Reading</b>	<b>Grade 3-5 Limited English Proficiency Level 3 Reading</b>	<b>Grade 3-5 Limited English Proficiency Level 4 Reading</b>
<ul style="list-style-type: none"> <li>d) Recognize differences between singular and plural nouns.</li> <li>e) Recognize the singular possessive.</li> <li>f) Begin to identify antonyms and synonyms.</li> <li>g) Begin to use knowledge of simple abbreviations in personal titles, days of the week, months of the year, and addresses.</li> </ul> <p><b>Standard:</b> ELP3-5.1.8 The student will read and demonstrate comprehension of fiction and nonfiction.</p> <ul style="list-style-type: none"> <li>a) Use pictures to make predictions about content.</li> <li>b) Match visuals related to the story to previous experiences.</li> <li>c) Answer simple factual questions or create a visual response that shows comprehension of a selection.</li> <li>d) Identify names, characters, setting, and events.</li> <li>e) Identify the topics of reading selections.</li> <li>f) Identify reading selections as fiction and nonfiction.</li> <li>g) Read and explain own writing and drawings.</li> <li>h) Retell familiar stories.</li> </ul>	<ul style="list-style-type: none"> <li>d) Use knowledge of common prefixes, and suffixes to read text.</li> <li>e) Use knowledge of common contractions and singular possessives.</li> <li>f) Identify antonyms and synonyms.</li> <li>g) Use knowledge of simple abbreviations in personal titles, days of the week, months of the year, and addresses.</li> </ul> <p><b>Standard:</b> ELP3-5.2.8 The student will read and demonstrate comprehension of fiction and nonfiction.</p> <ul style="list-style-type: none"> <li>a) Begin to demonstrate comprehension of a variety of literary forms.</li> <li>b) Make predictions about content with the assistance of pictures, titles, or other prompts and read to confirm those predictions.</li> <li>c) Relate previous experiences to the topic.</li> <li>d) Ask and answer who, what, when, and where questions about what is read.</li> <li>e) Respond to why and how questions with prompting.</li> <li>f) Describe characters, setting, and important events.</li> <li>g) Identify similarities and differences of two reading selections.</li> </ul>	<ul style="list-style-type: none"> <li>d) Use knowledge of contractions and singular possessives.</li> <li>e) Use knowledge of antonyms, synonyms, and homophone</li> </ul> <p><b>Standard:</b> ELP3-5.3.7 The student will read and demonstrate comprehension of fiction and nonfiction.</p> <ul style="list-style-type: none"> <li>a) Demonstrate comprehension of a variety of literary forms.</li> <li>b) Make predictions about content.</li> <li>c) Ask and answer questions about what is read.</li> <li>d) Compare and contrast ideas and information using charts or graphic organizers.</li> <li>e) Respond to questions about content.</li> <li>f) Create cause and effect statements about text following a model.</li> <li>g) Create fact and opinion statements about text.</li> <li>h) Identify the problem and solution, or the main idea of reading selections.</li> </ul>	<ul style="list-style-type: none"> <li>d) Use knowledge of synonyms, antonyms, homonyms, and multiple, meanings of words.</li> </ul> <p><b>Standard:</b> ELP3-5.4.6 The student will read and demonstrate comprehension of fiction and nonfiction.</p> <ul style="list-style-type: none"> <li>a) Demonstrate comprehension of a variety of literary forms including poetry, drama, informational text, and narrative text.</li> <li>b) Make and confirm predictions.</li> <li>c) Begin to make connections between previous experiences or previously learned concepts or skills, and reading selections.</li> <li>d) Ask and answer questions about what is read and locate information to support answers.</li> <li>e) Begin to draw conclusions and make simple inferences from text that is read.</li> </ul>

Grade 3-5 Limited English Proficiency Level 1 Reading	Grade 3-5 Limited English Proficiency Level 2 Reading	Grade 3-5 Limited English Proficiency Level 3 Reading	Grade 3-5 Limited English Proficiency Level 4 Reading
<p><b>Standard:</b> ELP3-5.1.9 The student will use information from a variety of resources.</p> <ul style="list-style-type: none"> <li>a) Identify a table of contents.</li> <li>b) Label pictures.</li> <li>c) Use knowledge of alphabetical order to find words in a picture dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>h) Retell stories using a beginning, middle, and end.</li> <li>i) Identify cause and effect relationships in text.</li> <li>j) Identify fact and opinion statements.</li> <li>k) Identify the main idea of reading selections.</li> <li>l) Begin to reread and self-correct with prompting.</li> </ul> <p><b>Standard:</b> ELP3-5.2.9 The student will use information from a variety of resources.</p> <ul style="list-style-type: none"> <li>a) Use dictionary, glossary, encyclopedia, and other reference books, including online reference materials with minimal assistance.</li> <li>b) Collect new information gained from reading.</li> <li>c) Collect information from charts, maps, and graphs.</li> </ul>	<ul style="list-style-type: none"> <li>i) Reread familiar stories, poems, and passages with some fluency and expression.</li> <li>j) Begin to reread and self-correct.</li> </ul> <p><b>Standard:</b> ELP3-5.3.8 The student will use information from a variety of resources.</p> <ul style="list-style-type: none"> <li>a) Use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials with limited assistance.</li> <li>b) Construct questions about new information gained from reading.</li> </ul>	<ul style="list-style-type: none"> <li>f) Distinguish between cause and effect.</li> <li>g) Distinguish between fact and opinion in text.</li> <li>h) Identify the problem, solution, and main idea of a selection.</li> <li>i) Read familiar fiction and non fiction passages with increasing fluency and accuracy.</li> <li>j) Reread and self-correct when necessary.</li> </ul> <p><b>Standard:</b> ELP3-5.4.7 The student will use information from a variety of resources.</p> <ul style="list-style-type: none"> <li>a) Use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials with limited assistance.</li> <li>b) Retrieve and organize information.</li> <li>c) Develop notes from sources.</li> </ul>

<b>Grade 3-5 Limited English Proficiency Level 1 Writing</b>	<b>Grade 3-5 Limited English Proficiency Level 2 Writing</b>	<b>Grade 3-5 Limited English Proficiency Level 3 Writing</b>	<b>Grade 3-5 Limited English Proficiency Level 4 Writing</b>
<p><b>Writing:</b> Students in grades 3, 4, and 5, at proficiency level 1 can express basic personal needs and compose short passages on familiar topics. Basic vocabulary and structures in simple sentences and phrases are characteristic of student writing at this level. Errors in spelling and grammar are frequent and characteristic of language production at this stage.</p> <p><b>Standard:</b> ELP3-5.1.10 The student will write to communicate ideas.</p> <ul style="list-style-type: none"> <li>a) Draw a picture to plan for writing.</li> <li>b) Print legibly with appropriate spacing.</li> <li>c) Begin to make the transition to cursive.</li> <li>d) Draw pictures and use high-frequency and phonetically spelled words to write about experiences, stories, people, objects, or events.</li> <li>e) Write multiple sentences on one topic, using a model as a guide.</li> <li>f) Use transition words in sentences patterned after a model.</li> <li>g) Use available technology.</li> </ul>	<p><b>Writing:</b> Students in grades 3, 4, and 5, at proficiency level 2 can write simple notes, make brief journal entries, and write short reports using basic vocabulary and common language structures. They can express ideas in the present, future, and past tenses. Frequent errors are characteristic of this level especially when the students try to express thoughts that require more complex language structures.</p> <p><b>Standard:</b> ELP3-5.2.10 The student will write to communicate ideas.</p> <ul style="list-style-type: none"> <li>a) Generate ideas with the help of graphic organizers to create a plan for writing.</li> <li>b) Print legibly and begin to make the transition to cursive.</li> <li>c) Space words and sentences.</li> <li>d) Follow an outline provided by the teacher to write brief narrative paragraphs.</li> <li>e) Write a paragraph that supports a central idea with relevant, descriptive details.</li> <li>f) Use basic transition words to connect sentences.</li> <li>g) Begin to revise writing<sub>2</sub> with assistance<sub>2</sub> based on specific feedback.</li> </ul>	<p><b>Writing:</b> Students in grades 3, 4, and 5, at proficiency level 3 can write multi-paragraph compositions, journal entries, personal and business letters, and creative passages. They can present their thoughts in an organized manner that is easily understood by the reader. They show good control of English word structure and of the most frequently used grammatical structures, but errors are still present. They can express complex ideas and use a wide range of vocabulary, idioms, and structures, including the full range of verb tenses.</p> <p><b>Standard:</b> ELP3-5.3.9 The student will write to communicate ideas.</p> <ul style="list-style-type: none"> <li>a) Begin to create a plan for writing<sub>2</sub> with assistance.</li> <li>b) Write legibly in cursive.</li> <li>c) Write paragraphs, short narratives, simple explanations, and short reports with support.</li> <li>d) Write a series of related paragraphs on the same topic.</li> <li>e) Begin to use transition words to connect sentences.</li> <li>f) Revise and begin to edit writing based on feedback.</li> </ul>	<p><b>Writing:</b> Students in grades 3, 4, and 5, at proficiency level 4 are approaching fluency in writing in the content areas. They are able to use language structures and content vocabulary required for each academic subject, although they may make errors. They begin to use the subtleties of written language and can write for different audiences and purposes. The quality and content of their writing is approaching grade level.</p> <p><b>Standard:</b> ELP3-5.4.8 The student will write to communicate ideas.</p> <ul style="list-style-type: none"> <li>a) Use a planning strategy before writing.</li> <li>b) Write paragraphs, short narratives, simple explanations, and short reports with limited errors that do not interfere with meaning.</li> <li>c) Write several related paragraphs on the same topic, focusing on specific aspects of the topic.</li> <li>d) Use familiar transition words to connect sentences and paragraphs.</li> <li>e) Begin to edit and revise, writing<sub>2</sub> independently and with peers.</li> </ul>

<b>Grade 3-5 Limited English Proficiency Level 1 Writing</b>	<b>Grade 3-5 Limited English Proficiency Level 2 Writing</b>	<b>Grade 3-5 Limited English Proficiency Level 3 Writing</b>	<b>Grade 3-5 Limited English Proficiency Level 4 Writing</b>
<p><b>Standard:</b> ELP3-5.1.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a) Recognize basic sentence patterns.</li> <li>b) Use simple present and present progressive verb tenses.</li> <li>c) Identify adjectives.</li> <li>d) Begin each sentence with a capital letter and use ending punctuation in final copies.</li> <li>e) Capitalize names and the word “I.”</li> <li>f) Recognize regular singular and plural nouns and pronouns.</li> <li>g) Begin to use apostrophes by following a model.</li> <li>h) Use phonetic spelling.</li> </ul>	<p><b>Standard:</b> ELP3-5.2.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a) Recognize and use basic sentence patterns.</li> <li>b) Use regular past and present verb tenses.</li> <li>c) Begin to use familiar adjectives.</li> <li>d) Begin to use articles such as “the,” “a,” and “an.”</li> <li>e) Use and punctuate declarative, interrogative, and exclamatory sentences.</li> <li>f) Capitalize familiar proper nouns and the word “I.”</li> <li>g) Use regular singular and plural nouns and pronouns.</li> <li>h) Begin to use apostrophes in common contractions and singular possessives.</li> <li>i) Use high-frequency sight words with minimal spelling errors.</li> </ul>	<p><b>Standard:</b> ELP3-5.3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a) Use complete sentences.</li> <li>b) Use regular past, present, and future verb tenses.</li> <li>c) Use adjectives and begin to use familiar adverbs.</li> <li>d) Use articles such as “the,” “a,” and “an” with minimal errors.</li> <li>e) Capitalize proper nouns and the word “I.”</li> <li>f) Use regular and irregular singular and plural nouns and pronouns following a model.</li> <li>g) Use singular possessives.</li> <li>h) Begin to use apostrophes in contractions with pronouns.</li> <li>i) Use correct spelling for high-frequency sight words, including compound words and regular plurals.</li> </ul>	<p><b>Standard:</b> ELP3-5.4.9 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a) Use complete sentences in final copies and begin varying sentence structure.</li> <li>b) Use regular and common irregular past, present, and future verb tenses.</li> <li>c) Incorporate adjectives and adverbs.</li> <li>d) Use conventions of capitalization with minimal errors.</li> <li>e) Use regular and irregular singular and plural nouns and pronouns.</li> <li>f) Use apostrophes in contractions and singular and plural possessives.</li> <li>g) Use correct spelling for majority of words.</li> <li>h) Begin to use commas in a simple series.</li> </ul>

<b>Grades 6-12-8</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Oral Language</b>	<b>Grades 6-12-8</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Oral Language</b>	<b>Grades 6-12-8</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Oral Language</b>	<b>Grades 6-12-8</b> <b>English Language Proficiency</b> <b>Level 4</b> <b>Oral Language</b>
<p>Below are general descriptions for each of the skill areas for students in grades 6 through 12 at proficiency level 1.</p> <p><b>Oral Language</b>  <b>(Listening and Speaking):</b> Students in grades 6 through 12 at proficiency level 1 can comprehend simple statements and questions. They understand the general idea of basic messages and conversations. Additionally, students at proficiency level 1 can comprehend language consisting of basic vocabulary and grammatical structures in face-to-face conversations, participate in brief conversations. Students at proficiency level 1 can initiate and respond to basic statements and engage in basic face-to-face conversations with more fluent speakers. Frequent errors are characteristic of language production at this stage.</p>	<p>Below are general descriptions for each of the skill areas for students in grades 6 through 12 at proficiency level 2.</p> <p><b>Oral Language</b>  <b>(Listening/Speaking):</b> Students in grades 6 through 12 at proficiency level 2 can comprehend short conversations on simple topics. They can understand frequently used verb tenses and word order patterns in simple sentences. They can demonstrate a detailed understanding of short conversations and messages, but only have a general understanding of longer conversations and messages. Students at proficiency level 2 can initiate and sustain a conversation, although they often speak with hesitation and rely on a known familiar vocabulary. They typically use the more common verb tense form can use (present, past, and future) verb tenses, but may make numerous with errors in tense formation and proper selection of verbs. They can express some details and nuances by using appropriate modifiers. They can use word order accurately in simple sentences, but may typically make errors when using attempting complex patterns. Extended communication is typically a series of short, familiar structures. They can use word order accurately in simple sentences, but may make errors that interfere with meaning.</p>	<p>Below are general descriptions for each of the skill areas for students in grades 6 through 12 at proficiency level 3.</p> <p><b>Oral Language</b>  <b>(Listening and Speaking):</b> Students in grades 6 through 12 at proficiency level 3 can understand most standard speech delivered in most social and academic settings, given some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. They can comprehend many subtle nuances, given repetitions and/or rephrasing. Students at proficiency level 3 are beginning to detect affective undertones, and they understand inferences in spoken language. They can communicate orally in most situations. They may have difficulty producing complex sentence structure, using verb tenses correctly, and discussing academic topics in depth without prior preparation. They can engage in extended conversations on a broad range of topics. They have mastered basic sentence structure and verb tenses and are beginning to use more complex structures in speaking and writing. They can participate in and contribute to group discussions and make oral presentations on familiar topics. Students at proficiency level 3 can draw on a wide</p>	<p>Below are general descriptions for each of the skill areas for students in grades 6 through 12 at proficiency level 4.</p> <p><b>Oral Language</b>  <b>(Listening/Speaking):</b> Students in grades 6 through 12 at proficiency level 4 can understand most standard speech in both academic and social settings. They can understand and identify the main ideas and relevant details of discussions or oral presentations on a wide range of topics, including unfamiliar ones. Proficiency level 4 students are able to understand the nuances in meaning represented by variations in stress, intonation, pace, and rhythm. They can engage in most communicative situations with minimal errors. They have a high degree of fluency and accuracy when speaking, although with some language forms they may make errors when using complex structures errors that do not interfere with meaning, and they lack the content area vocabulary possessed by their native English speaking peers. Some errors may interfere with meaning may persist.</p>

<b>Grades 6-12-8</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Oral Language</b>	<b>Grades 6-12-8</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Oral Language</b>	<b>Grades 6-12-8</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Oral Language</b>	<b>Grades 6-12-8</b> <b>English Language Proficiency</b> <b>Level 4</b> <b>Oral Language</b>
		<u>variety of language forms, vocabulary, and structures, and can comprehend some nuances.</u> Errors are characteristic especially when the students try to use more complex structures, <u>though errors seldom interfere with meaning.</u>	
<p><b>Standard:</b> ELP6-128.1.1 The student will demonstrate growth in the use of oral language structure.</p> <ul style="list-style-type: none"> <li>a) <u>Use vocabulary and language structures necessary to participate in everyday classroom routines.</u></li> <li>b) Ask and respond to questions using phrases and/or simple sentences.</li> <li>c) Express ideas orally in complete sentences with errors that may interfere with meaning.</li> <li>d) <u>Listen to a variety of literary forms, including stories and poems.</u></li> <li>e) <u>Begin to discriminate between spoken sentences, words, and syllables.</u></li> <li>f) <u>Recognize vocabulary and structures necessary to participate in everyday classroom routines.</u></li> </ul> <p><b>Standard:</b> ELP6-128.1.2 The student will use and expand vocabulary.</p> <ul style="list-style-type: none"> <li>a) Use words to describe <del>name</del> people, places, things, and actions with some errors <del>in</del> <u>word order.</u></li> </ul>	<p><b>Standard:</b> ELP6-128.2.1 The student will demonstrate growth in the use of oral language structure.</p> <ul style="list-style-type: none"> <li>a) <u>Demonstrate understanding of class discussions on familiar topics.</u></li> <li>b) Express ideas <del>in increasingly complex sentences</del> on a central topic <u>using a variety of structures.</u></li> <li>c) <u>Ask and respond to how and why questions.</u></li> <li>d) <u>Demonstrate understanding of and use of complex sentence structures.</u></li> <li>e) <u>Listen to and respond to a variety of media, using phrases and short sentences with some errors that may interfere with meaning.</u></li> </ul> <p><b>Standard:</b> ELP6-128.2.2 The student will use and expand vocabulary.</p> <ul style="list-style-type: none"> <li>a) Talk about experiences using specific vocabulary and descriptive words.</li> <li>b) <u>Begin to use vocabulary</u></li> </ul>	<p><b>Standard:</b> ELP6-128.3.1 The student will demonstrate growth in the use of oral language structure.</p> <ul style="list-style-type: none"> <li>a) <u>Demonstrate understanding of complex conversations.</u></li> <li>b) <u>Use complex sentence structure with minimal errors that do not interfere with meaning.</u></li> <li>c) <u>Listen to and respond to a variety of media identifying key concepts and supporting details.</u></li> <li>d) <u>Express ideas in a logical order or around a central topic.</u></li> <li>e) <u>Speak at a natural rate using appropriate volume and pitch.</u></li> <li>f) <u>Begin to choose vocabulary and tone appropriate to audience, topic, and purpose.</u></li> <li>g) <u>Use oral language to inform and to gain information.</u></li> <li>h) <u>Recognize non-verbal communication.</u></li> </ul> <p><b>Standard:</b> ELP6-8.3.2 The student will use and expand vocabulary.</p> <ul style="list-style-type: none"> <li>a) <u>Use content vocabulary to organize ideas appropriate for a given topic and purpose.</u></li> <li>b) <u>Describe preferences and</u></li> </ul>	<p><b>Standard:</b> ELP6-128.4.1 The student will demonstrate growth in the use of oral language structure.</p> <ul style="list-style-type: none"> <li>a) Use <del>grammatically</del> correct language structures and specific vocabulary <del>with minimal errors to</del> <u>communicate ideas.</u></li> <li>b) Use simple figurative language and common idiomatic expressions.</li> <li>c) <u>Begin to apply and interpret verbal and</u> <del>Use</del> non-verbal communication skills.</li> <li>d) <u>Demonstrate understanding and use increasingly complex sentence structure.</u></li> <li>e) <u>Express ideas in logical order and around a central topic.</u></li> <li>f) <u>Speak clearly, use appropriate volume and pitch, and rate, as well as appropriate non-verbal communication skills.</u></li> </ul> <p><b>Standard:</b> ELP6-8.4.2 The student will use and expand vocabulary.</p> <ul style="list-style-type: none"> <li>a) <u>Use academic vocabulary appropriate to audience, topic, and purpose.</u></li> </ul>

<b>Grades 6-12-8</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Oral Language</b>	<b>Grades 6-12-8</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Oral Language</b>	<b>Grades 6-12-8</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Oral Language</b>	<b>Grades 6-12-8</b> <b>English Language Proficiency</b> <b>Level 4</b> <b>Oral Language</b>
<p>b) Recognize regular singular and plural nouns.</p> <p>c) Begin to recognize and use antonyms and synonyms.</p> <p>d) Follow <del>one-step and</del> two-step directions.</p> <p>e) Give one-step directions <del>on familiar topics.</del></p> <p><b>Standard:</b> ELP6-128.1.3 The student will build oral communication skills in social and academic settings.</p> <p>a) Communicate basic needs and wants.</p> <p>b) <del>Recognize and</del> <u>Begin to use appropriate voice level, phrasing, and intonation.</u></p> <p>c) <u>Participate in brief conversations in a variety of settings.</u></p> <p>d) Begin to participate in small group discussions about books and specific topics across content areas.</p> <p>e) Create simple oral stories <del>to share with others</del> and <u>content presentations.</u></p> <p>f) Retell basic information shared orally by others.</p> <p>g) Begin to listen for key details.</p> <p>h) Demonstrate basic comprehension of oral presentations by answering factual questions.</p> <p>i) <del>Listen and speak in conversations with peers and adults.</del></p> <p>j) <del>Follow and restate simple directions.</del></p>	<p><del>appropriate to audience, topic, and purpose.</del></p> <p>c) Ask for clarification of words and ideas.</p> <p>d) Follow multi-step directions.</p> <p>e) Give multi-step directions.</p> <p>f) <del>Ask and respond to how and why questions.</del></p> <p><b>Standard:</b> ELP6-128.2.3 The student will build oral communications skills in social and academic settings.</p> <p>a) <del>Participate in</del> <u>Initiate conversations in a variety of settings with peers and adults.</u></p> <p>b) Use appropriate voice level, phrasing, and intonation.</p> <p>c) <u>Create oral stories and content presentations to share with others.</u></p> <p>d) Retell what is heard with <del>elaboration</del> <u>some added details or examples.</u></p> <p>e) Ask for clarification.</p> <p>f) Listen to <u>presentation and record some</u> basic details.</p> <p>g) Use interviewing techniques to gain information.</p> <p>h) Share stories or information orally with an audience.</p> <p>i) <u>Recognize non-verbal communication.</u></p> <p>j) <del>Restate and execute multi-step directions.</del></p> <p>k) <del>Present ideas sequentially around a central topic.</del></p> <p>l) <del>Ask and answer questions using words, phrases and simple sentences across content areas.</del></p>	<p><del>opinions with increasingly complex vocabulary and sentence structure.</del></p> <p>c) <u>Ask and answer questions using content vocabulary.</u></p> <p><b>Standard:</b> ELP6-128.3.23 The student will build oral communication skills in social and academic settings.</p> <p>a) Participate in <u>and contribute to small group</u> discussions across content areas.</p> <p>b) Listen to oral presentations and ask relevant questions.</p> <p>c) Speak clearly with limited errors that <del>may</del> do not interfere with meaning using appropriate volume and rate.</p> <p>d) Respond to audience questions and comments.</p> <p>e) <u>Use non-verbal communication, including eye contact with listeners, gestures to dramatize verbal message, and posture appropriate for setting.</u></p> <p>f) Listen to and <del>record basic information and concepts</del> <u>respond to a variety of media and identify key concepts and supporting details.</u></p> <p>g) <u>Express ideas in a logical order around a central topic.</u></p> <p>h) <del>Identify appropriate presentation skills.</del></p> <p>i) <u>Organize ideas appropriate for the topic and purpose with</u></p>	<p><b>Standard:</b> ELP6-128.4.23 The student will build oral communication skills in social and academic settings.</p> <p>a) <u>Lead and contribute to extensive discussions in a variety of settings.</u> <del>Participate and contribute to large group or class discussions.</del></p> <p>b) <del>Begin to</del> <u>Paraphrase what is heard in discussions.</u></p> <p>c) Summarize and record key information and concepts.</p> <p>d) Organize and present ideas appropriate for the topic and purpose.</p> <p>e) Use <del>oral</del> <u>persuasive language to inform and persuade</u> present views.</p> <p>f) <del>Begin to</del> <u>Compare and contrast viewpoints.</u></p> <p>g) <u>Use effective non-verbal communication.</u></p> <p>h) <del>Present oral reports using content-related information and vocabulary.</del></p> <p>i) <del>Apply appropriate presentation skills with some consistency.</del></p> <p>j) <u>Speak clearly, use appropriate volume and pitch, and rate, as well as effective non-verbal</u></p>

<b>Grades 6-12-8</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Oral Language</b>	<b>Grades 6-12-8</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Oral Language</b>	<b>Grades 6-12-8</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Oral Language</b>	<b>Grades 6-12-8</b> <b>English Language Proficiency</b> <b>Level 4</b> <b>Oral Language</b>
<p><del>LEP6-12.1.4. The student will hear, say, and manipulate phonemes. Separate one-syllable words into sounds.</del></p> <ul style="list-style-type: none"> <li><del>a) Identify orally words that rhyme.</del></li> <li><del>b) Group words according to shared beginning or ending sounds.</del></li> <li><del>c) Blend sounds to make words or syllables.</del></li> <li><del>d) Divide words into syllables.</del></li> </ul>	<ul style="list-style-type: none"> <li><del>m) Describe preferences and opinions with increasingly complex vocabulary and sentence structure.</del></li> </ul>	<ul style="list-style-type: none"> <li><del>assistance.</del></li> <li><del>j) Retell what is heard with added details and opinions.</del></li> <li><del>k) Begin to use persuasive language to present views.</del></li> <li><del>l) Ask and answer questions to clarify.</del></li> <li><del>m) Begin to distinguish between fact and opinion.</del></li> </ul>	<ul style="list-style-type: none"> <li><del>communication.</del></li> <li><del>k) Respond to audience questions and comments.</del></li> <li><del>l) Begin to ask and answer explicit questions to elaborate and clarify.</del></li> <li><del>m) Ask and respond to questions across content areas.</del></li> </ul>

<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Reading</b>	<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Reading</b>	<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Reading</b>	<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 4</b> <b>Reading</b>
<p><b>Reading:</b> Students in grades 6 through 128 at proficiency level 1 can understand basic material. They can understand the general message of basic reading passages that contain simple language structures and syntax. Students at proficiency level 1 rely on visual cues and prior knowledge or experience with the topic. Comprehension is limited to simple language containing high-frequency vocabulary and <u>predictable grammatical familiar sentence</u> patterns. Students at proficiency level 1 are beginning to use reading strategies to <u>guess the meaning of unfamiliar words through the use of visual cues, diagrams, cognates, and text content comprehend text.</u></p> <p><b>Standard:</b> ELP6-128.1.45 The student will <u>use meaning clues and language structure apply word analysis skills, phonetic strategies, and knowledge of sentence structure</u> when reading.</p> <ol style="list-style-type: none"> <li>Use <u>prior knowledge of consonants, consonant blends, and consonant digraphs to interpret words decode and spell words.</u></li> <li><u>Use word patterns to decode unfamiliar words.</u></li> <li><u>Begin to use root words, prefixes, and suffixes.</u></li> <li><u>Decode compound words and familiar multi-syllabic words.</u></li> <li>Use knowledge of sentence</li> </ol>	<p><b>Reading:</b> Students in grades 6 through 128 at proficiency level 2 can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. They can comprehend <u>passages written in basic sentence patterns a variety of familiar sentence patterns</u>, but they frequently have to guess at the meanings of more complex materials. They <u>begin to</u> make informed guesses about meaning from context. They can <u>begin to</u> identify the main idea and supporting details of passages.</p> <p><b>Standard:</b> ELP6-128.2.4 The student will <u>use meaning clues and language structure apply word analysis skills, phonetic strategies, and knowledge of sentence structure</u> when reading.</p> <ol style="list-style-type: none"> <li><u>Use knowledge of all vowel patterns.</u></li> <li>Use knowledge of <u>root words, common prefixes, and suffixes to read text.</u></li> <li><u>Use knowledge of homophones, Identify antonyms, and synonyms.</u></li> <li><u>Decode regular multi-syllabic words.</u></li> <li><u>Continue to Use knowledge of sentence structure to comprehend text identify the</u></li> </ol>	<p><b>Reading:</b> Students in grades 6 through 128 at proficiency level 3 can comprehend <u>the content of many texts independently</u>. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read <u>many literature selections for pleasure. They can separate main ideas from supporting ones.</u>—They <u>can begin are beginning to</u> analyze <u>reading passages written at a level appropriate for the general public fiction, nonfiction, and poetry</u>. They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of text.</p> <p><b>Standard:</b> ELP6-128.3.34 The student will <u>use meaning clues and language structure apply word analysis skills and knowledge of language structure</u> when reading.</p> <ol style="list-style-type: none"> <li><u>Use roots words and affixes to expand vocabulary.</u></li> <li><u>Identify word origins, derivations, and inflections.</u></li> <li>Use context <u>and sentence structure to clarify determine</u> meanings of unfamiliar words.</li> <li><u>Differentiate among multiple meanings of words.</u></li> <li><u>Begin to recognize analogies and figurative language such as idioms, similes, metaphors,</u></li> </ol>	<p><b>Reading:</b> Students in grades 6 through 128 at proficiency level 4 understand and obtain meaning from a wide range of texts. They use the same reading strategies as their native English-speaking peers to derive meaning from text. They are approaching grade-level mastery of the language structures and vocabulary necessary for understanding academic content and subject area texts.</p> <p><b>Standard:</b> ELP6-128.4.34 The student will use meaning clues and <u>knowledge of language structure</u> when reading.</p> <ol style="list-style-type: none"> <li><u>Begin to Use context, sentence structure, and text structures to determine meanings of unfamiliar words and phrases.</u></li> <li><u>Use context to differentiate among multiple meanings of words.</u></li> <li><u>Begin to Recognize and begin to interpret analogies and language such as idioms, similes, metaphors, and personification.</u></li> <li><u>Begin to use knowledge of</u></li> </ol>

<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Reading</b>	<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Reading</b>	<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Reading</b>	<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 4</b> <b>Reading</b>
<p>structure to identify the meaning of unfamiliar words.</p> <p>f) <del>Match pictures with their written forms.</del></p> <p>g) <del>Use titles and pictures to read unfamiliar words.</del></p> <p>h) <del>Use knowledge of the story and topic to read unfamiliar words.</del></p> <p><b>Standard:</b> ELP6-128.1.65 The student will incorporate <u>reading strategies to read and comprehend text.</u></p> <p>a) <u>Preview the front and back cover and title page of a book to gain information and make predictions about content.</u></p> <p>b) <u>Apply knowledge of how English print is organized and read.</u></p> <p>c) <u>Preview and use text formats to distinguish text types such as narrative, poetry, drama.</u></p> <p>d) <u>Set a purpose for reading.</u></p> <p>e) <u>Use visual cues to make predictions.</u></p> <p>f) <u>Begin to self-correct.</u></p> <p>g) <u>Visualize while reading text.</u></p> <p>h) <del>Respond to</del> <u>Use who, when, and where questions to guide reading.</u></p> <p>i) <u>Use knowledge of the story and topic to read unfamiliar words.</u></p>	<p><u>meaning of unfamiliar words.</u></p> <p>f) <del>Recognize that words can have multiple meanings.</del></p> <p>g) <del>Set a purpose for reading with assistance.</del></p> <p>h) <del>Use context to determine meanings of words and phrases.</del></p> <p>i) <del>Use knowledge of common contractions and singular possessives.</del></p> <p>j) <del>Use knowledge of simple abbreviations in personal titles, days of the week and months.</del></p> <p><b>Standard:</b> ELP6-128.2.5 The student will incorporate <u>reading strategies to read and comprehend text.</u></p> <p>a) <u>Use a purpose to guide reading.</u></p> <p>b) <u>Read and self-correct.</u></p> <p>c) <u>Make and confirm or revise predictions while reading.</u></p> <p>d) <u>Use dictionary, glossary, thesaurus, and other reference materials to identify unfamiliar words.</u></p> <p>e) <u>Answer who, what, when, where, why, and how questions while reading.</u></p> <p>f) <u>Complete graphic organizers to show an understanding of text.</u></p> <p>g) <del>Retell, with added details, what is read with some added details.</del></p> <p>h) <u>Make connections between previous experiences and reading selections.</u></p>	<p><u>and personification.</u></p> <p>f) <del>Use purpose to guide reading.</del></p> <p>g) <del>Ask and answer questions about what is read.</del></p> <p>h) <del>Use knowledge of root words, prefixes and suffixes.</del></p> <p><b>Standard:</b> ELP6-128.3.45 The student will incorporate <u>reading strategies to read and comprehend text.</u></p> <p>a) <u>Ask and answer who, what, when, where, why, and how questions while reading.</u></p> <p>b) <u>Take brief notes during reading to guide comprehension.</u></p> <p>c) <u>Make inferences based on explicit information.</u></p> <p>d) <u>Retell what is read with added details and opinions.</u></p> <p>e) <del>Use purpose to guide reading.</del></p> <p>f) <del>Begin to formulate questions that might be answered in the selection.</del></p>	<p><del>text structures to aid comprehension.</del></p> <p><b>Standard:</b> ELP6-128.4.45 The student will incorporate <u>reading strategies to read and comprehend text.</u></p> <p>a) <del>Begin to draw on</del> <u>Use prior knowledge and knowledge of text structure to understand selections.</u></p> <p>b) <u>Take notes or create a basic outline during reading.</u></p> <p>c) <u>Identify author's purpose.</u></p> <p>d) <u>Make inferences based on implied information.</u></p> <p>e) <u>Locate information to answer questions and support conclusions.</u></p> <p>f) <del>Begin to p</del> <u>Paraphrase what is read.</u></p> <p>g) <del>Ask and answer questions about what is read.</del></p>

<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Reading</b>	<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Reading</b>	<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Reading</b>	<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 4</b> <b>Reading</b>
<p>j) <del>Begin to use graphic organizers to show an understanding of text.</del></p> <p>k) <del>Track words from left to right and top to bottom on a page.</del></p> <p><b>Standard:</b> ELP6-128.1.76 The student will read and demonstrate comprehension of a variety of <del>fiction, narrative nonfiction, and poetry</del> <u>text</u> types.</p> <p>a) <del>Identify characters, and setting, and important events in a story.</del></p> <p>b) <u>Identify main idea and topic.</u></p> <p>c) <del>Recognize</del><u>Retell stories and events using beginning, middle, and end of selections.</u></p> <p>d) <del>Answer simple, factual questions about what is read.</del></p> <p>e) <u>Locate information to answer questions about a given topic.</u></p> <p>f) <del>Create a simple written response that shows comprehension of a selection.</del></p> <p>g) <del>Recognize the format of poetry versus prose.</del></p>	<p>i) <del>Use titles and headings to make predictions.</del></p> <p><b>Standard:</b> ELP6-128.2.6 The student will read and demonstrate comprehension of a variety of <del>fiction, narrative nonfiction and poetry</del> <u>text</u> types.</p> <p>a) <u>Identify sensory words.</u></p> <p>b) <u>Begin to draw conclusions, using information from texts.</u></p> <p>c) <del>Identify major points in text</del> <u>the topic, main idea, and supporting details.</u></p> <p>d) <del>Identify characters, setting and-plot and central conflict.</del></p> <p>e) <del>Locate information to answer questions.</del></p> <p>f) <del>Answer factual questions about what is read with some added details.</del></p> <p>g) <del>Categorize information from nonfiction and informational text.</del></p> <p>h) <del>Identify cause and effect relationships in text.</del></p> <p>i) <u>Compare and contrast settings, characters, and events.</u></p> <p>j) <del>Identify main idea of a selection.</del></p>	<p><b>Standard:</b> ELP6-128.3.56 The student will read and demonstrate comprehension of a variety of <del>fiction, narrative nonfiction, and poetry</del> <u>text</u> types.</p> <p>a) <u>Distinguish between fact and opinion.</u></p> <p>b) <del>Identify the topic, or-main idea of text, and supporting details of increasingly complex text.</del></p> <p>c) <u>Identify conflict and point of view in fictional selections.</u></p> <p>d) <del>Locate information to answer questions and/or support a conclusion.</del></p> <p>e) <del>Create simple cause and effect statements about text following a model.</del></p> <p>f) <del>Summarize major the main points in the text.</del></p> <p>g) <del>Identify author's purpose.</del></p> <p>h) <del>Identify and describe characters, setting, plot.</del></p> <p>i) <del>Begin to compare and contrast characters, setting, and events in fictional selections.</del></p>	<p><b>Standard:</b> ELP6-128.4.56 The student will read and demonstrate comprehension of a variety of <del>fiction, narrative nonfiction, and poetry</del> <u>text</u> types.</p> <p>a) <u>Identify the topic and main idea supporting details of increasingly complex text.</u></p> <p>b) <u>Identify character development and theme in fictional selections.</u></p> <p>c) <u>Create cause and effect statements about text.</u></p> <p>d) <del>Begin to</del><u>Summarize text.</u></p> <p>e) <u>Describe how word choice and image contribute to the meaning of text.</u></p> <p>f) <del>Demonstrate comprehension of a variety of literary forms including poetry, drama, informational text, and narrative text.</del></p> <p>g) <del>Begin to make connections between previous experiences or previously learned concepts and reading selections.</del></p> <p>h) <del>Make and confirm predictions.</del></p> <p>i) <del>Identify the main idea and supporting details of reading selections.</del></p> <p>j) <del>Begin to compare and contrast characters, setting,</del></p>

<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Reading</b>	<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Reading</b>	<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Reading</b>	<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 4</b> <b>Reading</b>
<p><b>Standard:</b> <u>ELP6-8.1.7 The student will demonstrate comprehension of information from a variety of print sources.</u></p> <ul style="list-style-type: none"> <li>a) <u>Use dictionary, glossary, and other reference materials.</u></li> <li>b) <u>Collect information from online, print, and media resources.</u></li> <li>c) <u>Use graphic organizers to organize information.</u></li> </ul>	<p><b>Standard:</b> <u>ELP6-8.2.7 The student will demonstrate comprehension of information from a variety of print sources and begin to use resources to research a topic.</u></p> <ul style="list-style-type: none"> <li>a) <u>Identify questions to be answered about a topic.</u></li> <li>b) <u>Use dictionary, glossary, thesaurus, and other reference materials.</u></li> <li>c) <u>Collect and evaluate information from online, print, and media resources.</u></li> <li>d) <u>Use graphic organizers to evaluate and organize information.</u></li> </ul>	<p><b>Standard:</b> <u>ELP6-8.3.7 The student will apply knowledge of appropriate reference materials.</u></p> <ul style="list-style-type: none"> <li>a) <u>Construct questions that will aid in collecting information about a topic.</u></li> <li>b) <u>Select informational sources appropriate for a given purpose.</u></li> <li>c) <u>Use print and electronic sources to locate information in books and articles.</u></li> <li>d) <u>Use graphic organizers to organize multiple sources of information.</u></li> </ul>	<p><del>and events in fictional selections.</del></p> <ul style="list-style-type: none"> <li><del>k) Distinguish between fact and opinion.</del></li> <li>l) Recognize character development, setting, plot, structure, theme, conflict, and point of view in fictional selections.</li> </ul> <p><b>Standard:</b> <u>ELP6-8.4.7 The student will apply knowledge of appropriate reference materials.</u></p> <ul style="list-style-type: none"> <li>a) <u>Use print and electronic sources to locate information in books and articles.</u></li> <li>b) <u>Begin to analyze details for relevance to topic.</u></li> <li>c) <u>Use graphic organizers to evaluate and organize multiple sources of information.</u></li> </ul>

<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Writing</b>	<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Writing</b>	<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Writing</b>	<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 4</b> <b>Writing</b>
<p><b>Writing:</b> Students in grades 6 through 128 at proficiency level 1 can <del>express basic personal needs and</del> compose short passages <u>and simple explanations</u> on familiar topics. Basic vocabulary and structures in simple sentences and phrases are characteristic of student writing at this level. <u>Frequent eErrors in spelling and grammar are frequent and—that sometimes obscure meaning are characteristic of language production at this stage. Students will use present, past, and future verb tenses with minimal errors.</u></p> <p><b>Standard:</b> ELP6-128.1.8 The student will write to communicate ideas.</p> <ol style="list-style-type: none"> <li>Begin to <u>brainstorm and</u> use graphic organizers to organize information.</li> <li>Use a variety of common descriptive words.</li> <li><u>Write a paragraph on a topic using</u> Produce simple and compound sentences <del>on a topic.</del></li> <li><u>Write short narratives, letters, and simple explanations.</u></li> <li>Use available technology.</li> <li><del>Combine simple sentences on a topic.</del></li> <li><del>Write uppercase and lowercase letters of the alphabet.</del></li> <li><del>Space words and sentences appropriately.</del></li> </ol>	<p><b>Writing:</b> Students in grades 6 through 128 at proficiency level 2 can write <del>simple notes, short narratives and descriptions,</del> make brief journal entries, and write short reports using basic vocabulary and common language structures. They can express ideas in the present, future, and past tenses. <u>Frequent errors are characteristic of this level especially that may interfere with meaning persist at this level</u> when the students try to express thoughts that require more complex language structures.</p> <p><b>Standard:</b> ELP6-128.2.78 The student will write to communicate ideas.</p> <ol style="list-style-type: none"> <li><u>Develop a plan for writing.</u></li> <li>Brainstorm and use graphic organizers to organize information.</li> <li>Use <u>descriptive vocabulary, including familiar adjectives and adverbs for elaboration.</u></li> <li>Use <del>complete and</del> varied sentences.</li> <li><u>Begin to Use basic</u> transition words to connect sentences.</li> <li><del>Write a series of simple</del> <u>multiple</u> paragraphs around a central topic.</li> <li><u>Write narratives, descriptions, and explanations.</u></li> <li><del>Begin to edit and revise writing based on feedback for</del></li> </ol>	<p><b>Writing:</b> Students in grades 6 through 128 at proficiency level 3 can write multi-paragraph compositions, journal entries, personal and business letters, <u>short reports,</u> and creative passages. They can present their thoughts in an organized manner that is easily understood by the reader. <del>They show good control of English word structure and of the most frequently used grammatical structures, but errors are still present.</del> They can express complex ideas and use a wide range of vocabulary <del>, idioms, and structures, including the full range of and</del> verb tenses. <u>Even though errors persist, they seldom interfere with meaning.</u></p> <p><b>Standard:</b> ELP6-128.3.68 The student will write to communicate ideas.</p> <ol style="list-style-type: none"> <li>Use prewriting strategies to generate and organize ideas.</li> <li><u>Begin to select vocabulary and information to enhance tone and voice.</u></li> <li><u>Demonstrate awareness of intended audience.</u></li> <li>Use <del>complete and</del> varied sentences <u>types to improve paragraph formation including sentences with compound subjects and prepositional phrases.</u></li> <li><del>Begin to u</del>Use transition words to connect sentences.</li> <li><u>Write around central idea using introduction, body, and conclusion.</u></li> </ol>	<p><b>Writing:</b> Students in grades 6 through 128 at proficiency level 4 are approaching fluency in writing in the content areas. They are able to use language structures and content vocabulary required for <del>each</del> academic subjects, <del>although they may make errors.</del> They <del>begin to use the subtleties of written language understand and</del> <u>apply the concept of voice,</u> and can write for different audiences and purposes. The quality and content of their writing is approaching grade level. <u>Errors are minimal and do not interfere with meaning</u></p> <p><b>Standard:</b> ELP6-128.4.68 The student will write <u>in a variety of forms</u> to communicate ideas.</p> <ol style="list-style-type: none"> <li><del>Write descriptive paragraphs, narratives, poems, and explanations for a variety of purposes and audiences across content areas with minimal errors that do not interfere with meaning.</del> Generate, gather, plan, and organize ideas for writing.</li> <li><del>Begin to u</del>Use voice, tone, and word choice <u>according to intended audience.</u></li> <li><u>Write for a variety of purposes and audiences.</u></li> <li><del>Begin to w</del>Write using a variety of <del>compound, and complex sentences sentence types and with</del> appropriate</li> </ol>

<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Writing</b>	<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Writing</b>	<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Writing</b>	<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 4</b> <b>Writing</b>
	<p>i) <del>Revise writing based on specific feedback.</del>  <u>clarity.</u></p>	<p>g) <u>Write letters and short reports.</u>  h) Revise writing for clarity based on feedback.  i) <del>Write simple descriptions, narratives, explanations, and short reports around a central idea using an introduction, body and conclusion.</del>  j) Use descriptive vocabulary including adjectives and adverbs.  k) Use adjective comparisons.</p>	<p>e) <del>Begin to write</del> Write in a variety of forms <del>including to include</del> narrative, expository, persuasive, and informational.  f) <del>Edit and r</del> Revise writing <u>independently and with peers for clarity and effect.</u>  g) <del>Develop a plan for writing by using a variety of planning strategies.</del></p>
<p><b>Standard:</b> ELP6-128.1.9 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.</p> <p>a) <del>Begin each sentence with a capital letter and use ending punctuation in final copies.</del>  <u>Use rules of capitalization and ending punctuation.</u></p> <p>b) <del>Begin to use</del> Use apostrophes in contractions and singular possessives.</p> <p>c) Use correct spelling for high-frequency sight words, including compound words and regular plurals.</p> <p>d) <del>Recognize</del> <u>Begin to use</u> regular singular and plural nouns and pronouns.</p> <p>e) Use <del>simple present and present progressive present, past, and future</del> verb tenses <u>with minimal errors.</u></p> <p>f) <del>Capitalize names and the word "I".</del></p>	<p><b>Standard:</b> ELP6-128.2.89 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.</p> <p>a) Use commas in <del>a simple</del> series, dates, and addresses.</p> <p>b) Use apostrophes in <del>contractions and singular</del> possessives <u>nouns.</u></p> <p>c) Use correct spelling for <del>high-frequency</del> <u>frequently used</u> words.</p> <p>d) Use <u>pronouns and</u> regular singular and plural nouns <del>and pronouns.</del></p> <p>e) Use subject-verb agreement with minimal errors.</p> <p>f) Use past, present, and future tenses.</p> <p>g) <u>Begin to use adjective comparisons.</u></p> <p>h) <del>Begin to follow standard rules of capitalization.</del></p> <p>i) <del>Use appropriate pronouns.</del></p>	<p><b>Standard:</b> ELP6-128.3.79 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.</p> <p>a) <del>Begin to follow standard rules for comma use</del> <u>use commas to combine sentences.</u></p> <p>b) Use apostrophes in <del>contractions and singular and</del> plural possessives.</p> <p>c) <del>Begin to use</del> <u>Use correct spelling for frequently used words of content vocabulary.</u></p> <p>d) Use <del>noun, pronoun, and antecedent agreement</del> <u>regular and irregular singular and plural nouns.</u></p> <p>e) <u>Begin to use subject-verb agreement with intervening phrases and clauses.</u></p> <p>f) Use <del>a variety of past, present, and future verb</del> tenses.</p> <p>g) <del>Begin to use comparative and superlative forms of adverbs and adjectives.</del></p>	<p><b>Standard:</b> ELP6-128.4.79 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.</p> <p>a) Use commas, <del>quotation marks and hyphens</del> <u>for intervening phrases and clauses.</u></p> <p>b) Use correct spelling <u>of content vocabulary</u> <del>for frequently used words, including common homophones.</del></p> <p>c) Use <del>regular and irregular singular and plural nouns and pronouns</del> <u>noun and pronoun agreement and pronoun antecedent agreement.</u></p> <p>d) <u>Use subject-verb agreement with intervening phrases and clauses.</u></p> <p>e) Use <del>regular and common irregular past, present and future</del> <u>appropriate verb tenses across paragraphs.</u></p> <p>f) Use adjective and adverb</p>

<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Writing</b>	<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Writing</b>	<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Writing</b>	<b>Grades 6-128</b> <b>English Language Proficiency</b> <b>Level 4</b> <b>Writing</b>
<ul style="list-style-type: none"> <li>g) <del>Recognize and use basic sentence patterns accurately.</del></li> <li>h) <del>Use adjective comparisons following a model.</del></li> <li>i) <del>Use articles such as “the”, “a”, and “an”.</del></li> </ul>		<ul style="list-style-type: none"> <li>h) <del>Use correct punctuation and capitalization with limited errors.</del></li> </ul>	<ul style="list-style-type: none"> <li><del>comparisons.</del></li> <li>g) <del>Accurately use conventions of capitalization.</del></li> </ul>

<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Oral Language</b>	<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Oral Language</b>	<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Oral Language</b>	<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 4</b> <b>Oral Language</b>
<p>Below are general descriptions for each of the skill areas for students in grades 6 through 12 at proficiency level 1.</p> <p><b>Oral Language</b>  <b>(Listening and Speaking):</b> Students in grades 6 through 12 at proficiency level 1 can comprehend simple statements and questions. They understand the general idea of basic messages and conversations. Additionally, students at proficiency level 1 can comprehend language consisting of basic vocabulary and grammatical structures in face-to-face <u>participate in brief</u> conversations. Frequent errors are characteristic of language production as this stage.</p>	<p>Below are general descriptions for each of the skill areas for students in grades 6 through 12 at proficiency level 2.</p> <p><b>Oral Language</b>  <b>(Listening/Speaking):</b> Students in grades 6 through 12 at proficiency level 2 can <del>comprehend short conversations on simple topics. They can understand frequently used verb tenses and word order patterns in simple sentences.</del> They can demonstrate a detailed understanding of short conversations and messages, but only have a general understanding of longer conversations and messages. <del>Students at proficiency level 2</del> They can initiate and sustain a conversation, although they often speak with hesitation and rely on a <u>known-familiar</u> vocabulary. They typically <u>can use the more common verb tense form</u> (present, past, and future) <u>verb tenses</u>, but <u>may make numerous with errors in tense formation and proper selection of verbs.</u> They can express some details and nuances by using appropriate <u>modifiers</u>. They can use word order accurately in simple sentences, but <u>may typically</u> make errors when using <u>attempting</u> complex patterns. <del>Extended communication is typically a series of short, familiar structures. They can use word order accurately in simple sentences, but may make errors that interfere with meaning.</del></p>	<p>Below are general descriptions for each of the skill areas for students in grades 6 through 12 at proficiency level 3.</p> <p><b>Oral Language</b>  <b>(Listening and Speaking):</b> Students in grades 6 through 12 at proficiency level 3 can understand <u>most</u> standard speech delivered in <u>most social and academic</u> settings, <u>given some repetition and rewording</u>. They can <u>understand the main ideas and relevant details of extended discussions or presentations.</u> They can engage in extended conversations on a broad range of topics. <u>They can participate in and contribute to group discussions and make oral presentations on familiar topics.</u> <u>They</u> Students at <u>proficiency level 3 can</u> draw on a wide range of language forms, vocabulary, <u>idioms, and structures,</u> and <u>They</u> can comprehend <u>many subtle some</u> nuances, <u>given repetition and/or rephrasing</u>. Students at proficiency level 3 are beginning to detect affective undertones, and they understand inferences in spoken language. They can communicate orally in most situations. They may have difficulty producing complex sentences structure, using verb tenses correctly, and discussing academic topics in depth without prior preparation. They have mastered basic sentence structure and verb tenses and are beginning to use more complex</p>	<p>Below are general descriptions for each of the skill areas for students in grades 6 through 12 at proficiency level 4.</p> <p><b>Oral Language</b>  <b>(Listening/Speaking):</b> Students in grades 6 through 12 at proficiency level 4 can understand most standard speech in both academic and social settings. They can understand and identify the main ideas and relevant details of discussions or <u>oral</u> presentations on a wide range of topics, including unfamiliar ones. <del>Proficiency level 4 students are able to understand the nuances in meaning represented by variations in stress, intonation, pace, and rhythm.</del> They can engage in most communicative situations with minimal errors. They have a high degree of fluency and accuracy when speaking, although <u>with some language forms they may make when using complex structures</u> errors that do not interfere with meaning, and they lack the content area vocabulary possessed by their native English speaking peers <u>may persist</u>. Some errors may interfere with meaning.</p>

<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Oral Language</b>	<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Oral Language</b>	<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Oral Language</b>	<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 4</b> <b>Oral Language</b>
		<del>structures in speaking and writing.</del> Errors are characteristic especially when the students try to use more complex structures, <u>though errors seldom interfere with meaning.</u>	
<p><b>Standard:</b> ELP6-12.1.1 The student will demonstrate growth in the use of oral language structure.</p> <ul style="list-style-type: none"> <li>a) <del>Recognize</del> Use vocabulary and <u>language</u> structures necessary to participate in everyday classroom routines.</li> <li>b) Ask and respond to questions using phrases and/or simple sentences.</li> <li>c) Express ideas orally in complete sentences with errors that may interfere with meaning.</li> <li>d) <del>Listen to a variety of literary forms, including stories and poems.</del></li> <li>e) <del>Begin to discriminate between spoken sentences, words, and syllables.</del></li> </ul>	<p><b>Standard:</b> ELP6-12.2.1 The student will demonstrate growth in the use of oral language structure.</p> <ul style="list-style-type: none"> <li>a) Demonstrate understanding of <del>and use of complex sentences structures</del> class discussions on familiar topics.</li> <li>b) Express ideas <del>in increasingly complex sentences</del> on a central topic <u>using a variety of structures.</u></li> <li>c) <u>Ask and respond to how and why questions.</u></li> <li>d) <del>Listen to and respond to a variety of media, using phrases and short sentences with some errors that may interfere with meaning.</del></li> </ul>	<p><b>Standard:</b> ELP6-12.3.1 The student will demonstrate growth in the use of oral language structure.</p> <ul style="list-style-type: none"> <li>a) <u>Demonstrate understanding of complex conversations.</u></li> <li>b) <u>Use complex sentence structure with minimal errors that do not interfere with meaning.</u></li> <li>c) <del>Listen to and respond to a variety of media identifying key concepts and supporting details.</del></li> <li>d) Express ideas in a logical order or around a central topic.</li> <li>e) Speak at a natural rate using appropriate volume and pitch.</li> <li>f) <del>Begin to choose vocabulary and tone appropriate to audience, topic, and purpose.</del></li> <li>g) Use oral language to inform and to gain information.</li> <li>h) <del>Recognize non-verbal communication.</del></li> </ul>	<p><b>Standard:</b> ELP6-12.4.1 The student will demonstrate growth in the use of oral language structure.</p> <ul style="list-style-type: none"> <li>a) Use <del>grammatically</del> correct language <u>structures</u> and specific vocabulary <del>with minimal errors to communicate ideas.</del></li> <li>b) Use simple figurative language and common idiomatic expressions.</li> <li>c) <del>Speak clearly, u</del>Use appropriate volume and pitch, and rate, as well as appropriate non-verbal communication skills.</li> <li>d) <del>Demonstrate understanding and use increasingly complex sentence structure.</del></li> <li>e) Express ideas in logical order and around a central topic.</li> <li>f) <del>Begin to apply and interpret verbal and non-verbal communication.</del></li> </ul>

<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Oral Language</b>	<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Oral Language</b>	<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Oral Language</b>	<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 4</b> <b>Oral Language</b>
<p><b>Standard:</b> ELP69-12.1.2 The student will use and expand vocabulary.</p> <ul style="list-style-type: none"> <li>a) Use words to describe <del>name</del> people, places, things, and actions with some errors in <del>in</del> <u>word order</u>.</li> <li>b) Recognize regular singular and plural nouns.</li> <li>c) Begin to recognize and use antonyms and synonyms.</li> <li>d) Follow <del>one-step and</del> two-step directions.</li> <li>e) Give one-step directions <del>on</del> <u>familiar topics</u>.</li> <li>f) <u>Respond to simple questions across the content areas</u>.</li> </ul> <p><b>Standard:</b> ELP69-12.1.3 The student will build oral communication skills in social and academic settings.</p> <ul style="list-style-type: none"> <li>a) Listen and speak in conversations with peers and adults.</li> <li>b) Communicate basic needs and wants.</li> <li>c) <del>Recognize and b</del>Begin to use appropriate voice level, phrasing, and intonation.</li> <li>d) Begin to participate in small group discussions about books and specific topics across content areas.</li> <li>e) Create simple oral stories <del>to share with others</del> and content presentations.</li> <li>f) Retell basic information shared orally by others.</li> <li>g) Begin to listen for key details.</li> <li>h) Demonstrate basic</li> </ul>	<p><b>Standard:</b> ELP69-12.2.2 The student will use and expand vocabulary.</p> <ul style="list-style-type: none"> <li>a) Talk about experiences using specific vocabulary and descriptive words.</li> <li>b) <u>Begin to use vocabulary appropriate to audience, topic, and purpose</u>.</li> <li>c) Ask for clarification of words and ideas.</li> <li>d) Follow multi-step directions.</li> <li>e) Give multi-step directions.</li> <li>f) <del>Ask and respond to how and why questions</del>.</li> </ul> <p><b>Standard:</b> ELP69-12.2.3 The student will build oral communication skills in social and academic settings.</p> <ul style="list-style-type: none"> <li>a) Participate in conversations with peers and adults.</li> <li>b) Use appropriate voice level, phrasing, and intonation.</li> <li>c) <u>Create oral stories and content presentations to share with others</u>.</li> <li>d) Retell what is heard with <del>some added details or examples</del> <u>elaboration</u>.</li> <li>e) Ask for clarification.</li> <li>f) Listen to <u>presentations</u> and record <del>some</del> basic details.</li> <li>g) Use interviewing techniques to gain information.</li> <li>h) Share stories or information orally with an audience.</li> <li>i) <u>Recognize non-verbal communication</u>.</li> </ul>	<p><b>Standard:</b> ELP9-12.3.2 The student will use and expand vocabulary.</p> <ul style="list-style-type: none"> <li>a) <u>Use content vocabulary to organize ideas appropriate for a given topic and purpose</u>.</li> <li>b) <u>Describe preferences and opinions with increasingly complex vocabulary and sentence structure</u>.</li> <li>c) <u>Make short informative and persuasive presentations using content vocabulary</u>.</li> </ul> <p><b>Standard:</b> ELP69-12.3.23 The student will build oral communication skills in social and academic settings.</p> <ul style="list-style-type: none"> <li>a) Participate in small group discussions <u>across content areas</u>.</li> <li>b) Listen to oral presentations and ask relevant questions.</li> <li>c) Speak clearly with limited errors that <del>may do not</del> interfere with meaning using appropriate volume and rate.</li> <li>d) Respond to audience questions and comments.</li> <li>e) <u>Use non-verbal communication, including eye contact with listeners, gestures to dramatize verbal message, and posture appropriate for setting</u>.</li> <li>f) <u>Listen to and respond to a variety of media and identify</u></li> </ul>	<p><b>Standard:</b> ELP9-12.4.2 The student will use and expand vocabulary.</p> <ul style="list-style-type: none"> <li>a) <u>Present oral reports using content-related information and vocabulary</u>.</li> <li>b) <u>Make informative and persuasive presentations using content vocabulary</u>.</li> </ul> <p><b>Standard:</b> ELP69-12.4.23 The student will build oral communication skills in social and academic settings.</p> <ul style="list-style-type: none"> <li>a) Participate and contribute to large group or class discussions, <u>using oral language to inform and persuade</u>.</li> <li>b) <del>Begin to p</del>Paraphrase what is heard <u>in discussions</u>.</li> <li>c) Summarize and record key information and concepts.</li> <li>d) Organize and present ideas appropriate for the topic and purpose.</li> <li>e) <del>Begin to c</del>Compare and contrast viewpoints.</li> <li>f) Speak clearly, <u>and use appropriate volume, and pitch, and rate, as well as and effective non-verbal communication skills</u>.</li> </ul>

<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Oral Language</b>	<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Oral Language</b>	<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Oral Language</b>	<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 4</b> <b>Oral Language</b>
<p>comprehension of oral presentations by answering factual questions.</p> <p>i) <del>Follow and restate simple directions.</del></p> <p>LEP6-12.1.4 The student will hear, say, and manipulate phonemes. Separate one-syllable words into sounds.</p> <p>a) <del>Identify orally words that rhyme.</del></p> <p>b) <del>Group words according to shared beginning or ending sounds.</del></p> <p>c) <del>Blend sounds to make words or syllables.</del></p> <p>d) <del>Divide words into syllable.</del></p>	<p>j) <del>Restate and execute multi-step directions.</del></p> <p>k) <del>Present ideas sequentially around a central topic.</del></p> <p>l) <del>Ask and answer questions using words phrases, and simple sentences across content areas.</del></p> <p>m) <del>Describe preferences and opinions with increasingly complex vocabulary and sentence structure.</del></p>	<p><u>key concepts and supporting details.</u></p> <p>g) <u>Express ideas in a logical order around a central topic.</u></p> <p>h) <del>Identify appropriate presentation skills.</del></p> <p>i) <del>Organize ideas appropriate for the topic and purpose with assistance.</del></p> <p>j) <del>Retell what is heard with added details and opinions.</del></p> <p>k) <del>Listen to and record basic information and concepts.</del></p> <p>l) <del>Begin to use persuasive language to present views.</del></p> <p>m) <del>Ask and answer question to clarify.</del></p> <p>n) <del>Begin to distinguish between fact and opinion.</del></p>	<p>g) <del>Present oral reports using content related information and vocabulary.</del></p> <p>h) <del>Apply appropriate presentation skills with some consistency.</del></p> <p>i) <del>Respond to audience questions and comments.</del></p> <p>j) <del>Use oral language to inform and persuade.</del></p> <p>k) <del>Begin to ask and answer explicit questions to elaborate and clarify.</del></p> <p>l) <del>Ask and respond to questions across content areas.</del></p>

<b>Grades 69-12</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Reading</b>	<b>Grades 69-12</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Reading</b>	<b>Grades 69-12</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Reading</b>	<b>Grades 69-12</b> <b>English Language Proficiency</b> <b>Level 4</b> <b>Reading</b>
<p><b>Reading:</b> Students in grades 69 through 12 at proficiency level 1 can understand basic material. They can understand the general message of basic reading passages that contain simple language structures and syntax. Students at proficiency level 1 rely on visual cues and prior knowledge or experience with the topic. Comprehension is limited to simple language containing high-frequency vocabulary and <u>predictable grammatical patterns-familiar sentence patterns</u>. Students at proficiency level 1 are beginning to use reading strategies <u>to guess the meaning of unfamiliar words through the use of visual cues, diagrams, cognates, and text content</u> to comprehend text.</p> <p><b>Standard:</b> ELP69-12.1.54 The student will <u>use meaning clues and language structure apply word analysis skills, phonetic strategies, and knowledge of sentence structure</u> when reading.</p> <ol style="list-style-type: none"> <li>Use <del>prior</del> knowledge to <u>interpret words of consonants, consonant blends, and consonant digraphs to decode and spell words.</u></li> <li>Use <u>word patterns to decode unfamiliar words.</u></li> <li><u>Begin to use root words, prefixes, and suffixes.</u></li> <li><u>Decode compound words and familiar multi-syllabic words.</u></li> </ol>	<p><b>Reading:</b> Students in grades 69 through 12 at proficiency level 2 can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. <u>They begin to use reading strategies independently.</u> They can <del>comprehend passages written in basic</del> <u>a variety of familiar</u> sentence patterns, but they frequently have to guess at the meanings of more complex materials. They <del>begin to</del> <u>make informed guesses</u> about meaning from context. They can <del>begin to</del> <u>identify the main idea and supporting details of passages, and are beginning to analyze fiction, nonfiction, and poetry.</u></p> <p><b>Standard:</b> ELP69-12.2.4 The student will <u>apply word analysis skills, phonetic strategies, and knowledge of sentence structure</u> when reading.</p> <ol style="list-style-type: none"> <li><u>Use knowledge of all vowel patterns.</u></li> <li>Use knowledge of <del>common</del> <u>root words, prefixes, and suffixes to read text.</u></li> <li><del>Identify</del> <u>Use knowledge of homophones, antonyms, and synonyms.</u></li> <li><u>Decode regular multi-syllabic words.</u></li> <li><u>Continue to Use knowledge of sentence structure to comprehend text-identify the</u></li> </ol>	<p><b>Reading:</b> Students in grades 69 through 12 at proficiency level 3 can comprehend <del>the content of</del> many texts independently. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read <del>many</del> literature selections for pleasure. <del>They can separate main ideas from supporting ones.</del> They can <u>begin to analyze reading passages written at a level appropriate for the general public fiction, nonfiction, and poetry with some support.</u> They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of text.</p> <p><b>Standard:</b> ELP69-12.3.34 The student will <u>use meaning clues and language structure apply word analysis skills and knowledge of language structure</u> when reading.</p> <ol style="list-style-type: none"> <li><u>Use roots and affixes to expand vocabulary.</u></li> <li><u>Identify word origins, derivations, and inflections.</u></li> <li>Use context and sentence structure to <del>clarify</del> <u>determine</u> meanings of unfamiliar words.</li> <li><u>Differentiate among multiple meanings of words.</u></li> <li><u>Begin to recognize analogies and figurative language such</u></li> </ol>	<p><b>Reading:</b> Students in grades 69 through 12 at proficiency level 4 understand and obtain meaning from a wide range of texts. They use the same reading strategies as their native English-speaking peers to derive meaning from text. They are approaching grade-level mastery of the language structures and vocabulary necessary for understanding academic content and subject area texts. <u>Students at proficiency level 4 can use a variety of strategies to analyze fiction, nonfiction, poetry, and drama. They can synthesize information from sources and apply it in written or oral presentations.</u></p> <p><b>Standard:</b> ELP69-12.4.34 The student will <u>use meaning clues and language structure when reading apply knowledge of word origins, derivations, inflections, analogies, and figurative language to extend vocabulary development.</u></p> <ol style="list-style-type: none"> <li><u>Use simile, metaphor, personification, hyperbole, and analogy.</u></li> <li><u>Identify connotations.</u></li> <li><del>Begin to use context, sentence and text structures to determine meaning of unfamiliar words and phrases.</del></li> <li><del>Begin to recognize analogies and language such as idioms,</del></li> </ol>

<b>Grades 69-12</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Reading</b>	<b>Grades 69-12</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Reading</b>	<b>Grades 69-12</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Reading</b>	<b>Grades 69-12</b> <b>English Language Proficiency</b> <b>Level 4</b> <b>Reading</b>
<p>e) Use knowledge of sentence structure to identify the meaning of unfamiliar words.</p> <p>f) <del>Match pictures with their written form.</del></p> <p>g) <del>Use titles and pictures to read unfamiliar words.</del></p> <p>h) <del>Use knowledge of the story and topic to read unfamiliar words.</del></p> <p><b>Standard:</b> ELP69-12.1.65 The student will incorporate <u>reading strategies to read and</u> comprehend text.</p> <p>a) Preview the front and back cover and title page of a book to gain information and make predictions <u>about content.</u></p> <p>b) <u>Apply knowledge of how English print is organized and read.</u></p> <p>c) <u>Preview and use text formats to distinguish text types such as narrative, poetry, drama.</u></p> <p>d) <u>Set a purpose for reading.</u></p> <p>e) Use visual cues to make predictions.</p> <p>f) Begin to self-correct.</p> <p>g) <u>Use knowledge of sentence structure to comprehend text.</u></p> <p>h) <del>Respond to</del> <u>Use who, when, and where questions to guide reading.</u></p>	<p><u>meaning of unfamiliar words.</u></p> <p>f) <u>Recognize that words can have multiple meanings.</u></p> <p>g) <u>Begin to recognize similes and personification.</u></p> <p>h) <del>Set a purpose for reading with assistance.</del></p> <p>i) <del>Use context to determine meanings of words and phrases.</del></p> <p>j) <del>Use knowledge of common contractions and singular possessives.</del></p> <p>k) <del>Use knowledge of simple abbreviations in personal titles, days of the week and months.</del></p> <p><b>Standard:</b> ELP69-12.2.5 The student will incorporate <u>reading strategies to read and</u> comprehend text.</p> <p>a) <u>Use a purpose to guide reading.</u></p> <p>b) <u>Read and self-correct.</u></p> <p>c) <u>Make and confirm or revise predictions while reading.</u></p> <p>d) <u>Use dictionary, glossary, thesaurus, and other reference materials to identify unfamiliar words.</u></p> <p>e) Answer who, what, when, where, why, and how questions <u>while reading.</u></p> <p>f) Complete graphic organizers to show an understanding of text.</p> <p>g) <u>Retell, with added details, what is read with some added details.</u></p> <p>h) <u>Make connections between</u></p>	<p><u>as idioms and metaphors.</u></p> <p>f) <del>Use purpose to guide reading.</del></p> <p>g) <del>Ask and answer questions about what is read.</del></p> <p>h) <del>Use knowledge of root words, prefixes and suffixes.</del></p> <p><b>LEP6-12.3.4</b> The student will incorporate <u>reading strategies to</u> comprehend text.</p> <p>a) <del>Use purpose to guide reading.</del></p> <p>b) <del>Ask and answer who, what, when, why, and how questions.</del></p> <p>e) <del>Take brief notes during reading to guide comprehension.</del></p> <p>d) <del>Begin to formulate questions that might be answered in the selection.</del></p> <p>e) <del>Retell what is read with added details and opinions.</del></p>	<p><u>similes, metaphors, and personification.</u></p> <p>e) <del>Begin to use knowledge of text structures to aid comprehension.</del></p> <p><b>Standard:</b> ELP69-12.4.45 The student will incorporate <u>reading strategies to comprehend text read, comprehend, and critique literary works.</u></p> <p>a) <u>Compare and contrast author's styles.</u></p> <p>b) <u>Explain the relationship between the author's style and literary effect.</u></p> <p>c) <u>Describe text organization and structure.</u></p> <p>d) <u>Identify universal themes prevalent in the literature of different cultures.</u></p> <p>e) <u>Identify the characteristics that distinguish literary forms.</u></p> <p>f) <del>Begin to draw on prior knowledge and knowledge of text structure to understand selections.</del></p> <p>g) <u>Identify author's purpose.</u></p>

<b>Grades 69-12</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Reading</b>	<b>Grades 69-12</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Reading</b>	<b>Grades 69-12</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Reading</b>	<b>Grades 69-12</b> <b>English Language Proficiency</b> <b>Level 4</b> <b>Reading</b>
<p>i) <u>Use knowledge of the story and topic to read unfamiliar words.</u></p> <p>j) Begin to use graphic organizers to show an understanding of text.</p> <p>k) <del>Track words from left to right and top to bottom on a page.</del></p> <p><b>Standard:</b> ELP69-12.1.76 The student will read and demonstrate comprehension of a variety of <del>fiction, narrative nonfiction, and poetry</del> <u>text types.</u></p> <p>a) Identify characters, <del>and</del> <u>setting, and important events in a story.</u></p> <p>b) <u>Identify topic and main idea.</u></p> <p>c) <del>Recognize</del> <u>Retell stories and events using beginning, middle, and end of selections.</u></p> <p>d) Answer <del>simple, factual</del> <u>questions about what is read.</u></p> <p>e) <u>Locate information to answer questions about a given topic.</u></p> <p>f) <del>Create simple written response that shows comprehension of a selection.</del></p> <p>g) <del>Recognize the format of poetry versus prose.</del></p>	<p><del>previous experiences and reading selections.</del></p> <p>i) <del>Use titles and headings to make predictions.</del></p> <p><b>Standard:</b> ELP69-12.2.6 The student will read and demonstrate comprehension of a variety of <del>fiction, narrative nonfiction, and poetry</del> <u>text types.</u></p> <p>a) <u>Identify sensory words.</u></p> <p>b) <u>Draw conclusions, using information from texts.</u></p> <p>c) <del>Identify main idea of a selection and supporting details, and summarize major points in a text.</del></p> <p>d) <del>Identify</del> <u>Compare and contrast setting, characters, and plot events.</u></p> <p>e) <u>Explain forms, including short stories, novels, plays, folk literature, poetry, biographies, and essays.</u></p> <p>f) <u>Explain the development of plot and how conflicts are resolved.</u></p> <p>g) <del>Identify</del> <u>Distinguish between cause and effect relationships in text, and fact and opinion.</u></p> <p>h) <u>Read and follow instructions to complete an assigned project or task.</u></p> <p>i) <del>Answer factual questions about what is read with some</del></p>	<p><b>Standard:</b> ELP69-12.3.5 The student, <u>with support,</u> will read, <del>and</del> demonstrate comprehension of, <u>and analyze</u> a variety of <del>fiction, narrative nonfiction, and poetry</del> <u>text types.</u></p> <p>a) Identify author's <del>purpose</del> <u>styles.</u></p> <p>b) Identify and <del>describe</del> <u>explain relationships between and among elements of literature: characters, setting, plot, conflict, theme, and point of view.</u></p> <p>c) <u>Take brief notes during reading to guide comprehension.</u></p> <p>d) Locate <u>and use</u> information to <del>answer questions and/or</del> <u>support opinions, predictions, and a-conclusions.</u></p> <p>e) <del>Create simple</del> <u>Describe</u> cause and effect <del>statements about text following a model</del> <u>relationships and their impact on plot.</u></p> <p>f) <u>Make inferences and draw conclusions based on implicit and explicit information.</u></p> <p>g) Summarize <u>and paraphrase the major/main</u> points in a</p>	<p>h) <del>Ask and answer questions about what is read.</del></p> <p>i) <del>Take notes or create a basic outline during reading.</del></p> <p>j) <del>Locate information to answer questions and support conclusions.</del></p> <p>k) <del>Begin to paraphrase what is read.</del></p> <p><b>Standard:</b> ELP69-12.4.56 The student will read and <del>demonstrate</del> <u>comprehension</u> of a variety of <del>fiction, narrative nonfiction, and poetry</del> <u>analyze poetry.</u></p> <p>a) <u>Compare and contrast the use of rhyme, rhythm, and sound to convey message in poetry.</u></p> <p>b) <u>Compare and contrast the ways in which poets use techniques to evoke emotion in the reader.</u></p> <p>c) <u>Interpret and paraphrase the meaning of selected poems.</u></p> <p>d) <del>Demonstrate comprehension of a variety of literary forms including poetry, drama, informational text, and narrative text.</del></p> <p>e) <del>Begin to make connections between previous experiences or previously learned concepts and reading selections.</del></p> <p>f) <del>Make and confirm predictions.</del></p> <p>g) <del>Identify the main idea and supporting details of reading selections.</del></p> <p>h) <del>Begin to summarize text.</del></p>

<b>Grades 69-12</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Reading</b>	<b>Grades 69-12</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Reading</b>	<b>Grades 69-12</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Reading</b>	<b>Grades 69-12</b> <b>English Language Proficiency</b> <b>Level 4</b> <b>Reading</b>
<p><u>Standard: ELP9-12.1.7 The student will demonstrate comprehension of information from a variety of print sources.</u></p> <ul style="list-style-type: none"> <li>a) <u>Use dictionary, glossary, and other reference materials.</u></li> <li>b) <u>Collect information from online, print, and media resources.</u></li> <li>c) <u>Use graphic organizers to organize information.</u></li> </ul>	<p><u>Standard: ELP9-12.2.7 The student will demonstrate comprehension of information from a variety of print sources and begin to use resources to research a topic.</u></p> <ul style="list-style-type: none"> <li>a) <u>Construct questions to be answered about a topic.</u></li> <li>b) <u>Use dictionary, glossary, thesaurus, and other reference materials.</u></li> <li>c) <u>Collect and evaluate information from online, print, and media resources.</u></li> <li>d) <u>Use graphic organizers to evaluate and organize collected information.</u></li> </ul>	<p><u>Standard: ELP9-12.3.6 The student will read, comprehend, and analyze a variety of informational sources.</u></p> <ul style="list-style-type: none"> <li>a) <u>Draw on background knowledge and knowledge of text structure to understand selections.</u></li> <li>b) <u>Analyze the author’s credentials, viewpoint, and impact.</u></li> <li>c) <u>Evaluate clarity and accuracy of information.</u></li> <li>d) <u>Identify questions not answered by a selected text.</u></li> </ul>	<ul style="list-style-type: none"> <li>i) <del>Begin to compare and contrast characters, setting, and events in fictional selections.</del></li> <li>j) <del>Distinguish between fact and opinion.</del></li> <li>k) <del>Recognize character development, setting, plot structure, theme, conflict, and point of view in fictional selections.</del></li> </ul> <p><u>Standard: ELP9-12.4.7 The student will read and critique dramatic selections.</u></p> <ul style="list-style-type: none"> <li>a) <u>Explain the use of asides, soliloquies, and monologues in the development of a single character.</u></li> <li>b) <u>Compare and contrast character development in a play to characterization in other literary forms.</u></li> </ul> <p><u>Standard: ELP9-12.4.8 The student will read and interpret informational materials.</u></p> <ul style="list-style-type: none"> <li>a) <u>Analyze and apply the information contained in warranties, contracts, and other information sources to complete specific tasks.</u></li> <li>b) <u>Skim manuals or informational sources to locate information.</u></li> <li>c) <u>Compare and contrast product information contained in advertisements with the information found in instruction manuals and</u></li> </ul>

<b>Grades 69-12</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Reading</b>	<b>Grades 69-12</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Reading</b>	<b>Grades 69-12</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Reading</b>	<b>Grades 69-12</b> <b>English Language Proficiency</b> <b>Level 4</b> <b>Reading</b>
			<u>warranties.</u> d) <u>Read and follow directions to complete applications and other forms.</u>

<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Writing</b>	<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Writing</b>	<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Writing</b>	<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 4</b> <b>Writing</b>
<p><b>Writing:</b> Students in grades 6 through 12 at proficiency level 1 can express basic personal needs and compose short passages on familiar topics. Basic vocabulary and structures in simple sentences and phrases are characteristic of student writing at this level. <u>Frequent errors in spelling and grammar that sometimes obscure meaning are frequent and characteristic of language production at this stage. Students will use present, past, and future verb tenses with minimal errors.</u></p> <p><b>Standard:</b> ELP69-12.1.8 The student will write to communicate ideas.</p> <ol style="list-style-type: none"> <li>Begin to <u>brainstorm and use graphic organizers to organize information.</u></li> <li>Use a variety of common descriptive words.</li> <li><u>Write a paragraph on a topic using simple and compound sentences.</u></li> <li><u>Write short narratives, letters, and simple explanations.</u></li> <li>Use available technology.</li> <li><del>Produce simple and compound sentences on a topic.</del></li> <li><del>Combine simple sentences on a topic.</del></li> <li><u>Write uppercase and lowercase letters of the</u></li> </ol>	<p><b>Writing:</b> Students in grades 6 through 12 at proficiency level 2 can write <del>simple notes, make brief journal entries, short narratives and descriptions,</del> and write short reports using basic vocabulary and common language structures. They can express ideas in the present, future, and past tenses. <u>Frequent errors are characteristic of this level especially that may interfere with meaning persist at this level</u> when the students try to express thoughts that require more complex language structures.</p> <p><b>Standard:</b> ELP69-12.2.78 The student will write to communicate ideas.</p> <ol style="list-style-type: none"> <li><u>Generate, gather, plan, and organize ideas for writing.</u></li> <li><u>Demonstrate awareness of intended audience.</u></li> <li>Use <u>descriptive vocabulary, including familiar adjectives and adverbs for elaboration.</u></li> <li>Use <del>complete and varied</del> sentences.</li> <li>Use <del>basic</del> transition words to connect sentences.</li> <li><u>Write multiple paragraphs around a central topic.</u></li> <li><u>Begin to R</u>revise writing based on specific feedback.</li> <li><u>Write a series of simple paragraphs around a central</u></li> </ol>	<p><b>Writing:</b> Students in grades 6 through 12 at proficiency level 3 can write multi-paragraph compositions, <del>journal entries,</del> personal and business letters, <u>short reports,</u> and creative passages. They can present their thoughts in an organized manner that is easily understood by the reader. <u>They show good control of English word structure and of the most frequently used grammatical structures, but errors are still present.</u> They can express complex ideas and use a wide range of vocabulary, <del>idioms, and structures, including the full range of and</del> verb tenses. <u>Even though errors persist, they seldom interfere with meaning.</u></p> <p><b>Standard:</b> ELP69-12.3.67 The student will write to communicate ideas.</p> <ol style="list-style-type: none"> <li>Use prewriting strategies to generate and organize ideas.</li> <li><u>Begin to select vocabulary and information to enhance the central idea, tone, and voice.</u></li> <li><u>Write using a variety of compound and complex sentences with appropriate transition words.</u></li> <li>Use complete and varied sentences including sentences with compound subjects and prepositional phrases.</li> <li>Write <del>simple</del> descriptions, narratives, explanations, and short reports around a central</li> </ol>	<p><b>Writing:</b> Students in grades 6 through 12 at proficiency level 4 are approaching fluency in writing in the content areas. They are able to use language structures and content vocabulary required for <del>each</del> academic subjects, <del>although they may make errors.</del> They <u>begin to use the subtleties of written language understand and apply the concept of voice,</u> and can write for different audiences and purposes. The quality and content of their writing is approaching grade level. <u>Errors are minimal and do not interfere with meaning.</u></p> <p><b>Standard:</b> ELP69-12.4.69 The student will write <u>in a variety of forms</u> to communicate ideas.</p> <ol style="list-style-type: none"> <li><del>Begin to w</del>Write in a variety of forms including narrative, expository, persuasive, and informational <u>across content areas.</u></li> <li><del>Begin to u</del>Use voice, tone, and word choice <u>according to intended audience.</u></li> <li>Use writing to <u>interpret, analyze, and evaluate ideas.</u></li> <li><del>Edit and r</del>Revise writing <u>independently and with peers for clarity and effect.</u></li> <li><del>Write descriptive paragraphs, narratives, poems, and explanations for a variety of purposes and audiences</del></li> </ol>

<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Writing</b>	<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Writing</b>	<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Writing</b>	<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 4</b> <b>Writing</b>
<p><del>alphabet.</del></p> <p>i) <del>Space words and sentences appropriately.</del></p>	<p><del>topic.</del></p> <p>i) <del>Brainstorm and use graphic organizers to organize information.</del></p> <p>j) <del>Begin to edit and revise writing based on feedback.</del></p>	<p>idea using an introduction, body, and conclusion.</p> <p>f) <del>Use descriptive vocabulary including adjectives and adverbs.</del></p> <p>g) <del>Begin to use transition words to connect sentences.</del></p> <p>h) <del>Use adjective comparisons.</del></p> <p>i) <del>Revise writing for clarity based on feedback.</del></p>	<p><del>across content areas with minimal errors that do not interfere with meaning.</del></p> <p>f) <del>Develop a plan for writing by using a variety of planning strategies.</del></p> <p>g) <del>Begin to write using a variety of compound, and complex sentences with appropriate transition words.</del></p>
<p><b>Standard:</b> ELP69-12.1.9 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.</p> <p>a) <del>Begin each sentence with a capital letter.</del> <u>Use rules of capitalization and use ending punctuation in final copies.</u></p> <p>b) <del>Begin to use</del> <u>Use apostrophes in contractions and singular possessives.</u></p> <p>c) <u>Use correct spelling for high-frequency sight words, including compound words and regular plurals.</u></p> <p>d) <del>Recognize</del> <u>Use regular singular and plural nouns and pronouns.</u></p> <p>e) <u>Use simple present and present progressive, present, past, and future verb tenses with minimal errors.</u></p> <p>f) <u>Use adjective comparisons following a model.</u></p> <p>g) <u>Capitalize names and the word "I".</u></p> <p>h) <del>Recognize and use basic sentence patterns accurately.</del></p> <p>i) <u>Use articles such as "the",</u></p>	<p><b>Standard:</b> ELP69-12.2.89 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.</p> <p>a) <u>Use commas in a simple series, dates and addresses.</u></p> <p>b) <u>Use apostrophes in contractions and singular possessive nouns.</u></p> <p>c) <u>Use correct spelling for high-frequency frequently used words.</u></p> <p>d) <u>Use pronouns and regular singular and plural nouns and pronouns.</u></p> <p>e) <u>Use subject-verb agreement with minimal errors.</u></p> <p>f) <u>Use past, present, and future tenses.</u></p> <p>g) <u>Use adjective comparisons.</u></p> <p>h) <del>Begin to follow standard rules of capitalization.</del></p> <p>i) <u>Use appropriate pronouns.</u></p>	<p><b>Standard:</b> ELP69-12.3.78 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.</p> <p>a) <u>Use correct punctuation and capitalization with limited errors.</u></p> <p>b) <u>Use correct spelling for frequently used familiar words, including academic vocabulary.</u></p> <p>c) <u>Use noun, and pronoun and antecedent agreement and pronoun antecedent agreement.</u></p> <p>d) <u>Use present, past, and future a variety of verb tenses.</u></p> <p>e) <del>Begin to use comparative and superlative forms of adverbs and adjectives.</del> <u>Use adjective and adverb comparisons.</u></p> <p>f) <u>Use appositives, main clauses, and subordinate clauses.</u></p> <p>g) <u>Use a style manual, such as that of the Modern Language Association (MLA) or American Psychological Association (APA) to apply</u></p>	<p><b>Standard:</b> ELP69-12.4.710 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.</p> <p>a) <u>Use correct spelling for frequently used words, including common homophones academic vocabulary.</u></p> <p>b) <u>Use regular and irregular singular and plural nouns and pronouns appropriately.</u></p> <p>c) <u>Use regular and common irregular past, present, and future verb tenses appropriately.</u></p> <p>d) <u>Use a style manual, such as that of the Modern Language Association (MLA) or American Psychological Association (APA) for producing research projects.</u></p> <p>e) <del>Accurately use conventions of capitalization.</del></p> <p>f) <del>Use adjective and adverb comparison.</del></p> <p>g) <u>Use commas, quotation marks, and hyphens.</u></p>

<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 1</b> <b>Writing</b>	<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 2</b> <b>Writing</b>	<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 3</b> <b>Writing</b>	<b>Grades 6-12</b> <b>English Language Proficiency</b> <b>Level 4</b> <b>Writing</b>
<p>“a”, and “an”.</p>		<p><u>rules for punctuation and formatting of direct quotations.</u></p> <p>h) <del>Begin to follow standard rules for comma use.</del></p> <p>i) <del>Use apostrophes in contractions and singular and plural possessives.</del></p>	