
English Standards of Learning

for Virginia Public Schools

Adopted in November 2002 by the Board of Education

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Foreword

The Standards of Learning in this publication represent a major development in public education in Virginia. The revised English Standards of Learning and the English Language Proficiency Standards of Learning were adopted in November 2002 by the state Board of Education.

The Standards of Learning provide a framework for instructional programs designed to raise the academic achievement of all students in Virginia and are an important part of Virginia's efforts to provide challenging educational programs in the public schools.

The Standards of Learning set reasonable targets and expectations for what teachers need to teach and students need to learn. The standards are not intended to encompass the entire curriculum for a given grade level or course or to prescribe how the content should be taught; the standards are to be incorporated into a broader, locally designed curriculum. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students.

The Standards of Learning are recognized as a model for other states. They were developed through a series of public hearings and the efforts of parents, teachers, education officials, and representatives of business and industry. The standards set clear, concise, and measurable academic expectations for young people. Parents are encouraged to work with their children to help them achieve these academic standards.

A major objective of Virginia's educational agenda is to give the citizens of the commonwealth a program of public education that is among the best in the nation and that meets the needs of all young people in the commonwealth. These Standards of Learning chart the course for achieving that objective.

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Introduction

The goals of the English Standards of Learning are to teach students to read and to prepare students to participate in society as literate citizens, equipped with the ability to communicate effectively in their communities, in the work place, and in postsecondary education. As students progress through the school years, they become active and involved listeners and develop a full command of the English language, evidenced by their use of standard English and their rich speaking and writing vocabularies.

Students become competent readers of a variety of print materials and are encouraged to acquire a lifelong love of reading. In kindergarten through third grade, the primary goal is to teach all students to read fluently and to comprehend a variety of fiction and nonfiction selections that relate to all areas of the curriculum. In fourth through twelfth grades, students continue to acquire and refine strategies for comprehending and analyzing selections that encompass all literary types, exemplify universal themes, and relate to all subjects. Students in high school become familiar with exemplary authors and classic literary works.

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.

Organization of the English Standards of Learning

Standards for kindergarten through eighth grade are organized in three related strands: Oral Language, Reading, and Writing. Standards for ninth through twelfth grades are organized in four related strands: Oral Language, Reading Analysis, Writing, and Research. Each grade level is preceded by an overview that describes the major concepts and skills that each student will be expected to understand and demonstrate. The standards reflect a comprehensive instructional program and document a progression of expected achievement in each of the strands. This organization of standards also reflects the gradual progression in the development of skills.

Oral Language includes speaking and listening. In the early grades, students learn to participate in classroom discussion. Over the course of several grade levels, students learn to prepare and deliver presentations and to critique them in order to improve delivery. Students' homes and cultural languages are the starting point for all language learning; however, competency in the use of standard English is the goal for all students. Therefore, daily speaking opportunities, both formal and informal, should be a part of every English curriculum.

Reading begins with an awareness of the concepts of print and the sounds and structure of oral and written language. Students in the primary grades acquire a strong foundation in phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies. Students continue to study the structure of words and language and refine comprehension strategies throughout all grades. In the middle-school and high-school grades, students focus on the analysis of what they read and the application of what they learn. Daily oral language and reading experiences are essential for all students. Students' appreciation for literature is enhanced by frequent interaction with a broad array of classic and contemporary literature, which engages the reading skills of students and invites them to develop an appreciation for the power and beauty of the written word.

Writing begins with letter formation and the use of letters to represent speech sounds. From kindergarten through twelfth grade, students become increasingly aware of the structure of language and the writing process. Improvement in written communication is achieved through frequent opportunities to apply narrative, persuasive, expository, and technical skills. Daily reading, writing, and oral language experiences are essential for all students. The combination of teachers reading aloud and of students selecting reading materials is necessary in helping students develop a lifelong reading habit and an appreciation for literature.

Research standards are also developed across grade levels. In grades nine through twelve, research is a separate strand. In kindergarten through eighth grade, research skills are incorporated in the reading and writing strands. Through these standards, students learn to acquire information from a variety of sources to use in planning and delivering presentations and reports.

Student learning is enhanced through the use of computer technology. Data access, retrieval, and processing support instruction in reading, writing, and research. In composition, word processing programs allow students to check spelling, grammar, and style to revise drafts. Information technology is an integral part of student research and helps students produce effective written and oral presentations. However, the use of computer-aided spelling and grammar is not a substitute for learning the rules of English.

Although the strands are developed separately, they are integrated in the classroom. Proficiency in reading, writing, listening, speaking, and research skills allows students to learn and to use knowledge to make meaningful connections between their lives and academic disciplines. There should be a concerted effort to relate required reading selections in English to studies in other core subjects, including mathematics, science, and history and social science. Standards that incorporate rigor in English help students develop the expected performance competencies.

English Language Proficiency Standards of Learning

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. This foundation is essential because LEP students are learning English as another language.

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

Limited English Proficiency Student Profile

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;

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 in their native language outside of the United States, while others have had limited formal schooling.

Kindergarten

The kindergarten student will be immersed in a print-rich environment to develop oral language skills, phonological awareness, print awareness, vocabulary, comprehension, and an appreciation for literature. The reading of fiction and nonfiction selections will enable students to develop an awareness of print materials as sources of information and enjoyment. The kindergarten student will have the opportunity to use words that describe people, places, and events. The student will recognize and print letters of the alphabet, use the basic phonetic principles of identifying and writing beginning sounds, identify story elements, and communicate ideas through pictures and writing.

Oral Language

- K.1 The student will demonstrate growth in the use of oral language.
- Listen to a variety of literary forms, including stories and poems.
 - Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns.
 - Participate in creative dramatics.
 - Begin to discriminate between spoken sentences, words, and syllables.
 - Recognize rhyming words.
 - Generate rhyming words in a rhyming pattern.
- K.2 The student will use listening and speaking vocabularies.
- Use number words.
 - Use words to describe/name people, places, and things.
 - Use words to describe location, size, color, and shape.
 - Use words to describe actions.
 - Ask about words not understood.
 - Follow one-step and two-step directions.
 - Begin to ask how and why questions.
- K.3 The student will build oral communication skills.
- Begin to follow implicit rules for conversation, including taking turns and staying on topic.
 - Express ideas and needs in complete sentences.
 - Begin to use voice level, phrasing, and intonation appropriate for language situation.
 - Listen and speak in informal conversations with peers and adults.
 - Begin to initiate conversations.
 - Participate in discussions about books and specific topics.
- K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.
- Identify orally words that rhyme.
 - Identify words orally according to shared beginning or ending sounds.
 - Blend sounds orally to make words or syllables.
 - Divide one-syllable words into sounds (phonemes).
 - Divide words into syllables.

Reading

- K.5 The student will understand how print is organized and read.
- Hold print materials in the correct position.
 - Identify the front cover, back cover, and title page of a book.
 - Follow words from left to right and from top to bottom on a printed page.
 - Match voice with print: syllables, words, and phrases.
- K.6 The student will demonstrate an understanding that print makes sense.
- Explain that printed materials provide information.
 - Identify common signs and logos.
 - Read ten high-frequency words.
 - Read and explain own writing and drawings.
- K.7 The student will develop an understanding of basic phonetic principles.
- Identify and name the uppercase and lowercase letters of the alphabet.
 - Match consonant and short vowel sounds to appropriate letters.
 - Identify beginning consonant sounds in single-syllable words.
- K.8 The student will demonstrate comprehension of fiction and nonfiction.
- Use pictures to make predictions about content.
 - Retell familiar stories, using beginning, middle, and end.
 - Discuss characters, setting, and events.
 - Use story language in discussions and retellings.
 - Identify what an author does and what an illustrator does.
 - Identify the topics of nonfiction selections.

Writing

- K.9 The student will print the uppercase and lowercase letters of the alphabet independently.
- K.10 The student will print his/her first and last names.
- K.11 The student will write to communicate ideas.
- Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
 - Write left to right and top to bottom.
- K.12 The student will explore the uses of available technology for reading and writing.

Grade One

Reading is the priority in first grade. The student will be immersed in a print-rich environment to develop oral language skills, phonetic skills, vocabulary, comprehension, and an awareness of print materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. The student will use a variety of strategies to read new words and will read familiar selections with fluency and expression. The student will continue to develop an understanding of character, setting, main idea, and story sequence in a variety of texts. The student will increase vocabulary and comprehension strategies by reading age-appropriate materials across the curriculum, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will also demonstrate comprehension of fiction and nonfiction selections through classroom discussion and will begin to communicate ideas in writing. The student will become an independent reader by the end of first grade.

Oral Language

- 1.1 The student will continue to demonstrate growth in the use of oral language.
 - a) Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.
 - b) Tell and retell stories and events in logical order.
 - c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
 - d) Express ideas orally in complete sentences.
- 1.2 The student will continue to expand and use listening and speaking vocabularies.
 - a) Increase oral descriptive vocabulary.
 - b) Begin to ask for clarification and explanation of words and ideas.
 - c) Follow simple two-step oral directions.
 - d) Give simple two-step oral directions.
 - e) Use singular and plural nouns.
- 1.3 The student will adapt or change oral language to fit the situation.
 - a) Initiate conversation with peers and adults.
 - b) Follow rules for conversation.
 - c) Use appropriate voice level in small-group settings.
 - d) Ask and respond to questions in small-group settings.
- 1.4 The student will orally identify and manipulate phonemes (small units of sound) in syllables and multisyllabic words.
 - a) Count phonemes (sounds) in syllables or words with a maximum of three syllables.
 - b) Add or delete phonemes (sounds) orally to change syllables or words.
 - c) Create rhyming words orally.
 - d) Blend sounds to make word parts and words with one to three syllables.

Reading

- 1.5 The student will apply knowledge of how print is organized and read.
- Read from left to right and from top to bottom.
 - Match spoken words with print.
 - Identify letters, words, and sentences.
- 1.6 The student will apply phonetic principles to read and spell.
- Use beginning and ending consonants to decode and spell single-syllable words.
 - Use two-letter consonant blends to decode and spell single-syllable words.
 - Use beginning consonant digraphs to decode and spell single-syllable words.
 - Use short vowel sounds to decode and spell single-syllable words.
 - Blend beginning, middle, and ending sounds to recognize and read words.
 - Use word patterns to decode unfamiliar words.
 - Use compound words.
 - Read and spell common, high-frequency sight words, including *the*, *said*, and *come*.
- 1.7 The student will use meaning clues and language structure to expand vocabulary when reading.
- Use titles and pictures.
 - Use knowledge of the story and topic to read words.
 - Use knowledge of sentence structure.
 - Reread and self-correct.
- 1.8 The student will read familiar stories, poems, and passages with fluency and expression.
- 1.9 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.
- Preview the selection.
 - Set a purpose for reading.
 - Relate previous experiences to what is read.
 - Make predictions about content.
 - Ask and answer who, what, when, where, why, and how questions about what is read.
 - Identify characters, setting, and important events.
 - Retell stories and events, using beginning, middle, and end.
 - Identify the topic or main idea.
- 1.10 The student will use simple reference materials.
- Use knowledge of alphabetical order by first letter.
 - Use a picture dictionary to find meanings of unfamiliar words.

Writing

- 1.11 The student will print legibly.
- Form letters.
 - Space words and sentences.

- 1.12 The student will write to communicate ideas.
- a) Generate ideas.
 - b) Focus on one topic.
 - c) Use descriptive words when writing about people, places, things, and events.
 - d) Use complete sentences in final copies.
 - e) Begin each sentence with a capital letter and use ending punctuation in final copies.
 - f) Use correct spelling for high-frequency sight words and phonetically regular words in final copies.
 - g) Share writing with others.
 - h) Use available technology.

Grade Two

Reading continues to be a priority in second grade. The student will be immersed in a print-rich environment filled with fiction and nonfiction selections, which relate to all areas of the curriculum and interest. The student will expand vocabulary by speaking and listening effectively in classroom discussions, use a combination of strategies when reading, and read age-appropriate familiar selections with fluency and expression. The student will learn comprehension strategies for fiction and nonfiction materials. The student will be asked to identify main ideas, to make and confirm predictions, and to formulate questions about learning in all subjects, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will write stories, letters, and simple explanations; apply simple grammatical principles to writing; and locate information in reference materials.

Oral Language

- 2.1 The student will demonstrate an understanding of oral language structure.
 - a) Create oral stories to share with others.
 - b) Create and participate in oral dramatic activities.
 - c) Use correct verb tenses in oral communication.
 - d) Use increasingly complex sentence structures in oral communication.

- 2.2 The student will continue to expand listening and speaking vocabularies.
 - a) Use words that reflect a growing range of interests and knowledge.
 - b) Clarify and explain words and ideas orally.
 - c) Follow oral directions with three or four steps.
 - d) Give three-step and four-step directions.
 - e) Identify and use synonyms and antonyms in oral communication.

- 2.3 The student will use oral communication skills.
 - a) Use oral language for different purposes: to inform, to persuade, and to entertain.
 - b) Share stories or information orally with an audience.
 - c) Participate as a contributor and leader in a group.
 - d) Summarize information shared orally by others.

Reading

- 2.4 The student will use phonetic strategies when reading and spelling.
 - a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
 - b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.
 - c) Decode regular multisyllabic words.

- 2.5 The student will use meaning clues and language structure when reading.
 - a) Use information in the story to read words.
 - b) Use knowledge of sentence structure.
 - c) Use knowledge of story structure and sequence.

- 2.6 The student will use language structure to expand vocabulary when reading.
- Use knowledge of prefixes and suffixes.
 - Use knowledge of contractions and singular possessives.
 - Use knowledge of simple abbreviations.
 - Use knowledge of antonyms and synonyms.
- 2.7 The student will read fiction and nonfiction, using a variety of strategies independently.
- Preview the selection by using pictures, diagrams, titles, and headings.
 - Set purpose for reading.
 - Read stories, poems, and passages with fluency and expression.
 - Reread and self-correct when necessary.
- 2.8 The student will read and demonstrate comprehension of fiction and nonfiction.
- Make predictions about content.
 - Read to confirm predictions.
 - Relate previous experiences to the topic.
 - Ask and answer questions about what is read.
 - Locate information to answer questions.
 - Describe characters, setting, and important events in fiction and poetry.
 - Identify the problem, solution, and main idea.
- 2.9 The student will demonstrate comprehension of information in reference materials.
- Use a table of contents.
 - Use pictures and charts.
 - Use dictionaries and indices.

Writing

- 2.10 The student will maintain manuscript and begin to make the transition to cursive.
- 2.11 The student will write stories, letters, and simple explanations.
- Generate ideas before writing.
 - Organize writing to include a beginning, middle, and end.
 - Revise writing for clarity.
 - Use available technology.
- 2.12 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
- Recognize and use complete sentences.
 - Use and punctuate declarative, interrogative, and exclamatory sentences.
 - Capitalize all proper nouns and the word *I*.
 - Use singular and plural nouns and pronouns.
 - Use apostrophes in contractions, including *don't*, *isn't*, and *can't*.
 - Use correct spelling for high-frequency sight words, including compound words and regular plurals.

Grade Three

Reading continues to be a priority in third grade. Emphasis is on learning about words, reading age-appropriate text with fluency and expression, and learning comprehension strategies. The student will read a variety of fiction and nonfiction literature, which relates to all areas of the curriculum. The student will use effective communication skills in group activities and will present brief oral reports. Reading comprehension strategies will be applied in all subjects, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will plan, draft, revise, and edit stories, simple explanations, and short reports. In addition, the student will gather and use information from print and nonprint sources. The student also will write legibly in cursive.

Oral Language

- 3.1 The student will use effective communication skills in group activities.
 - a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
 - b) Ask and respond to questions from teachers and other group members.
 - c) Explain what has been learned.

- 3.2 The student will present brief oral reports.
 - a) Speak clearly.
 - b) Use appropriate volume and pitch.
 - c) Speak at an understandable rate.
 - d) Organize ideas sequentially or around major points of information.
 - e) Use grammatically correct language and specific vocabulary to communicate ideas.

Reading

- 3.3 The student will apply word-analysis skills when reading.
 - a) Use knowledge of all vowel patterns.
 - b) Use knowledge of homophones.
 - c) Decode regular multisyllabic words.

- 3.4 The student will use strategies to read a variety of fiction and nonfiction materials.
 - a) Preview and use text formats.
 - b) Set a purpose for reading.
 - c) Apply meaning clues, language structure, and phonetic strategies.
 - d) Use context to clarify meaning of unfamiliar words.
 - e) Read fiction and nonfiction fluently and accurately.
 - f) Reread and self-correct when necessary.

- 3.5 The student will read and demonstrate comprehension of fiction.
- a) Set a purpose for reading.
 - b) Make connections between previous experiences and reading selections.
 - c) Make, confirm, or revise predictions.
 - d) Compare and contrast settings, characters, and events.
 - e) Identify the author's purpose.
 - f) Ask and answer questions.
 - g) Draw conclusions about character and plot.
 - h) Organize information and events logically.
 - i) Summarize major points found in fiction materials.
 - j) Understand basic plots of fairy tales, myths, folktales, legends, and fables.
- 3.6 The student will continue to read and demonstrate comprehension of nonfiction.
- a) Identify the author's purpose.
 - b) Make connections between previous experiences and reading selections.
 - c) Ask and answer questions about what is read.
 - d) Draw conclusions.
 - e) Organize information and events logically.
 - f) Summarize major points found in nonfiction materials.
 - g) Identify the characteristics of biographies and autobiographies.
 - h) Compare and contrast the lives of two persons as described in biographies and/or autobiographies.
- 3.7 The student will demonstrate comprehension of information from a variety of print resources.
- a) Use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials.
 - b) Use available technology.

Writing

- 3.8 The student will write legibly in cursive.
- 3.9 The student will write descriptive paragraphs.
- a) Develop a plan for writing.
 - b) Focus on a central idea.
 - c) Group related ideas.
 - d) Include descriptive details that elaborate the central idea.
 - e) Revise writing for clarity.
- 3.10 The student will write stories, letters, simple explanations, and short reports across all content areas.
- a) Use a variety of planning strategies.
 - b) Organize information according to the type of writing.
 - c) Identify the intended audience.
 - d) Revise writing for specific vocabulary and information.
 - e) Use available technology.

- 3.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
- a) Use complete and varied sentences.
 - b) Use the word *I* in compound subjects.
 - c) Use past and present verb tense.
 - d) Use singular possessives.
 - e) Use commas in a simple series.
 - f) Use simple abbreviations.
 - g) Use apostrophes in contractions with pronouns.
 - h) Use correct spelling for high-frequency sight words, including irregular plurals.

Grade Four

In fourth grade, reading and writing skills support an increased emphasis on content-area learning and utilization of the resources of the media center, especially to locate and read primary sources of information. A significant percentage of reading material will relate to the study of mathematics, science, and history and social science. The student will use text organizers, summarize information, formulate questions, and draw conclusions to demonstrate reading comprehension. The student will also read classic and contemporary literature selections by a variety of authors. The student will continue to increase communication skills in large- and small-group settings. In addition, the student will plan, draft, revise, and edit narratives and explanations. The student will also routinely use information resources and word references while writing.

Oral Language

- 4.1 The student will use effective oral communication skills in a variety of settings.
 - a) Present accurate directions to individuals and small groups.
 - b) Contribute to group discussions.
 - c) Seek ideas and opinions of others.
 - d) Use evidence to support opinions.
 - e) Use grammatically correct language and specific vocabulary to communicate ideas.
- 4.2 The student will make and listen to oral presentations and reports.
 - a) Use subject-related information and vocabulary.
 - b) Listen to and record information.
 - c) Organize information for clarity.

Reading

- 4.3 The student will read fiction and nonfiction with fluency and accuracy.
 - a) Use context to clarify meanings of unfamiliar words.
 - b) Explain words with multiple meanings.
 - c) Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words.
 - d) Use word-reference materials, including the glossary, dictionary, and thesaurus.
- 4.4 The student will read and demonstrate comprehension of fiction.
 - a) Explain the author's purpose.
 - b) Describe how the choice of language, setting, and information contributes to the author's purpose.
 - c) Compare the use of fact and fantasy in historical fiction with other forms of literature.
 - d) Identify major events and supporting details.
 - e) Describe the relationship between text and previously read materials.
 - f) Identify sensory words.

- 4.5 The student will read and demonstrate comprehension of nonfiction.
- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information.
 - b) Formulate questions that might be answered in the selection.
 - c) Explain the author's purpose.
 - d) Make simple inferences, using information from texts.
 - e) Draw conclusions, using information from texts.
 - f) Summarize content of selection, identifying important ideas and providing details for each important idea.
 - g) Describe relationship between content and previously learned concepts or skills.
 - h) Distinguish between cause and effect and between fact and opinion.
 - i) Identify new information gained from reading.
- 4.6 The student will demonstrate comprehension of information resources to research a topic.
- a) Construct questions about a topic.
 - b) Collect information, using the resources of the media center, including online, print, and media resources.
 - c) Evaluate and synthesize information.

Writing

- 4.7 The student will write effective narratives, poems, and explanations.
- a) Focus on one aspect of a topic.
 - b) Develop a plan for writing.
 - c) Organize writing to convey a central idea.
 - d) Write several related paragraphs on the same topic.
 - e) Utilize elements of style, including word choice and sentence variation.
 - f) Write rhymed, unrhymed, and patterned poetry.
 - g) Use available technology.
- 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.
- a) Use subject-verb agreement.
 - b) Include prepositional phrases.
 - c) Eliminate double negatives.
 - d) Use noun-pronoun agreement.
 - e) Use commas in series, dates, and addresses.
 - f) Incorporate adjectives and adverbs.
 - g) Use the articles *a*, *an*, and *the* correctly.
 - h) Use correct spelling for frequently used words, including common homophones.

Grade Five

In fifth grade, reading and writing skills continue to support an increased emphasis on content-area learning and utilization of the resources of the media center, especially to locate and read primary sources of information. The student will read texts in all subjects and will acquire information to answer questions, generate hypotheses, make inferences, support opinions, confirm predictions, compare and contrast relationships, and formulate conclusions. The student will continue to develop an appreciation for literature by reading a variety of fiction and nonfiction selections. The student will continue to increase communication skills used in learning activities and will use online, print, and media resources to prepare presentations. The student will use oral and written communication skills to describe key concepts and information contained in the mathematics, science, and history and social science Standards of Learning. In addition, the student will plan, draft, revise, and edit writings to describe, to entertain, and to explain.

Oral Language

- 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.
 - a) Participate in and contribute to discussions across content areas.
 - b) Organize information to present reports of group activities.
 - c) Summarize information gathered in group activities.
- 5.2 The student will use effective nonverbal communication skills.
 - a) Maintain eye contact with listeners.
 - b) Use gestures to support, accentuate, and dramatize verbal message.
 - c) Use facial expressions to support and dramatize verbal message.
 - d) Use posture appropriate for communication setting.
- 5.3 The student will make planned oral presentations.
 - a) Determine appropriate content for audience.
 - b) Organize content sequentially or around major ideas.
 - c) Summarize main points before or after presentation.
 - d) Incorporate visual aids to support the presentation.
 - e) Use grammatically correct language and specific vocabulary.

Reading

- 5.4 The student will read fiction and nonfiction with fluency and accuracy.
 - a) Use context to clarify meaning of unfamiliar words.
 - b) Use knowledge of root words, prefixes, and suffixes.
 - c) Use dictionary, glossary, thesaurus, and other word-reference materials.
- 5.5 The student will read and demonstrate comprehension of fiction.
 - a) Describe the relationship between text and previously read materials.
 - b) Describe character development in fiction and poetry selections.
 - c) Describe the development of plot and explain how conflicts are resolved.
 - d) Describe the characteristics of free verse, rhymed, and patterned poetry.
 - e) Describe how an author's choice of vocabulary and style contributes to the quality and enjoyment of selections.

- 5.6 The student will read and demonstrate comprehension of nonfiction.
- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information.
 - b) Identify structural patterns found in nonfiction.
 - c) Locate information to support opinions, predictions, and conclusions.
 - d) Identify cause-and-effect relationships.
 - e) Identify compare-and-contrast relationships.
 - f) Skim materials to develop a general overview of content and to locate specific information.
 - g) Identify new information gained from reading.
- 5.7 The student will demonstrate comprehension of information from a variety of print resources.
- a) Develop notes that include important concepts, summaries, and identification of information sources.
 - b) Organize information on charts, maps, and graphs.

Writing

- 5.8 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.
- a) Choose planning strategies for various writing purposes.
 - b) Organize information.
 - c) Demonstrate awareness of intended audience.
 - d) Use precise and descriptive vocabulary to create tone and voice.
 - e) Vary sentence structure.
 - f) Revise writing for clarity.
 - g) Use available technology to access information.
- 5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.
- a) Use plural possessives.
 - b) Use adjective and adverb comparisons.
 - c) Identify and use interjections.
 - d) Use apostrophes in contractions and possessives.
 - e) Use quotation marks with dialogue.
 - f) Use commas to indicate interrupters and in the salutation and closing of a letter.
 - g) Use a hyphen to divide words at the end of a line.
 - h) Edit for clausal fragments, run-on sentences, and excessive coordination.

English Language Proficiency Standards of Learning for Kindergarten through Grade Five

Organization of the English Language Proficiency Standards of Learning

Four levels of English proficiency, designated level 1, level 2, level 3, and level 4, have been defined for the state's 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 upon achieving at each level.

Additionally, the English Language Proficiency Standards have been aligned with the English Standards of Learning. In many cases the descriptor for the English Standards of Learning and the English Language Proficiency Standards are the same, but the indicators beneath the descriptor differ. This difference reflects the skills and abilities that the LEP student can 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 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 determine 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 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.

The standards have been numbered in sequence for each proficiency level, i.e., the standards in level 1 are numbered sequentially beginning with 1.1; the standards in level 2 are numbered sequentially beginning with 2.1; the standards in level 3 are numbered sequentially beginning with 3.1; and the standards in level 4 are numbered sequentially beginning with 4.1. The chart of grade level clusters next to each standard and indicator follows the format listed below.

- **FTS** indicates that students at that grade level cluster and proficiency level should follow the English Standards of Learning.
- **√** indicates that the indicator applies across the grade level cluster.
- **X** indicates that the indicator does not apply to that grade level cluster.

Although the strands have been developed separately, they are integrated in 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. 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 LEP students.

Limited English Proficiency Level 1

Below are general descriptions for each of the skill areas for students achieving at proficiency level 1.

Oral Language (Listening/Speaking): Students 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.

Oral Language		K-2	3-5
LEP 1.1	The student will demonstrate growth in the understanding and use of oral language.		
	a. Understand a few words, phrases, and/or sentences with basic English grammatical forms.	√	√
	b. Speak with a few words, phrases, and/or sentences with basic English grammatical forms.	√	√
	c. Answer simple questions with one- and two-word responses.	√	√
	d. Ask and answer questions, using simple sentences or phrases.	√	√
	e. Respond to simple directions.	√	√
	f. Retell familiar stories and participate in short conversations.	√	√
	g. Demonstrate comprehension of basic oral presentations and instructions.	√	√
LEP 1.2	The student will develop oral communication skills.		
	a. Communicate basic needs and wants.	√	√
	b. Use common social greetings and simple repetitive phrases.	√	√
	c. Respond to factual questions about texts read aloud.	√	√

Reading: Students 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 pictures, diagrams, cognates, and text context.

Reading		K-2	3-5
LEP 1.3	The student will understand how print is organized and read.		
	a. Hold print materials in the correct position.	FTS K.5a	√
	b. Identify the front cover, back cover, and title page of a book.	FTS K.5b	√
	c. Follow words from left to right and from top to bottom on a page.	FTS K.5c	√
	d. Use a text to match voice with print in order to associate spoken words and basic phrases with their written forms.	√	√
LEP 1.4	The student will demonstrate an understanding that print and signs convey meaning.		
	a. Identify common signs and logos.	√	√
	b. Use common social greetings and simple repetitive phrases.	√	√

Reading		K-2	3-5
	c. Read and explain own writings and drawings.	√	√
	d. Use pictures to make predictions about text.	√	√
	e. Apply background knowledge to text.	√	√
	f. Use prior knowledge to interpret pictures.	√	√
	g. Begin to self-correct.	X	√
LEP 1.5	The student will read and demonstrate comprehension of fiction/nonfiction.		
	a. Answer factual, simple questions about what is read.	X	√
	b. Create artwork or a written response that shows comprehension of a selection.	√	√
	c. Name characters and identify setting in stories.	√	√
	d. Recognize beginning and end of narratives.	√	√
	e. Recognize middle of narratives.	X	√
	f. Recognize the format of poetry versus prose.	X	X

Writing: Students 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.

Writing		K-2	3-5
LEP 1.6	The student will write to communicate ideas.		
	a. Draw or copy from a model.	√	√
	b. Produce several simple sentences on a topic.	X	√
	c. Use prewriting strategies.	X	√
	d. Use available technology.	√	√
LEP 1.7	The student will use English grammatical constructions.		
	a. Use basic grammatical constructions in simple sentences.	X	√
LEP 1.8	The student will use English punctuation and spelling conventions.		
	a. Capitalize words at the beginning of sentences.	X	√
	b. Use periods and question marks at the end of sentences or questions.	X	√
	c. Use phonetic spelling.	√	√
LEP 1.9	The student will print uppercase and lowercase letters of the alphabet.	√	√

Limited English Proficiency Level 2

Below are general descriptions for each of the skill areas for students achieving at proficiency level 2.

Oral Language (Listening/Speaking): Proficiency level 2 students can comprehend short conversations on simple topics. They can understand frequently used verb tenses and word-order patterns in simple sentences. They 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 vocabulary. They typically use the more common verb tense forms (present, past, and future), but 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 make errors

when using complex patterns. Extended communication is typically a series of short, familiar structures. Students at proficiency level 2 often have to repeat themselves to be understood. They rely on familiar structures and utterances. They use repetition, gestures, and other nonverbal cues to sustain conversation.

Oral Language		K-2	3-5
LEP 2.1	The student will continue to demonstrate growth in the understanding and use of oral language.		
	a. Use standard English inconsistently but understandably when speaking.	√	√
	b. Ask and respond to questions using phrases and/or simple sentences.	√	√
	c. Restate and execute one-step oral directions.	√	√
	d. Restate and execute multistep oral directions.	X	√
LEP 2.2	The student will develop oral communication skills.		
	a. Converse on simple topics.	√	√
	b. Participate in classroom discussions.	√	√
	c. Recite rhymes, songs, and simple stories.	√	√
	d. Prepare and deliver short oral presentations.	X	√
	e. Retell stories and participate in short conversations.	√	√
	f. Identify orally the main points of simple conversations and stories that are read aloud.	√	√
	g. Restate in simple form the main idea of oral presentations using subject matter content.	X	√

Reading: Students 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.

Reading		K-2	3-5
LEP 2.3	The student will apply knowledge of how print is organized and read.		
	a. Read from left to right and from top to bottom.	FTS 1.5a	√
	b. Match spoken words with print.	FTS 1.5b	√
	c. Identify letters, words, and sentences.	FTS 1.5c	√
LEP 2.4	The student will read, comprehend, and analyze fiction and nonfiction.		
	a. Answer simple, factual questions about what is read.	√	√
	b. Create artwork or a written response that shows comprehension of a selection.	√	√
	c. Use knowledge of the story and topic to read words.	√	√
	d. Name characters and tell about the setting of a story.	√	√
	e. Recognize the beginning and end of narratives.	√	√
	f. Recognize the middle of narratives.	X	X
	g. Recognize the format differences between poetry and prose.	X	X
LEP 2.5	The student will begin to apply phonetic principles.		
	a. Use knowledge of consonants and consonant blends in words.	√	√

Reading		K-2	3-5
	b. Use vowel sounds in decoding single syllable words.	√	√
	c. Use basic word patterns.	√	√
LEP 2.6	The student will demonstrate interpretation and analysis of literature.		
	a. Name characters and tell about the setting of a story.	√	√
	b. Recognize the beginning, middle, and end of narratives.	√	√
	c. Recognize the format differences between poetry and prose.	√	√
LEP 2.7	The student will use meaning clues and language structure to expand vocabulary when reading.		
	a. Use pictures.	√	√
	b. Use knowledge of the story and topic to read words.	√	√
	c. Use knowledge of sentence structure.	√	√
	d. Reread and self-correct.	√	√
LEP 2.8	The student will locate information in reference materials.		
	a. Use a table of contents.	X	√
	b. Use pictures and charts.	X	√
	c. Use dictionaries and indices.	X	√
	d. Use available technology.	X	√
LEP 2.9	The student will use simple reference materials.		
	a. Use knowledge of alphabetical order by first letter.	√	√
	b. Use a picture dictionary.	√	√
	c. Use available technology to find information.	√	√

Writing: Students 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.

Writing		K-2	3-5
LEP 2.10	The student will write to communicate ideas.		
	a. Write multiple sentences around a topic.	√	√
	b. Use descriptive vocabulary.	√	√
	c. Use prewriting and planning strategies to organize information before writing.	X	√
	d. Edit and revise writing.	X	√
	e. Use available technology.	√	√
LEP 2.11	The student will use English punctuation and spelling conventions.		
	a. Use end punctuation.	√	√
	b. Capitalize first words in sentences and proper nouns.	√	√
	c. Use apostrophe for known contractions and possessive nouns.	√	√
LEP 2.12	The student will print legibly.		
	a. Form letters.	FTS 1.11a	√
	b. Space words and sentences.	FTS 1.11b	√

Limited English Proficiency Level 3

Below are general descriptions for each of the skill areas for students achieving at proficiency level 3.

Oral Language (Listening/Speaking): Students 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.

Oral Language		K-1	2	3-5
LEP 3.1	The student will demonstrate an understanding and use of oral language structure.			
	a. Ask and answer instructional questions, using simple sentences.		√	√
	b. Identify the main idea and some supporting details of oral presentations and familiar literature and identify key concepts of subject matter content.		√	√
LEP 3.2	The student will use oral communication skills.			
	a. Participate in social conversations on familiar topics by asking and answering questions and soliciting information.		√	√
	b. Retell stories.		√	√
	c. Talk about experiences, using expanded vocabulary, descriptive words, and paraphrasing.		√	√
LEP 3.3	The student will present and listen to brief oral reports.			
	a. Organize ideas appropriate for the topic and purpose.		√	√
	b. Use subject-related information and vocabulary.		√	√
	c. Listen to and record selected information.		√	√
	d. Speak understandably, although speech may contain some errors that interfere with meaning.		√	√
	e. Listen to stories/information and identify key details and concepts.		√	√
	f. Identify the topic and some supporting details of oral presentations and familiar literature and identify key concepts of subject matter content.		√	√

Reading: Students 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.

Reading		K-1	2	3-5
LEP 3.4	The student will read and demonstrate comprehension of familiar stories, poems, and informational text as a result of classroom instruction.			
	a. Use pictures to make predictions about stories and informational text.		√	√
	b. Retell familiar reading selections, including beginning, middle, and end.		√	√
	c. Participate in discussions about the characters, setting, and events.		√	√
	d. Identify the characters, setting, and events in fictional selections.		√	√
	e. Identify the topic or main idea.		√	√
	f. Write about what is read.		√	√
LEP 3.5	The student will demonstrate an understanding of basic phonetic principles.			
	a. Demonstrate knowledge of taught consonants and consonant blends to determine the meanings of words.		√	√
	b. Demonstrate knowledge of taught short and long vowel patterns to determine the meanings of words.		√	√
LEP 3.6	The student will use strategies to read a variety of narrative materials, poetry, and informational text.			
	a. Preview the selection by using pictures, diagrams, and titles.		√	√
	b. Make predictions about content.		√	√
	c. Ask questions while reading.		√	√
	d. Begin to reread and self-correct.		√	√
LEP 3.7	The student will expand vocabulary and concept development.			
	a. Use context to read unfamiliar words.		√	√
	b. Use knowledge of prefixes, suffixes, antonyms, and synonyms to read unfamiliar words.		√	√
LEP 3.8	The student will use information resources to research a topic.			
	a. Identify appropriate questions.		X	√
	b. Collect information, using the resources of the media center.		X	√
	c. Organize information for presentation.		X	√

Writing: Students at proficiency level 3 can write multiparagraph 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.

Writing		K-1	2	3-5
LEP 3.9	The student will write to communicate ideas.			
	a. Write one to three paragraphs around a central idea.		X	√
	b. Use descriptive details.		X	√
	c. Use a variety of sentences.		X	√
LEP 3.10	The student will write stories, letters, simple explanations, and short reports across all content areas.			
	a. Use planning strategies and organize information before writing.		√	√
	b. Edit and revise writing.		√	√
	c. Use available technology.		√	√
LEP 3.11	The student will write in cursive the uppercase and lowercase letters of the alphabet.		X	√

Limited English Proficiency Level 4

Below are general descriptions for each of the skill areas for students achieving at proficiency level 4.

Oral Language (Listening/Speaking): Students at proficiency level 4 can understand most standard speech. 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.

Oral Language		K-2	3-5
LEP 4.1	The student will use effective oral communication skills in a variety of settings.		
	a. Vary speech according to purpose, audience, and subject matter.		√
	b. Retell stories, including character, setting, plot, summary, and analysis.		√
	c. Summarize literary pieces, including character, setting, and plot.		√
	d. Respond to messages by asking questions or by challenging statements.		√
	e. Use simple figurative language and idiomatic expressions.		√
LEP 4.2	The student will use effective nonverbal communication skills.		
	a. Maintain eye contact with listeners.		√
	b. Use gestures for emphasis.		√

Oral Language		K-2	3-5
LEP 4.3	The student will make and listen to planned oral presentations.		
	a. Prepare and deliver a presentation that follows a process of organization.		√
	b. Use a variety of sources to prepare oral presentations.		√
	c. Speak understandably using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, although speech may contain some errors that do not interfere with meaning.		√
	d. Use appropriate content-related information and vocabulary.		√
	e. Listen to and record information.		√

Reading: Proficiency level 4 students 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, subject-area texts.

Reading		K-2	3-5
LEP 4.4	The student will read and demonstrate comprehension of fiction and nonfiction.		
	a. Retell reading selections, including beginning, middle, and end.		√
	b. Identify main idea of reading selections.		√
	c. Summarize informational or narrative selections.		√
	d. Compare and contrast characters, setting, and events in fictional selections.		√
	e. Summarize what is read.		√
LEP 4.5	The student will use meaning clues and language structure to read words.		
	a. Demonstrate knowledge of prefixes and suffixes.		√
	b. Demonstrate knowledge of story structure and sequence.		√
	c. Demonstrate knowledge of taught contractions and singular possessives.		√
	d. Use reference materials, including glossary, dictionary, and thesaurus.		√
LEP 4.6	The student will use strategies to read a variety of fiction and nonfiction materials.		
	a. Make connections between previous knowledge and/or experiences and what is read.		√
	b. Make and confirm predictions.		√
	c. Ask and answer questions.		√
LEP 4.7	The student will use information resources to research a topic.		
	a. Develop questions about a topic.		√
	b. Collect information from multiple resources, using the media center.		√
	c. Organize, evaluate, and condense information for use in a presentation or writing.		√

Writing: Proficiency level 4 students are approaching fluency in writing in the content areas. They are able to use the 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.

Writing		K-2	3-5
LEP 4.8	The student will write narratives, explanations and short reports across all content areas.		
	a. Use a planning strategy before writing.		√
	b. Write three to five paragraphs on the same topic.		√
	c. Support a central idea with relevant details.		√
	d. Use closely related sentences and transitions.		√
	e. Use voice, tone, sentence variation, and word choice.		√
	f. Use available technology.		√
LEP 4.9	The student will use English mechanics and usage.		
	a. Use correct spelling for majority of words.		√
	b. Use elements of style, including voice and tone.		√
	c. Use subject-verb agreement.		√
	d. Use adjectives correctly.		√
	e. Use pronoun referents correctly.		√

Grade Six

The sixth-grade student will be an active participant in classroom discussions. The student will present personal opinions, understand differing viewpoints, distinguish between fact and opinion, and analyze the effectiveness of group communication. The student will begin the study of word origins and continue vocabulary development. The student will read independently a variety of fiction and nonfiction, including a significant number of classic works, for appreciation and comprehension. The student will also plan, draft, revise, and edit narratives, descriptions, and explanations, with attention to composition and style as well as sentence formation, usage, and mechanics. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. In addition, reading and writing will be used as tools for learning academic concepts, and available technology will be used as appropriate.

Oral Language

- 6.1 The student will analyze oral participation in small-group activities.
 - a) Communicate as leader and contributor.
 - b) Evaluate own contributions to discussions.
 - c) Summarize and evaluate group activities.
 - d) Analyze the effectiveness of participant interactions.

- 6.2 The student will listen critically and express opinions in oral presentations.
 - a) Distinguish between fact and opinion.
 - b) Compare and contrast viewpoints.
 - c) Present a convincing argument.
 - d) Paraphrase what is heard.
 - e) Summarize what is heard.
 - f) Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.

Reading

- 6.3 The student will read and learn the meanings of unfamiliar words and phrases.
 - a) Identify word origins, derivations, and inflections.
 - b) Identify analogies and figurative language.
 - c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
 - d) Use word-reference materials.

- 6.4 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.
- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
 - b) Use knowledge of narrative and poetic structures to aid comprehension and predict outcomes.
 - c) Describe the images created by language.
 - d) Describe how word choice and imagery contribute to the meaning of a text.
 - e) Describe cause-effect relationships and their impact on plot.
 - f) Use information stated explicitly in the text to draw conclusions and make inferences.
 - g) Explain how character and plot development are used in a selection to support a central conflict or story line.
 - h) Paraphrase and summarize the main points in the text.
- 6.5 The student will read and demonstrate comprehension of a variety of informational selections.
- a) Identify questions to be answered.
 - b) Make, confirm, or revise predictions.
 - c) Use context to determine meanings of unfamiliar words and technical vocabulary.
 - d) Draw conclusions and make inferences based on explicit and implied information.
 - e) Organize the main idea and details to form a summary.
 - f) Compare and contrast information about one topic contained in different selections.
 - g) Select informational sources appropriate for a given purpose.

Writing

- 6.6 The student will write narratives, descriptions, and explanations.
- a) Use a variety of planning strategies to generate and organize ideas.
 - b) Establish central idea, organization, elaboration, and unity.
 - c) Select vocabulary and information to enhance the central idea, tone, and voice.
 - d) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
 - e) Revise writing for clarity.
- 6.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.
- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - b) Use subject-verb agreement with intervening phrases and clauses.
 - c) Use pronoun-antecedent agreement to include indefinite pronouns.
 - d) Maintain consistent tense inflections across paragraphs.
 - e) Choose adverbs to describe verbs, adjectives, and other adverbs.
 - f) Use correct spelling for frequently used words.

Grade Seven

The seventh-grade student will continue to develop oral communication skills and will become more knowledgeable of the effects of verbal and nonverbal behaviors in oral communication. The student will continue to read a wide variety of fiction, nonfiction, and poetry while becoming more independent and analytical. The student will continue to refine written composition skills, with special attention to word choice, organization, style, and grammar. Written explanations will utilize informational writing skills, and persuasive writing will be introduced. The student will continue vocabulary development through a study of figurative language and continuing study of roots and affixes. Knowledge of the impact of media on public opinion will be introduced. The student will increase proficiency in the use of print and electronic information resources and will learn ways to give credit to reference sources. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

Oral Language

- 7.1 The student will give and seek information in conversations, in group discussions, and in oral presentations.
 - a) Use oral vocabulary and style appropriate for listeners.
 - b) Communicate ideas and information orally in an organized and succinct manner.
 - c) Ask probing questions to seek elaboration and clarification of ideas.
 - d) Make supportive statements to communicate agreement with or acceptance of others' ideas.
 - e) Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.
- 7.2 The student will identify the relationship between a speaker's verbal and nonverbal messages.
 - a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice.
 - b) Use nonverbal communication skills, such as eye contact, posture, and gestures.
 - c) Compare/contrast a speaker's verbal and nonverbal messages.
- 7.3 The student will describe persuasive messages in nonprint media, including television, radio, and video.
 - a) Identify persuasive technique used.
 - b) Distinguish between fact and opinion.
 - c) Describe how word choice conveys viewpoint.

Reading

- 7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases.
 - a) Use roots and affixes to expand vocabulary.
 - b) Recognize analogies and figurative language.
 - c) Identify connotations.

- 7.5 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.
- Describe setting, character development, plot structure, theme, and conflict.
 - Compare and contrast forms, including short stories, novels, plays, folk literature, poetry, essays, and biographies.
 - Describe the impact of word choice, imagery, and poetic devices.
 - Explain how form, including rhyme, rhythm, repetition, line structure, and punctuation, conveys the mood and meaning of a poem.
 - Draw conclusions based on explicit and implied information.
 - Make inferences based on explicit and implied information.
 - Summarize text.
- 7.6 The student will read and demonstrate comprehension of a variety of informational texts.
- Use knowledge of text structures to aid comprehension.
 - Use knowledge of words and phrases that signal an author's organizational pattern to aid comprehension.
 - Distinguish fact from opinion in newspapers, magazines, and other print media.
 - Identify the source, viewpoint, and purpose of texts.
 - Describe how word choice and language structure convey an author's viewpoint.
 - Summarize what is read.
 - Organize and synthesize information for use in written and oral presentations.
- 7.7 The student will apply knowledge of appropriate reference materials.
- Use print and electronic sources to locate information in books and articles.
 - Use graphic organizers to organize information.
 - Synthesize information from multiple sources.
 - Credit primary and secondary sources.

Writing

- 7.8 The student will develop narrative, expository, and persuasive writing.
- Apply knowledge of prewriting strategies.
 - Elaborate the central idea in an organized manner.
 - Choose vocabulary and information that will create voice and tone.
 - Use clauses and phrases to vary sentences.
 - Revise writing for clarity and effect.
 - Use a word processor to plan, draft, revise, edit, and publish selected writings.
- 7.9 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.
 - Choose pronouns to agree with antecedents.
 - Use subject-verb agreement with intervening phrases and clauses.
 - Edit for verb tense consistency.

Grade Eight

The eighth-grade student will learn and apply interviewing techniques. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. The student will plan, draft, revise, and edit writing, with emphasis on exposition and persuasion. The student will apply reading and writing skills in all subjects, as well as respond critically to literature. The student will continue development of vocabulary, with attention to connotations and figurative language. The student will become a skillful interpreter of the persuasive strategies used in print and mass media. The student will continue to develop an appreciation for literature through a study of a wide variety of selections. The student will describe themes or inferred main ideas, interpret cause-effect relationships, and draw conclusions from a variety of literary and informational selections.

Oral Language

- 8.1 The student will use interviewing techniques to gain information.
- Prepare and ask relevant questions for the interview.
 - Make notes of responses.
 - Compile and report responses.
 - Evaluate the effectiveness of the interview.
- 8.2 The student will develop and deliver oral presentations in groups and individually.
- Choose topic and purpose appropriate to the audience.
 - Choose vocabulary and tone appropriate to the audience, topic, and purpose.
 - Use appropriate verbal and nonverbal presentation skills.
 - Respond to audience questions and comments.
 - Use grammatically correct language.
 - Critique oral presentations.
- 8.3 The student will analyze mass media messages.
- Evaluate the persuasive technique being used.
 - Describe the possible cause-effect relationships between mass media coverage and public opinion trends.
 - Evaluate sources, including advertisements, editorials, and feature stories, for relationships between intent and factual content.

Reading

- 8.4 The student will apply knowledge of word origins, derivations, inflections, analogies, and figurative language to extend vocabulary development.
- Identify simile, metaphor, personification, hyperbole, and analogy.
 - Use context, structure, and connotations to determine meaning of words and phrases.
- 8.5 The student will read and analyze a variety of narrative and poetic forms.
- Explain the use of symbols and figurative language.
 - Describe inferred main ideas or themes, using evidence from the text as support.
 - Describe how authors use characters, conflict, point of view, and tone to create meaning.
 - Compare and contrast the use of the poetic elements of word choice, dialogue, form, rhyme, rhythm, and voice.
 - Compare and contrast authors' styles.

- 8.6 The student will read, comprehend, and analyze a variety of informational sources.
- a) Draw on background knowledge and knowledge of text structure to understand selections.
 - b) Analyze the author’s credentials, viewpoint, and impact.
 - c) Analyze the author’s use of text structure and word choice.
 - d) Analyze details for relevance and accuracy.
 - e) Read and follow instructions to complete an assigned task.
 - f) Summarize and critique text.
 - g) Evaluate and synthesize information to apply in written and oral presentations.
 - h) Draw conclusions based on explicit and implied information.
 - i) Make inferences based on explicit and implied information.

Writing

- 8.7 The student will write in a variety of forms, including narrative, expository, persuasive, and informational.
- a) Use prewriting strategies to generate and organize ideas.
 - b) Organize details to elaborate the central idea.
 - c) Select specific vocabulary and information.
 - d) Revise writing for word choice, sentence variety, and transitions among paragraphs.
 - e) Use available technology.
- 8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
 - c) Choose the correct case and number for pronouns in prepositional phrases with compound objects.
 - d) Maintain consistent verb tense across paragraphs.
 - e) Use comparative and superlative degrees in adverbs and adjectives.

English Language Proficiency Standards of Learning for Grades Six through Eight

Organization of the English Language Proficiency Standards of Learning

Four levels of English proficiency, designated level 1, level 2, level 3, and level 4, have been defined for the state's 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 upon achieving at each level.

Additionally, the English Language Proficiency Standards have been aligned with the English Standards of Learning. In many cases the descriptor for the English Standards of Learning and the English Language Proficiency Standards are the same, but the indicators beneath the descriptor differ. This difference reflects the skills and abilities that the LEP student can 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 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 determine 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 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.

The standards have been numbered in sequence for each proficiency level, i.e., the standards in level 1 are numbered sequentially beginning with 1.1; the standards in level 2 are numbered sequentially beginning with 2.1; the standards in level 3 are numbered sequentially beginning with 3.1; and the standards in level 4 are numbered sequentially beginning with 4.1. The chart of grade level clusters next to each standard and indicator follows the format listed below.

- **FTS** indicates that students at that grade level cluster and proficiency level should follow the English Standards of Learning.
- **√** indicates that the indicator applies across the grade level cluster.
- **X** indicates that the indicator does not apply to that grade level cluster.

Although the strands have been developed separately, they are integrated in 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. 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 LEP students.

Limited English Proficiency Level 1

Below are general descriptions for each of the skill areas for students achieving at proficiency level 1.

Oral Language (Listening/Speaking): Students 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.

Oral Language		K-2	3-5	6-8
LEP 1.1	The student will demonstrate growth in the understanding and use of oral language.			
	a. Understand a few words, phrases, and/or sentences with basic English grammatical forms.	√	√	√
	b. Speak with a few words, phrases, and/or sentences with basic English grammatical forms.	√	√	√
	c. Answer simple questions with one- and two-word responses.	√	√	√
	d. Ask and answer questions, using simple sentences or phrases.	√	√	√
	e. Respond to simple directions.	√	√	√
	f. Retell familiar stories and participate in short conversations.	√	√	√
	g. Demonstrate comprehension of basic oral presentations and instructions.	√	√	√
LEP 1.2	The student will develop oral communication skills.			
	a. Communicate basic needs and wants.	√	√	√
	b. Use common social greetings and simple repetitive phrases.	√	√	√
	c. Respond to factual questions about texts read aloud.	√	√	√

Reading: Students 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 pictures, diagrams, cognates, and text context.

Reading		K-2	3-5	6-8
LEP 1.3	The student will understand how print is organized and read.			
	a. Hold print materials in the correct position.	FTS K.5a	√	√
	b. Identify the front cover, back cover, and title page of a book.	FTS K.5b	√	√
	c. Follow words from left to right and from top to bottom on a page.	FTS K.5c	√	√
	d. Use a text to match voice with print in order to associate spoken words and basic phrases with their written forms.	√	√	√

Reading		K-2	3-5	6-8
LEP 1.4	The student will demonstrate an understanding that print and signs convey meaning.			
	a. Identify common signs and logos.	√	√	√
	b. Use common social greetings and simple repetitive phrases.	√	√	√
	c. Read and explain own writings and drawings.	√	√	√
	d. Use pictures to make predictions about text.	√	√	√
	e. Apply background knowledge to text.	√	√	√
	f. Use prior knowledge to interpret pictures.	√	√	√
	g. Begin to self-correct.	X	√	√
LEP 1.5	The student will read and demonstrate comprehension of fiction/nonfiction.			
	a. Answer factual, simple questions about what is read.	X	√	√
	b. Create artwork or a written response that shows comprehension of a selection.	√	√	√
	c. Name characters and identify setting in stories.	√	√	√
	d. Recognize beginning and end of narratives.	√	√	√
	e. Recognize middle of narratives.	X	√	√
	f. Recognize the format of poetry versus prose.	X	X	√

Writing: Students 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.

Writing		K-2	3-5	6-8
LEP 1.6	The student will write to communicate ideas.			
	a. Draw or copy from a model.	√	√	√
	b. Produce several simple sentences on a topic.	X	√	√
	c. Use prewriting strategies.	X	√	√
	d. Use available technology.	√	√	√
LEP 1.7	The student will use English grammatical constructions.			
	a. Use basic grammatical constructions in simple sentences.	X	√	√
LEP 1.8	The student will use English punctuation and spelling conventions.			
	a. Capitalize words at the beginning of sentences.	X	√	√
	b. Use periods and question marks at the end of sentences or questions.	X	√	√
	c. Use phonetic spelling.	√	√	√
LEP 1.9	The student will print uppercase and lowercase letters of the alphabet.	√	√	√

Limited English Proficiency Level 2

Below are general descriptions for each of the skill areas for students achieving at proficiency level 2.

Oral Language (Listening/Speaking): Proficiency level 2 students can comprehend short conversations on simple topics. They can understand frequently used verb tenses and word-order patterns in simple sentences. They 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 vocabulary. They typically use the more common verb tense forms (present, past, and future), but 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 make errors when using complex patterns. Extended communication is typically a series of short, familiar structures. Students at proficiency level 2 often have to repeat themselves to be understood. They rely on familiar structures and utterances. They use repetition, gestures, and other nonverbal cues to sustain conversation.

Oral Language		K-2	3-5	6-8
LEP 2.1	The student will continue to demonstrate growth in the understanding and use of oral language.			
	a. Use standard English inconsistently but understandably when speaking.	√	√	√
	b. Ask and respond to questions using phrases and/or simple sentences.	√	√	√
	c. Restate and execute one-step oral directions.	√	√	√
	d. Restate and execute multistep oral directions.	X	√	√
LEP 2.2	The student will develop oral communication skills.			
	a. Converse on simple topics.	√	√	√
	b. Participate in classroom discussions.	√	√	√
	c. Recite rhymes, songs, and simple stories.	√	√	√
	d. Prepare and deliver short oral presentations.	X	√	√
	e. Retell stories and participate in short conversations.	√	√	√
	f. Identify orally the main points of simple conversations and stories that are read aloud.	√	√	√
	g. Restate in simple form the main idea of oral presentations using subject matter content.	X	√	√

Reading: Students 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.

Reading		K-2	3-5	6-8
LEP 2.3	The student will apply knowledge of how print is organized and read.			
	a. Read from left to right and from top to bottom.	FTS 1.5a	√	√
	b. Match spoken words with print.	FTS 1.5b	√	√
	c. Identify letters, words, and sentences.	FTS 1.5c	√	√
LEP 2.4	The student will read, comprehend, and analyze fiction and nonfiction.			
	a. Answer simple, factual questions about what is read.	√	√	√
	b. Create artwork or a written response that shows comprehension of a selection.	√	√	√
	c. Use knowledge of the story and topic to read words.	√	√	√
	d. Name characters and tell about the setting of a story.	√	√	√
	e. Recognize the beginning and end of narratives.	√	√	√
	f. Recognize the middle of narratives.	X	X	√
	g. Recognize the format differences between poetry and prose.	X	X	√
LEP 2.5	The student will begin to apply phonetic principles.			
	a. Use knowledge of consonants and consonant blends in words.	√	√	√
	b. Use vowel sounds in decoding single syllable words.	√	√	√
	c. Use basic word patterns.	√	√	√
LEP 2.6	The student will demonstrate interpretation and analysis of literature.			
	a. Name characters and tell about the setting of a story.	√	√	√
	b. Recognize the beginning, middle, and end of narratives.	√	√	√
	c. Recognize the format differences between poetry and prose.	√	√	√
LEP 2.7	The student will use meaning clues and language structure to expand vocabulary when reading.			
	a. Use pictures.	√	√	√
	b. Use knowledge of the story and topic to read words.	√	√	√
	c. Use knowledge of sentence structure.	√	√	√
	d. Reread and self-correct.	√	√	√
LEP 2.8	The student will locate information in reference materials.			
	a. Use a table of contents.	X	√	√
	b. Use pictures and charts.	X	√	√
	c. Use dictionaries and indices.	X	√	√
	d. Use available technology.	X	√	√
LEP 2.9	The student will use simple reference materials.			
	a. Use knowledge of alphabetical order by first letter.	√	√	√

Reading	K-2	3-5	6-8
b. Use a picture dictionary.	√	√	√
c. Use available technology to find information.	√	√	√

Writing: Students 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.

Writing	K-2	3-5	6-8
LEP 2.10 The student will write to communicate ideas.			
a. Write multiple sentences around a topic.	√	√	√
b. Use descriptive vocabulary.	√	√	√
c. Use prewriting and planning strategies to organize information before writing.	X	√	√
d. Edit and revise writing.	X	√	√
e. Use available technology.	√	√	√
LEP 2.11 The student will use English punctuation and spelling conventions.			
a. Use end punctuation.	√	√	√
b. Capitalize first words in sentences and proper nouns.	√	√	√
c. Use apostrophe for known contractions and possessive nouns.	√	√	√
LEP 2.12 The student will print legibly.			
a. Form letters.	FTS 1.11a	√	√
b. Space words and sentences.	FTS 1.11b	√	√

Limited English Proficiency Level 3

Below are general descriptions for each of the skill areas for students achieving at proficiency level 3.

Oral Language (Listening/Speaking): Students 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.

Oral Language	K-1	2	3-5	6-8
LEP 3.1 The student will demonstrate an understanding and use of oral language structure.				
a. Ask and answer instructional questions, using simple sentences.		√	√	√

Oral Language		K-1	2	3-5	6-8
	b. Identify the main idea and some supporting details of oral presentations and familiar literature and identify key concepts of subject matter content.		√	√	√
LEP 3.2	The student will use oral communication skills.				
	a. Participate in social conversations on familiar topics by asking and answering questions and soliciting information.		√	√	√
	b. Retell stories.		√	√	√
	c. Talk about experiences, using expanded vocabulary, descriptive words, and paraphrasing.		√	√	√
LEP 3.3	The student will present and listen to brief oral reports.				
	a. Organize ideas appropriate for the topic and purpose.		√	√	√
	b. Use subject-related information and vocabulary.		√	√	√
	c. Listen to and record selected information.		√	√	√
	d. Speak understandably, although speech may contain some errors that interfere with meaning.		√	√	√
	e. Listen to stories/information and identify key details and concepts.		√	√	√
	f. Identify the topic and some supporting details of oral presentations and familiar literature and identify key concepts of subject matter content.		√	√	√

Reading: Students 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.

Reading		K-1	2	3-5	6-8
LEP 3.4	The student will read and demonstrate comprehension of familiar stories, poems, and informational text as a result of classroom instruction.				
	a. Use pictures to make predictions about stories and informational text.		√	√	√
	b. Retell familiar reading selections, including beginning, middle, and end.		√	√	√
	c. Participate in discussions about the characters, setting, and events.		√	√	√
	d. Identify the characters, setting, and events in fictional selections.		√	√	√
	e. Identify the topic or main idea.		√	√	√
	f. Write about what is read.		√	√	√
LEP 3.5	The student will demonstrate an understanding of basic phonetic principles.				
	a. Demonstrate knowledge of taught consonants and consonant blends to determine the meanings of words.		√	√	√

Reading		K-1	2	3-5	6-8
	b. Demonstrate knowledge of taught short and long vowel patterns to determine the meanings of words.		√	√	√
LEP 3.6	The student will use strategies to read a variety of narrative materials, poetry, and informational text.				
	a. Preview the selection by using pictures, diagrams, and titles.		√	√	√
	b. Make predictions about content.		√	√	√
	c. Ask questions while reading.		√	√	√
	d. Begin to reread and self-correct.		√	√	√
LEP 3.7	The student will expand vocabulary and concept development.				
	a. Use context to read unfamiliar words.		√	√	√
	b. Use knowledge of prefixes, suffixes, antonyms, and synonyms to read unfamiliar words.		√	√	√
LEP 3.8	The student will use information resources to research a topic.				
	a. Identify appropriate questions.		X	√	√
	b. Collect information, using the resources of the media center.		X	√	√
	c. Organize information for presentation.		X	√	√

Writing: Students at proficiency level 3 can write multiparagraph 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.

Writing		K-1	2	3-5	6-8
LEP 3.9	The student will write to communicate ideas.				
	a. Write one to three paragraphs around a central idea.		X	√	√
	b. Use descriptive details.		X	√	√
	c. Use a variety of sentences.		X	√	√
LEP 3.10	The student will write stories, letters, simple explanations, and short reports across all content areas.				
	a. Use planning strategies and organize information before writing.		√	√	√
	b. Edit and revise writing.		√	√	√
	c. Use available technology.		√	√	√
LEP 3.11	The student will write in cursive the uppercase and lowercase letters of the alphabet.		X	√	√

Limited English Proficiency Level 4

Below are general descriptions for each of the skill areas for students achieving at proficiency level 4.

Oral Language (Listening/Speaking): Students at proficiency level 4 can understand most standard speech. 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.

Oral Language		K-2	3-5	6-8
LEP 4.1	The student will use effective oral communication skills in a variety of settings.			
	a. Vary speech according to purpose, audience, and subject matter.		√	√
	b. Retell stories, including character, setting, plot, summary, and analysis.		√	√
	c. Summarize literary pieces, including character, setting, and plot.		√	√
	d. Respond to messages by asking questions or by challenging statements.		√	√
	e. Use simple figurative language and idiomatic expressions.		√	√
LEP 4.2	The student will use effective nonverbal communication skills.			
	a. Maintain eye contact with listeners.		√	√
	b. Use gestures for emphasis.		√	√
LEP 4.3	The student will make and listen to planned oral presentations.			
	a. Prepare and deliver a presentation that follows a process of organization.		√	√
	b. Use a variety of sources to prepare oral presentations.		√	√
	c. Speak understandably using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, although speech may contain some errors that do not interfere with meaning.		√	√
	d. Use appropriate content-related information and vocabulary.		√	√
	e. Listen to and record information.		√	√

Reading: Proficiency level 4 students 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, subject-area texts.

Reading		K-2	3-5	6-8
LEP 4.4	The student will read and demonstrate comprehension of fiction and nonfiction.			
	a. Retell reading selections, including beginning, middle, and end.		√	√

Reading		K-2	3-5	6-8
	b. Identify main idea of reading selections.		√	√
	c. Summarize informational or narrative selections.		√	√
	d. Compare and contrast characters, setting, and events in fictional selections.		√	√
	e. Summarize what is read.		√	√
LEP 4.5	The student will use meaning clues and language structure to read words.			
	a. Demonstrate knowledge of prefixes and suffixes.		√	√
	b. Demonstrate knowledge of story structure and sequence.		√	√
	c. Demonstrate knowledge of taught contractions and singular possessives.		√	√
	d. Use reference materials, including glossary, dictionary, and thesaurus.		√	√
LEP 4.6	The student will use strategies to read a variety of fiction and nonfiction materials.			
	a. Make connections between previous knowledge and/or experiences and what is read.		√	√
	b. Make and confirm predictions.		√	√
	c. Ask and answer questions.		√	√
LEP 4.7	The student will use information resources to research a topic.			
	a. Develop questions about a topic.		√	√
	b. Collect information from multiple resources, using the media center.		√	√
	c. Organize, evaluate, and condense information for use in a presentation or writing.		√	√

Writing: Proficiency level 4 students are approaching fluency in writing in the content areas. They are able to use the 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.

Writing		K-2	3-5	6-8
LEP 4.8	The student will write narratives, explanations and short reports across all content areas.			
	a. Use a planning strategy before writing.		√	√
	b. Write three to five paragraphs on the same topic.		√	√
	c. Support a central idea with relevant details.		√	√
	d. Use closely related sentences and transitions.		√	√
	e. Use voice, tone, sentence variation, and word choice.		√	√
	f. Use available technology.		√	√
LEP 4.9	The student will use English mechanics and usage.			
	a. Use correct spelling for majority of words.		√	√
	b. Use elements of style, including voice and tone.		√	√
	c. Use subject-verb agreement.		√	√
	d. Use adjectives correctly.		√	√
	e. Use pronoun referents correctly.		√	√

Grade Nine

The ninth-grade student will plan, present, and critique dramatic readings of literary selections. Knowledge of literary terms and forms will be applied in the student's own writing and in the analysis of literature. The student will be introduced to significant literary works. Increased requirements for research and reporting in all subjects will be supported by the use of print, electronic databases, online resources, and a standard style sheet method to cite reference sources. The student will distinguish between reliable and questionable Internet sources. Writing will encompass narrative, literary, expository, and informational forms, with particular attention to analysis. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

Oral Language

- 9.1 The student will plan, present, and critique dramatic readings of literary selections.
- Choose a literary form for presentation, such as a poem, monologue, scene from a play, or story.
 - Adapt presentation techniques to fit literary form.
 - Use verbal and nonverbal techniques for presentation.
 - Evaluate impact of presentation.
- 9.2 The student will make planned oral presentations.
- Include definitions to increase clarity.
 - Use relevant details to support main ideas.
 - Illustrate main ideas through anecdotes and examples.
 - Cite information sources.
 - Make impromptu responses to questions about presentation.
 - Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.

Reading Analysis

- 9.3 The student will read and analyze a variety of literature.
- Identify format, text structure, and main idea.
 - Identify the characteristics that distinguish literary forms.
 - Use literary terms in describing and analyzing selections.
 - Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
 - Explain the relationship between the author's style and literary effect.
 - Describe the use of images and sounds to elicit the reader's emotions.
 - Explain the influence of historical context on the form, style, and point of view of a written work.

- 9.4 The student will read and analyze a variety of informational materials (manuals, textbooks, business letters, newspapers, brochures, reports, catalogs) and nonfiction materials, including journals, essays, speeches, biographies, and autobiographies.
- Identify a position/argument to be confirmed, disproved, or modified.
 - Evaluate clarity and accuracy of information.
 - Synthesize information from sources and apply it in written and oral presentations.
 - Identify questions not answered by a selected text.
 - Extend general and specialized vocabulary through speaking, reading, and writing.
 - Read and follow instructions to complete an assigned project or task.
- 9.5 The student will read dramatic selections.
- Identify the two basic parts of drama: staging and scripting.
 - Compare and contrast the elements of character, setting, and plot in one-act plays and full-length plays.
 - Describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.

Writing

- 9.6 The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.
- Generate, gather, and organize ideas for writing.
 - Plan and organize writing to address a specific audience and purpose.
 - Communicate clearly the purpose of the writing.
 - Write clear, varied sentences.
 - Use specific vocabulary and information.
 - Arrange paragraphs into a logical progression.
 - Revise writing for clarity.
 - Proofread and prepare final product for intended audience and purpose.
- 9.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective.
 - Use parallel structures across sentences and paragraphs.
 - Use appositives, main clauses, and subordinate clauses.
 - Use commas and semicolons to distinguish and divide main and subordinate clauses.

Research

- 9.8 The student will credit the sources of both quoted and paraphrased ideas.
- Define the meaning and consequences of plagiarism.
 - Distinguish one's own ideas from information created or discovered by others.
 - Use a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for citing sources.

- 9.9 The student will use print, electronic databases, and online resources to access information.
- a) Identify key terms specific to research tools and processes.
 - b) Narrow the focus of a search.
 - c) Scan and select resources.
 - d) Distinguish between reliable and questionable Internet sources and apply responsible use of technology.

Grade Ten

The tenth-grade student will become a skilled communicator in small-group learning activities. The student will read and critique literary works from a variety of eras and cultures. Attention will be given to the analysis of consumer information, such as labels, owners' manuals, warranties, and contracts. The student will critique the writing of peers and professionals, using analysis to improve writing skills. The student will continue to build research skills by crediting sources and presenting information in a format appropriate for content. Grammar knowledge will be expanded as the student presents, writes, and edits materials, applying the conventions of language.

Oral Language

- 10.1 The student will participate in and report on small-group learning activities.
 - a) Assume responsibility for specific group tasks.
 - b) Participate in the preparation of an outline or summary of the group activity.
 - c) Include all group members in oral presentation.
 - d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- 10.2 The student will critique oral reports of small-group learning activities.
 - a) Evaluate one's own role in preparation and delivery of oral reports.
 - b) Evaluate effectiveness of group process in preparation and delivery of oral reports.

Reading Analysis

- 10.3 The student will read, comprehend, and critique literary works.
 - a) Identify text organization and structure.
 - b) Identify main and supporting ideas.
 - c) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.
 - d) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
 - e) Identify universal themes prevalent in the literature of different cultures.
 - f) Examine a literary selection from several critical perspectives.
- 10.4 The student will read and interpret informational materials.
 - a) Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms, to complete specific tasks.
 - b) Skim manuals or informational sources to locate information.
 - c) Compare and contrast product information contained in advertisements with that found in instruction manuals and warranties.
- 10.5 The student will read and analyze a variety of poetry.
 - a) Compare and contrast the use of rhyme, rhythm, and sound to convey a message.
 - b) Compare and contrast the ways in which poets use techniques to evoke emotion in the reader.
 - c) Interpret and paraphrase the meaning of selected poems.

- 10.6 The student will read and critique dramatic selections.
- a) Explain the use of asides, soliloquies, and monologues in the development of a single character.
 - b) Compare and contrast character development in a play to characterization in other literary forms.

Writing

- 10.7 The student will develop a variety of writing, with an emphasis on exposition.
- a) Generate, gather, plan, and organize ideas for writing.
 - b) Elaborate ideas clearly through word choice and vivid description.
 - c) Write clear, varied sentences.
 - d) Organize ideas into a logical sequence.
 - e) Revise writing for clarity of content and presentation.
 - f) Proofread and prepare final product for intended audience and purpose.
- 10.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
 - b) Apply rules governing use of the colon.
 - c) Distinguish between active and passive voice.
- 10.9 The student will critique professional and peer writing.
- a) Analyze the writing of others.
 - b) Describe how the author accomplishes the intended purpose of a writing.
 - c) Suggest how writing might be improved.
- 10.10 The student will use writing to interpret, analyze, and evaluate ideas.
- a) Explain concepts contained in literature and other disciplines.
 - b) Translate concepts into simpler or more easily understood terms.

Research

- 10.11 The student will collect, evaluate, organize, and present information.
- a) Organize information from a variety of sources.
 - b) Develop the central idea or focus.
 - c) Verify the accuracy and usefulness of information.
 - d) Credit sources for both quoted and paraphrased ideas.
 - e) Present information in an appropriate format, such as an oral presentation, written report, or visual product.
 - f) Use technology to access information, organize ideas, and develop writing.

Grade Eleven

The eleventh-grade student will be able to make and analyze informative and persuasive oral presentations, with attention to the accuracy of evidence and the effectiveness of delivery. The study of both classic and contemporary American literature will enhance the student's appreciation for literature. The student will be able to identify the prevalent themes and characterizations present in American literature, which are reflective of the history and culture. The student will be able to write clear and accurate personal, professional, and informational correspondence and reports for research and other applications. Grammar development will continue through the application of rules for sentence formation, usage, spelling, and mechanics. The student will develop informative and persuasive compositions by locating, evaluating, synthesizing, and citing applicable information with careful attention to organization and accuracy.

Oral Language

- 11.1 The student will make informative and persuasive presentations.
 - a) Gather and organize evidence to support a position.
 - b) Present evidence clearly and convincingly.
 - c) Support and defend ideas in public forums.
 - d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- 11.2 The student will analyze and evaluate informative and persuasive presentations.
 - a) Critique the accuracy, relevance, and organization of evidence.
 - b) Critique the clarity and effectiveness of delivery.

Reading Analysis

- 11.3 The student will read and analyze relationships among American literature, history, and culture.
 - a) Describe contributions of different cultures to the development of American literature.
 - b) Compare and contrast the development of American literature in its historical context.
 - c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
 - d) Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews.
- 11.4 The student will read and analyze a variety of informational materials.
 - a) Use information from texts to clarify or refine understanding of academic concepts.
 - b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.
 - c) Apply concepts and use vocabulary in informational and technical materials to complete a task.
 - d) Generalize ideas from selections to make predictions about other texts.
 - e) Analyze information from a text to draw conclusions.

- 11.5 The student will read and critique a variety of poetry.
- Analyze the poetic elements of contemporary and traditional poems.
 - Identify the poetic elements and techniques that are most appealing and that make poetry enjoyable.
 - Compare and contrast the works of contemporary and past American poets.
- 11.6 The student will read and critique a variety of dramatic selections.
- Describe the dramatic conventions or devices used by playwrights to present ideas.
 - Compare and evaluate adaptations and interpretations of a script for stage, film, or television.
 - Explain the use of verbal, situational, and dramatic irony.

Writing

- 11.7 The student will write in a variety of forms, with an emphasis on persuasion.
- Generate, gather, plan, and organize ideas for writing.
 - Develop a focus for writing.
 - Evaluate and cite applicable information.
 - Organize ideas in a logical manner.
 - Elaborate ideas clearly and accurately.
 - Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
 - Revise writing for accuracy and depth of information.
 - Proofread final copy and prepare document for intended audience and purpose.
- 11.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for producing research projects.
 - Use verbals and verbal phrases to achieve sentence conciseness and variety.
 - Adjust sentence and paragraph structures for a variety of purposes and audiences.
- 11.9 The student will write, revise, and edit personal, professional, and informational correspondence to a standard acceptable in the workplace and higher education.
- Apply a variety of planning strategies to generate and organize ideas.
 - Organize information to support purpose and form of writing.
 - Present information in a logical manner.
 - Revise writing for clarity.
 - Use technology to access information, organize ideas, and develop writing.

Research

- 11.10 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
- a) Narrow a topic.
 - b) Develop a plan for research.
 - c) Collect information to support a thesis.
 - d) Evaluate quality and accuracy of information.
 - e) Synthesize information in a logical sequence.
 - f) Document sources of information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
 - g) Edit writing for clarity of content and effect.
 - h) Edit copy for grammatically correct use of language, spelling, punctuation, and capitalization.
 - i) Proofread final copy and prepare document for publication or submission.
 - j) Use technology to access information, organize ideas, and develop writing.

Grade Twelve

The twelfth-grade student will use organizational skills, audience awareness, appropriate vocabulary and grammar, and both verbal and nonverbal presentation skills to plan and deliver an effective 5 to 10 minute oral presentation. The student will analyze British literature and literature of other cultures, with attention to the many classic works which may be studied. Writing will include the production of informational and expository papers, which are organized logically and contain clear and accurate ideas. The student will also produce a well-documented major research paper, using a standard method of documentation. The student will demonstrate advanced knowledge of grammatical conventions through writing, editing, and speaking.

Oral Language

- 12.1 The student will make a 5 to 10 minute formal oral presentation.
- Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information.
 - Use a well-structured narrative or logical argument.
 - Use details, illustrations, statistics, comparisons, and analogies to support purposes.
 - Use visual aids or technology to support presentation.
 - Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- 12.2 The student will evaluate formal presentations.
- Critique relationships among purpose, audience, and content of presentations.
 - Critique effectiveness of presentations.

Reading Analysis

- 12.3 The student will read and analyze the development of British literature and literature of other cultures.
- Recognize major literary forms and their elements.
 - Recognize the characteristics of major chronological eras.
 - Relate literary works and authors to major themes and issues of their eras.
- 12.4 The student will read and analyze a variety of informational materials, including electronic resources.
- Identify formats common to new publications and information resources.
 - Recognize and apply specialized informational vocabulary.
 - Evaluate a product based on analysis of the accompanying warranty and instruction manual.
 - Evaluate the quality of informational and technical materials.
- 12.5 The student will read and critique a variety of poetry.
- Explain how the choice of words in a poem creates tone and voice.
 - Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject and mood.
 - Explain how imagery and figures of speech (personification, simile, metaphor) appeal to the reader's senses and experience.
 - Compare and contrast traditional and contemporary works of poets from many cultures.

- 12.6 The student will read and critique dramatic selections from a variety of authors.
- a) Describe the conflict, plot, climax, and setting.
 - b) Compare and contrast ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect.
 - c) Identify the most effective elements of selected plays.
 - d) Compare and contrast dramatic elements of plays from American, British, and other cultures.

Writing

- 12.7 The student will develop expository and informational writings.
- a) Generate, gather, and organize ideas for writing.
 - b) Consider audience and purpose when planning for writing.
 - c) Write analytically about literary, informational, and visual materials.
 - d) Elaborate ideas clearly and accurately.
 - e) Revise writing for depth of information and technique of presentation.
 - f) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
 - g) Proofread final copy and prepare document for publication or submission.

Research

- 12.8 The student will write documented research papers.
- a) Identify and understand the ethical issues of research and documentation.
 - b) Evaluate the accuracy and usefulness of information.
 - c) Synthesize information to support the thesis.
 - d) Present information in a logical manner.
 - e) Cite sources of information, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
 - f) Edit copies for correct use of language, spelling, punctuation, and capitalization.
 - g) Proofread final copy and prepare document for publication or submission.

English Language Proficiency Standards of Learning for Grades Nine through Twelve

Organization of the English Language Proficiency Standards of Learning

Four levels of English proficiency, designated level 1, level 2, level 3, and level 4, have been defined for the state's 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 upon achieving at each level.

Additionally, the English Language Proficiency Standards have been aligned with the English Standards of Learning. In many cases the descriptor for the English Standards of Learning and the English Language Proficiency Standards are the same, but the indicators beneath the descriptor differ. This difference reflects the skills and abilities that the LEP student can 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 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 determine 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 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.

The standards have been numbered in sequence for each proficiency level, i.e., the standards in level 1 are numbered sequentially beginning with 1.1; the standards in level 2 are numbered sequentially beginning with 2.1; the standards in level 3 are numbered sequentially beginning with 3.1; and the standards in level 4 are numbered sequentially beginning with 4.1. The chart of grade level clusters next to each standard and indicator follows the format listed below.

- **FTS** indicates that students at that grade level cluster and proficiency level should follow the English Standards of Learning.
- **√** indicates that the indicator applies across the grade level cluster.
- **X** indicates that the indicator does not apply to that grade level cluster.

Although the strands have been developed separately, they are integrated in 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. 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 LEP students.

Limited English Proficiency Level 1

Below are general descriptions for each of the skill areas for students achieving at proficiency level 1.

Oral Language (Listening/Speaking): Students 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.

Oral Language		K-2	3-5	6-8	9-12
LEP 1.1	The student will demonstrate growth in the understanding and use of oral language.				
	a. Understand a few words, phrases, and/or sentences with basic English grammatical forms.	√	√	√	√
	b. Speak with a few words, phrases, and/or sentences with basic English grammatical forms.	√	√	√	√
	c. Answer simple questions with one- and two-word responses.	√	√	√	√
	d. Ask and answer questions, using simple sentences or phrases.	√	√	√	√
	e. Respond to simple directions.	√	√	√	√
	f. Retell familiar stories and participate in short conversations.	√	√	√	√
	g. Demonstrate comprehension of basic oral presentations and instructions.	√	√	√	√
LEP 1.2	The student will develop oral communication skills.				
	a. Communicate basic needs and wants.	√	√	√	√
	b. Use common social greetings and simple repetitive phrases.	√	√	√	√
	c. Respond to factual questions about texts read aloud.	√	√	√	√

Reading: Students 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 pictures, diagrams, cognates, and text context.

Reading		K-2	3-5	6-8	9-12
LEP 1.3	The student will understand how print is organized and read.				
	a. Hold print materials in the correct position.	FTS K.5a	√	√	√
	b. Identify the front cover, back cover, and title page of a book.	FTS K.5b	√	√	√
	c. Follow words from left to right and from top to bottom on a page.	FTS K.5c	√	√	√

Reading		K-2	3-5	6-8	9-12
	d. Use a text to match voice with print in order to associate spoken words and basic phrases with their written forms.	√	√	√	√
LEP 1.4	The student will demonstrate an understanding that print and signs convey meaning.				
	a. Identify common signs and logos.	√	√	√	√
	b. Use common social greetings and simple repetitive phrases.	√	√	√	√
	c. Read and explain own writings and drawings.	√	√	√	√
	d. Use pictures to make predictions about text.	√	√	√	√
	e. Apply background knowledge to text.	√	√	√	√
	f. Use prior knowledge to interpret pictures.	√	√	√	√
	g. Begin to self-correct.	X	√	√	√
LEP 1.5	The student will read and demonstrate comprehension of fiction/nonfiction.				
	a. Answer factual, simple questions about what is read.	X	√	√	√
	b. Create artwork or a written response that shows comprehension of a selection.	√	√	√	√
	c. Name characters and identify setting in stories.	√	√	√	√
	d. Recognize beginning and end of narratives.	√	√	√	√
	e. Recognize middle of narratives.	X	√	√	√
	f. Recognize the format of poetry versus prose.	X	X	√	√

Writing: Students 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.

Writing		K-2	3-5	6-8	9-12
LEP 1.6	The student will write to communicate ideas.				
	a. Draw or copy from a model.	√	√	√	√
	b. Produce several simple sentences on a topic.	X	√	√	√
	c. Use prewriting strategies.	X	√	√	√
	d. Use available technology.	√	√	√	√
LEP 1.7	The student will use English grammatical constructions.				
	a. Use basic grammatical constructions in simple sentences.	X	√	√	√
LEP 1.8	The student will use English punctuation and spelling conventions.				
	a. Capitalize words at the beginning of sentences.	X	√	√	√
	b. Use periods and question marks at the end of sentences or questions.	X	√	√	√
	c. Use phonetic spelling.	√	√	√	√
LEP 1.9	The student will print uppercase and lowercase letters of the alphabet.	√	√	√	√

Limited English Proficiency Level 2

Below are general descriptions for each of the skill areas for students achieving at proficiency level 2.

Oral Language (Listening/Speaking): Proficiency level 2 students can comprehend short conversations on simple topics. They can understand frequently used verb tenses and word-order patterns in simple sentences. They 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 vocabulary. They typically use the more common verb tense forms (present, past, and future), but 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 make errors when using complex patterns. Extended communication is typically a series of short, familiar structures. Students at proficiency level 2 often have to repeat themselves to be understood. They rely on familiar structures and utterances. They use repetition, gestures, and other nonverbal cues to sustain conversation.

Oral Language		K-2	3-5	6-8	9-12
LEP 2.1	The student will continue to demonstrate growth in the understanding and use of oral language.				
	a. Use standard English inconsistently but understandably when speaking.	√	√	√	√
	b. Ask and respond to questions using phrases and/or simple sentences.	√	√	√	√
	c. Restate and execute one-step oral directions.	√	√	√	√
	d. Restate and execute multistep oral directions.	X	√	√	√
LEP 2.2	The student will develop oral communication skills.				
	a. Converse on simple topics.	√	√	√	√
	b. Participate in classroom discussions.	√	√	√	√
	c. Recite rhymes, songs, and simple stories.	√	√	√	√
	d. Prepare and deliver short oral presentations.	X	√	√	√
	e. Retell stories and participate in short conversations.	√	√	√	√
	f. Identify orally the main points of simple conversations and stories that are read aloud.	√	√	√	√
	g. Restate in simple form the main idea of oral presentations using subject matter content.	X	√	√	√

Reading: Students 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.

Reading		K-2	3-5	6-8	9-12
LEP 2.3	The student will apply knowledge of how print is organized and read.				
	a. Read from left to right and from top to bottom.	FTS 1.5a	√	√	√

Reading		K-2	3-5	6-8	9-12
	b. Match spoken words with print.	FTS 1.5b	√	√	√
	c. Identify letters, words, and sentences.	FTS 1.5c	√	√	√
LEP 2.4	The student will read, comprehend, and analyze fiction and nonfiction.				
	a. Answer simple, factual questions about what is read.	√	√	√	√
	b. Create artwork or a written response that shows comprehension of a selection.	√	√	√	√
	c. Use knowledge of the story and topic to read words.	√	√	√	√
	d. Name characters and tell about the setting of a story.	√	√	√	√
	e. Recognize the beginning and end of narratives.	√	√	√	√
	f. Recognize the middle of narratives.	X	X	√	√
	g. Recognize the format differences between poetry and prose.	X	X	√	√
LEP 2.5	The student will begin to apply phonetic principles.				
	a. Use knowledge of consonants and consonant blends in words.	√	√	√	√
	b. Use vowel sounds in decoding single syllable words.	√	√	√	√
	c. Use basic word patterns.	√	√	√	√
LEP 2.6	The student will demonstrate interpretation and analysis of literature.				
	a. Name characters and tell about the setting of a story.	√	√	√	√
	b. Recognize the beginning, middle, and end of narratives.	√	√	√	√
	c. Recognize the format differences between poetry and prose.	√	√	√	√
LEP 2.7	The student will use meaning clues and language structure to expand vocabulary when reading.				
	a. Use pictures.	√	√	√	√
	b. Use knowledge of the story and topic to read words.	√	√	√	√
	c. Use knowledge of sentence structure.	√	√	√	√
	d. Reread and self-correct.	√	√	√	√
LEP 2.8	The student will locate information in reference materials.				
	a. Use a table of contents.	X	√	√	√
	b. Use pictures and charts.	X	√	√	√
	c. Use dictionaries and indices.	X	√	√	√
	d. Use available technology.	X	√	√	√
LEP 2.9	The student will use simple reference materials.				
	a. Use knowledge of alphabetical order by first letter.	√	√	√	√
	b. Use a picture dictionary.	√	√	√	√
	c. Use available technology to find information.	√	√	√	√

Writing: Students 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.

Writing		K-2	3-5	6-8	9-12
LEP 2.10	The student will write to communicate ideas.				
	a. Write multiple sentences around a topic.	√	√	√	√
	b. Use descriptive vocabulary.	√	√	√	√
	c. Use prewriting and planning strategies to organize information before writing.	X	√	√	√
	d. Edit and revise writing.	X	√	√	√
	e. Use available technology.	√	√	√	√
LEP 2.11	The student will use English punctuation and spelling conventions.				
	a. Use end punctuation.	√	√	√	√
	b. Capitalize first words in sentences and proper nouns.	√	√	√	√
	c. Use apostrophe for known contractions and possessive nouns.	√	√	√	√
LEP 2.12	The student will print legibly.				
	a. Form letters.	FTS 1.11a	√	√	√
	b. Space words and sentences.	FTS 1.11b	√	√	√

Limited English Proficiency Level 3

Below are general descriptions for each of the skill areas for students achieving at proficiency level 3.

Oral Language (Listening/Speaking): Students 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.

Oral Language		K-1	2	3-5	6-8	9-12
LEP 3.1	The student will demonstrate an understanding and use of oral language structure.					
	a. Ask and answer instructional questions, using simple sentences.		√	√	√	√
	b. Identify the main idea and some supporting details of oral presentations and familiar literature and identify key concepts of subject matter content.		√	√	√	√

Oral Language		K-1	2	3-5	6-8	9-12
LEP 3.2	The student will use oral communication skills.					
	a. Participate in social conversations on familiar topics by asking and answering questions and soliciting information.		√	√	√	√
	b. Retell stories.		√	√	√	√
	c. Talk about experiences, using expanded vocabulary, descriptive words, and paraphrasing.		√	√	√	√
LEP 3.3	The student will present and listen to brief oral reports.					
	a. Organize ideas appropriate for the topic and purpose.		√	√	√	√
	b. Use subject-related information and vocabulary.		√	√	√	√
	c. Listen to and record selected information.		√	√	√	√
	d. Speak understandably, although speech may contain some errors that interfere with meaning.		√	√	√	√
	e. Listen to stories/information and identify key details and concepts.		√	√	√	√
	f. Identify the topic and some supporting details of oral presentations and familiar literature and identify key concepts of subject matter content.		√	√	√	√

Reading: Students 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.

Reading		K-1	2	3-5	6-8	9-12
LEP 3.4	The student will read and demonstrate comprehension of familiar stories, poems, and informational text as a result of classroom instruction.					
	a. Use pictures to make predictions about stories and informational text.		√	√	√	√
	b. Retell familiar reading selections, including beginning, middle, and end.		√	√	√	√
	c. Participate in discussions about the characters, setting, and events.		√	√	√	√
	d. Identify the characters, setting, and events in fictional selections.		√	√	√	√
	e. Identify the topic or main idea.		√	√	√	√
	f. Write about what is read.		√	√	√	√
LEP 3.5	The student will demonstrate an understanding of basic phonetic principles.					

Reading		K-1	2	3-5	6-8	9-12
a.	Demonstrate knowledge of taught consonants and consonant blends to determine the meanings of words.		√	√	√	√
b.	Demonstrate knowledge of taught short and long vowel patterns to determine the meanings of words.		√	√	√	√
LEP 3.6	The student will use strategies to read a variety of narrative materials, poetry, and informational text.					
a.	Preview the selection by using pictures, diagrams, and titles.		√	√	√	√
b.	Make predictions about content.		√	√	√	√
c.	Ask questions while reading.		√	√	√	√
d.	Begin to reread and self-correct.		√	√	√	√
LEP 3.7	The student will expand vocabulary and concept development.					
a.	Use context to read unfamiliar words.		√	√	√	√
b.	Use knowledge of prefixes, suffixes, antonyms, and synonyms to read unfamiliar words.		√	√	√	√
LEP 3.8	The student will use information resources to research a topic.					
a.	Identify appropriate questions.		X	√	√	√
b.	Collect information, using the resources of the media center.		X	√	√	√
c.	Organize information for presentation.		X	√	√	√

Writing: Students at proficiency level 3 can write multiparagraph 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.

Writing		K-1	2	3-5	6-8	9-12
LEP 3.9	The student will write to communicate ideas.					
a.	Write one to three paragraphs around a central idea.		X	√	√	√
b.	Use descriptive details.		X	√	√	√
c.	Use a variety of sentences.		X	√	√	√
LEP 3.10	The student will write stories, letters, simple explanations, and short reports across all content areas.					
a.	Use planning strategies and organize information before writing.		√	√	√	√
b.	Edit and revise writing.		√	√	√	√
c.	Use available technology.		√	√	√	√
LEP 3.11	The student will write in cursive the uppercase and lowercase letters of the alphabet.		X	√	√	√

Limited English Proficiency Level 4

Below are general descriptions for each of the skill areas for students achieving at proficiency level 4.

Oral Language (Listening/Speaking): Students at proficiency level 4 can understand most standard speech. 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.

Oral Language		K-2	3-5	6-8	9-12
LEP 4.1	The student will use effective oral communication skills in a variety of settings.				
a.	Vary speech according to purpose, audience, and subject matter.		√	√	√
b.	Retell stories, including character, setting, plot, summary, and analysis.		√	√	√
c.	Summarize literary pieces, including character, setting, and plot.		√	√	√
d.	Respond to messages by asking questions or by challenging statements.		√	√	√
e.	Use simple figurative language and idiomatic expressions.		√	√	√
LEP 4.2	The student will use effective nonverbal communication skills.				
a.	Maintain eye contact with listeners.		√	√	√
b.	Use gestures for emphasis.		√	√	√
LEP 4.3	The student will make and listen to planned oral presentations.				
a.	Prepare and deliver a presentation that follows a process of organization.		√	√	√
b.	Use a variety of sources to prepare oral presentations.		√	√	√
c.	Speak understandably using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, although speech may contain some errors that do not interfere with meaning.		√	√	√
d.	Use appropriate content-related information and vocabulary.		√	√	√
e.	Listen to and record information.		√	√	√

Reading: Proficiency level 4 students 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, subject-area texts.

Reading		K-2	3-5	6-8	9-12
LEP 4.4	The student will read and demonstrate comprehension of fiction and nonfiction.				
	a. Retell reading selections, including beginning, middle, and end.		√	√	√
	b. Identify main idea of reading selections.		√	√	√
	c. Summarize informational or narrative selections.		√	√	√
	d. Compare and contrast characters, setting, and events in fictional selections.		√	√	√
	e. Summarize what is read.		√	√	√
LEP 4.5	The student will use meaning clues and language structure to read words.				
	a. Demonstrate knowledge of prefixes and suffixes.		√	√	√
	b. Demonstrate knowledge of story structure and sequence.		√	√	√
	c. Demonstrate knowledge of taught contractions and singular possessives.		√	√	√
	d. Use reference materials, including glossary, dictionary, and thesaurus.		√	√	√
LEP 4.6	The student will use strategies to read a variety of fiction and nonfiction materials.				
	a. Make connections between previous knowledge and/or experiences and what is read.		√	√	√
	b. Make and confirm predictions.		√	√	√
	c. Ask and answer questions.		√	√	√
LEP 4.7	The student will use information resources to research a topic.				
	a. Develop questions about a topic.		√	√	√
	b. Collect information from multiple resources, using the media center.		√	√	√
	c. Organize, evaluate, and condense information for use in a presentation or writing.		√	√	√

Writing: Proficiency level 4 students are approaching fluency in writing in the content areas. They are able to use the 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.

Writing		K-2	3-5	6-8	9-12
LEP 4.8	The student will write narratives, explanations and short reports across all content areas.				
	a. Use a planning strategy before writing.		√	√	√
	b. Write three to five paragraphs on the same topic.		√	√	√
	c. Support a central idea with relevant details.		√	√	√
	d. Use closely related sentences and transitions.		√	√	√
	e. Use voice, tone, sentence variation, and word choice.		√	√	√
	f. Use available technology.		√	√	√

Writing		K-2	3-5	6-8	9-12
LEP 4.9	The student will use English mechanics and usage.				
	a. Use correct spelling for majority of words.		√	√	√
	b. Use elements of style, including voice and tone.		√	√	√
	c. Use subject-verb agreement.		√	√	√
	d. Use adjectives correctly.		√	√	√
	e. Use pronoun referents correctly.		√	√	√