



**NEBRASKA**  
*DEPARTMENT OF*  
**EDUCATION**



# K-12 Guidelines For English Language Proficiency

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Guidelines  
2004  
Writing  
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# K-12 Guidelines for English Language Proficiency

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## ***Introduction***

The *K-12 Guidelines for English Language Proficiency* were developed as a supplement to the Nebraska State Standards. All English Language Learner (ELL) students are required by the Nebraska Department of Education to meet or exceed the Nebraska State Standards. These guidelines present districts, content area teachers, and ELL teachers a working document that bridges the gap between state standards and second language acquisition.

Users of the *K-12 Guidelines for English Language Proficiency* should consider the following:

- The document is a reference for revising or developing district curricula that uses these Guidelines as its foundation. It is not, in itself, a curriculum guide.
- The language levels and grade clusters are meant to show how a student typically progresses through the curriculum. There are other factors, however, that may influence a student's growth in language, such as literacy in English and the native language, and previous formal schooling.
- Teachers should carefully develop curriculum based on the Guidelines to meet the individual needs of the students, including their grade and language levels.
- ELL students must have full access to a positive learning environment in order to acquire language and content knowledge.
- All teachers and administrators in a district share in the responsibility of helping ELL students acquire language through these Guidelines.

## ***Legal Requirements***

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The Elementary and Secondary Education Act (ESEA) specifies that states and school districts ensure that children who are limited English proficient develop high levels of academic attainment in English. Districts and states are accountable for the progress these children make in learning English and meeting state content standards. These Guidelines, aligned to the English Language Development Assessment (ELDA), lay out the content and progression of skills necessary to show the progress ELL students are making in learning the English language.

### ***State Role***

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Under ESEA and Title III, English Language Acquisition, State Departments of Education are required to:

“...[3113(b)(2)] establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading, and writing, and that are aligned with achievement standards described in section 1111(b)(1) [Title I].

In addition, ESEA requires states to:

“...[3122(a)(1)] develop annual measurable achievement objectives for limited English proficient children served under this part that relate to such children’s development and attainment of English proficiency while meeting challenging State academic content and student academic achievement standards...”

### ***School District Role***

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School districts, in turn, must:

- Utilize the Guidelines for English Language Proficiency as a foundation in developing curriculum and language instruction educational programs.
- Administer the English Language Development Assessment (ELDA) to annually assess all ELL students in the domains of listening, speaking, reading and writing.
- Ensure that ELL students are making progress in meeting state standards as reported for Adequate Yearly Progress (AYP).
- Ensure that ELL students are making progress in learning English and meeting the Annual Measurable Achievement Objectives (AMAOs).

## Development of the Guidelines

In 2004 a committee of Nebraska educators which included teachers, administrators, staff developers, and higher education personnel convened for the purpose of developing guidelines for English language proficiency in order to meet the federal requirement. The committee first examined the ELDA English Language Proficiency Standards to guide the development of the *K-12 English Language Proficiency Guidelines*. As the ELDA is the state’s English language proficiency assessment, this foundation was important to use to create alignment between the guidelines for English language proficiency and the test. The committee then designed the guideline document to meet the unique needs of ELL students in Nebraska. Finally, the Guidelines were linked to the Nebraska Content Standards. In 2011, a second committee of Nebraska practitioners convened to link the Guidelines with the revised Nebraska Language Arts Standards.

### ***Alignment to the Nebraska Content Standards***

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Under Title III, the standards for English language proficiency must be aligned to the state content standards for reading/language arts, mathematics, and science.

#### **Linking the English Language Proficiency Standards to the Nebraska Language Arts Standards**

The *K-12 Guidelines for English Language Proficiency* are linked to the Nebraska Language Arts Standards. Generally, the alignment has been done at grade level. There are some guidelines and example indicators for which it was not possible to create a link at a particular grade level. These are indicators that may need to be taught to students who need assistance in learning skills that are prerequisites for ultimately achieving at grade level. While the alignment shows that many of the skills in the two documents are linked, they do remain separate documents covering content used for different purposes—(1) the progression of learning grade level language arts content and (2) the process of acquiring language. Teachers are expected to use both documents to aid students in learning the English language as well as to teach them language arts content. It was the committee’s intention to build a document to help teachers achieve these two goals.

#### **Linking the English Language Proficiency Standards to Nebraska Math and Science Standards**

English Language Learners will demonstrate proficiency in Nebraska Math and Science Standards through the use of English proficiency in the skill areas of listening, speaking, reading, and writing. The students will learn and use academic language to define, evaluate, process, compute, and solve problems within content areas.

### ***How to Read the Guidelines***

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- The Guidelines are organized by grade clusters (K-2, 3-5, 6-8, and 9-12).
- Within each grade cluster, the language domains of listening, speaking, reading, and writing are addressed separately.
- The “X” indicates that the skill is taught at this level of language proficiency.
- An empty box specifies that the skill is not taught at this level of proficiency.
- Shading specifies that the skill is independently demonstrated by the student and no longer directly taught.
- The “Skill Area” is the guideline that should be taught. The “Example Indicators” are strategies that may be used to achieve the Skill Area.

Note: Though the amount of time a student spends acquiring English is based on many variables (including age, educational background, level of first language proficiency, learning rate, and motivation), the levels through which a student progresses remain the same. Students with Interrupted Formal Education (SIFE) present unique challenges to school districts. Appendix D contains a brief discussion and example indicators designed to assist districts and teachers in serving this population.

### ***Language Proficiency Levels***

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The language proficiency levels are broken down as follows:

<b>Language Level</b>	<b>Description</b>
	Students with Interrupted Formal Education
<b>1</b>	Pre-functional
<b>2</b>	Beginning
<b>3</b>	Intermediate
<b>4</b>	Advanced
<b>5</b>	Full English Proficiency

Refer to Appendices for the following:

- Appendix A: Composite Performance Level Descriptors for ELDA
- Appendix B: Performance Level Descriptors for each language domain
- Appendix C: Performance Level Descriptors for comprehension
- Appendix D: SIFE guidance

# Skill Area: Table of Contents

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Domain	Skill Area	Page Number			
		Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
<b>LISTENING</b>	Follow Simple and Complex Directions	1	15	33	51
	Understanding Meaning of Short Utterances	1	15	33	51
	Identifying Major Ideas from an Excerpt of Speech	1	16	34	51
	Identify Speaker Attitude/Point of View	2	16	34	52
	Identify Important Details from an Excerpt of Speech	2	17	35	52
	Identify Meaning of Content Vocabulary	2	17	35	52
	Make Inferences/Predictions	2	17	35	52
<b>SPEAKING AND ORAL COMMUNICATION</b>	Focus on Content, Style, Purpose and Audience Appropriateness	3	18	36	53
<b>READING</b>	Demonstrate Early Reading Skills	6	21	40	56
	Follow Instructions	9	26	42	57
	Analyze Style and Form	9	24	42	58
	Identifying Meaning of Important Vocabulary	10	25	43	58
	Identify Main Idea, Purpose of Text and Importing Supporting Ideas	10	25	43	59
	To Use English to Achieve Academically in All Content Areas		26	44	59
	Read for Research Purposes		26	44	60
	Make Inferences, Predictions and Conclusions		26	44	60
<b>WRITING</b>	Write Using Concepts of Print	11	27	45	61
	Using the Writing Process	11	28	46	61
	Write Using Characteristics of Effective Writing	12	29	47	62
	Write Using a Variety of Modes with Attention to Audience and Purpose	14	31	49	64
	Use Appropriate Learning Strategies to Construct and Apply Academic Knowledge	14	32	50	6

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# Grades K-2

## Language Domain: Listening

<b>SKILL AREA: FOLLOW SIMPLE AND COMPLEX DIRECTIONS</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
Follow simple oral directions to complete a task	LA 0.3.2.b LA 1.3.2.b LA 2.3.2.b	X	X			
Respond appropriately to directions and questions	LA 1.3.2.b LA 2.3.2.b	X	X	X	X	X
Follow two-step oral directions to complete a task	LA 1.3.2.b LA 2.3.2.b	X	X	X	X	X

<b>SKILL AREA: UNDERSTANDING MEANING OF SHORT UTTERANCES</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
Understand words, phrases and /or sentences with basic grammatical forms		X	X			
Understand basic structures, expressions, and vocabulary within the school environment, such as greetings, questions and directions		X	X	X	X	X

<b>SKILL AREA: IDENTIFYING MAJOR IDEAS FROM AN EXCERPT OF SPEECH</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
Identify main points of simple conversations		X	X			
Use active listening comprehension in a variety of situations such as following directions, responding to requests and listening for specific purposes	LA 0.3.2.a LA 1.3.2.a LA 2.3.2.a	X	X	X	X	X
Listen to and extract meaning from a variety of media	LA 0.3.2.a LA 1.3.2.a LA 2.3.2.a	X	X	X	X	X
Listen responsively to and demonstrate comprehension of a variety of genres	LA 1.3.2.d LA 2.3.2.d	X	X	X	X	X

X: The skill is taught at this level of proficiency  
 Empty Box: The skill not taught at this level of proficiency  
 Shading: The skill is independently demonstrated by the student and no longer directly taught

*Grades K-2: Listening*

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<b>SKILL AREA: IDENTIFY SPEAKER ATTITUDE/POINT OF VIEW</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
Listen to spoken messages to interpret and evaluate purpose and point of view		X	X	X	X	X
Understand verbal and non-verbal cues	LA 0.3.3.b LA 1.3.3.b LA 2.3.3.b	X	X	X	X	X

<b>SKILL AREA: IDENTIFY IMPORTANT DETAILS FROM AN EXCERPT OF SPEECH</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
Listen to stories/information and identify key details and concepts across the curriculum	LA 0.3.2.c LA 1.3.2.c LA 2.3.2.c	X	X	X	X	X

<b>SKILL AREA: IDENTIFY MEANING OF CONTENT VOCABULARY</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
Use knowledge of vocabulary to understand the speaker's message		X	X	X	X	X
Listen for key phrases to interpret the speaker's message			X	X	X	X

<b>SKILL AREA: MAKE INFERENCES/PREDICTIONS</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
Interpret speaker's messages, purposes and point of view		X	X	X	X	X
Make predictions based on oral prompt		X	X	X	X	X

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# Grades K-2

## LANGUAGE DOMAIN: SPEAKING AND ORAL COMMUNICATION

<b>SKILL AREA: FOCUS ON CONTENT, STYLE, PURPOSE AND AUDIENCE APPROPRIATENESS</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
<b>VOCABULARY</b>						
Reproduce basic words and phrases		X				
Use developmentally appropriate vocabulary	LA 0.3.1.a LA 1.3.1.b LA 2.3.1.b	X	X	X	X	X
Use survival vocabulary and phrases for school, class, home and personal information		X	X	X	X	X
<b>DIRECTIONS</b>						
Restate and execute simple directions		X	X	X	X	X
Restate and execute multi-step directions			X	X	X	X
Give simple directions to complete a task		X	X	X	X	X
Give multi-step directions to complete a task			X	X	X	X
Share ideas and information to complete a task	LA 0.3.3.c LA 1.3.3.c LA 2.3.3.c	X	X	X	X	X
<b>FUNCTIONAL NEEDS</b>						
Communicate needs, wants, ideas and feelings		X	X	X	X	X
Ask and answer simple questions with one or two-word expressions		X	X			
Use common social greetings and simple repetitive phrases		X	X	X		
Ask and give information such as address, name, age and nationality		X	X	X		

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**Grades K-2: Speaking and Oral Communication**

<b>SKILL AREA: FOCUS ON CONTENT, STYLE, PURPOSE AND AUDIENCE APPROPRIATENESS (CONTINUED)</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
<b>CONVERSATION SKILLS</b>						
Retell familiar stories and participate in short conversations		X	X	X	X	X
Recount experiences and tell stories that move through a logical sequence	LA 1.3.1.a LA 2.3.1.a	X	X	X	X	X
Converse on simple topics using complete sentences			X	X	X	
Ask and answer questions using sentences or phrases to gather and provide information		X	X	X	X	X
Use clear, concise, organized language in speaking situations	LA 0.3.1.a LA 1.3.1.a LA 2.3.1.a		X	X	X	X
Adapt spoken language such as word choice, diction, and usage to the audience, purpose and occasion	LA 1.3.1.a LA 2.3.1.a			X	X	X
<b>ACADEMIC SKILLS</b>						
Produce basic academic language such as alphabet, numbers, colors, etc.		X	X	X	X	X
Respond to factual questions about text	LA 0.1.6.i LA 0.1.6.j	X	X	X	X	X
Present ideas and supporting details in a logical sequence with beginning, middle and end			X	X	X	X
Ask appropriate questions	LA 0.1.6.i LA 0.1.6.j LA 1.3.2.d LA 2.1.6.j LA 2.3.2.d	X	X	X	X	X
Respond to questions with relevant details	LA 0.1.6.i LA 0.1.6.j LA 2.1.6.j		X	X	X	X
Demonstrate effective communication skills such as interviewing, reporting, requesting and providing information	LA 0.4.1.e LA 1.4.1.e LA 2.4.1.e LA 2.4.1.f			X	X	X

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**Grades K-2: Speaking and Oral Communication**

<b>SKILL AREA: FOCUS ON CONTENT, STYLE, PURPOSE AND AUDIENCE APPROPRIATENESS (CONTINUED)</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
<b>ACADEMIC SKILLS CONTINUED</b>						
Clarify and support spoken ideas with evidence, elaborations and examples				X	X	X
Retell/summarize stories including setting, plot and character	LA 0.1.6.c LA 1.1.6.c LA 2.1.6.c		X	X	X	X
Communicate effectively in conversations and group discussions	LA 0.3.3.b LA 0.3.3.c LA 1.3.3.b LA 1.3.3.c LA 2.3.3.b LA 2.3.3.c		X	X	X	X
<b>FORM</b>						
Articulate sounds and intonation patterns		X	X	X	X	X
Say the initial, final, or vowel sounds		X	X	X	X	X
Separate and blend sounds to produce words and phrases	LA 0.1.2.d LA 1.1.2.d	X	X	X	X	X
Adapt tone, word choice and volume to audience		X	X	X	X	X
Speak clearly at an understandable pace			X	X	X	X
Gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences and correct tenses		X	X	X	X	X

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# Grades K-2

## LANGUAGE DOMAIN: READING

<b>SKILL AREA: DEMONSTRATE EARLY READING SKILLS</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
<b>DECODING SKILLS</b>						
Demonstrate initial print awareness	LA 0.1.1.b LA 1.1.1.b	X				
Name and identify each letter and sound of the alphabet	LA 0.1.3.b	X	x			
Know the difference between capital and lower case letters	LA 0.1.3.a	X	X			
Identify words and sentences	LA 0.1.2.a LA 1.1.2.a	X	X			
Recognize that there are correct spellings for words	LA 1.1.3.a LA 1.1.3.b LA 1.1.3.d LA 2.1.3.a LA 2.1.3.b	X	X	X		
Identify/read environmental print	LA 0.1.3.e	X	X	X	X	
Read high frequency words	LA 0.1.3.c LA 1.1.3.c LA 1.1.4.b LA 2.1.3.b LA 2.1.4.b	X	X	X		
Read multiple-syllabic words by using common syllable patterns	LA 2.1.3.e			X	X	X
Use knowledge of spelling patterns to read, i.e. diphthongs, special vowel spellings, consonant blends, digraphs and r-controlled letter sounds	LA 1.1.3.a LA 2.1.3.a		X	X	X	X

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<b>SKILL AREA: DEMONSTRATE EARLY READING SKILLS (CONTINUED)</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
<b>STUDY SKILLS</b>						
Identify the parts of a book	LA 0.1.1.e LA 1.1.1.e	X	X	X		
Alphabetize words by the first letter		X	X			
Alphabetize words to the second and third letter			X	X	X	
Read using one-to-one correspondence (match finger to words being read)	LA 0.1.1.c LA 1.1.1.c	X	X			
Follow top to bottom, left to right and front to back	LA 0.1.1.f LA 1.1.1.f	X	X			
Can identify title, author and illustrator	LA 0.1.1.e LA 1.1.1.e	X	X			
Respond to illustrations in books		X	X	X	X	X

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<b>SKILL AREA: DEMONSTRATE EARLY READING SKILLS (CONTINUED)</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
<b>COMPREHENSION</b>						
Recognize own name in print		X	X			
Understand that print conveys meaning	LA 0.1.1.b LA 1.1.1.b	X	X			
Begin to make predictions	LA 0.1.6.l	X	X	X	X	X
Begin to make connections to own experiences	LA 0.1.6.k LA 0.1.6.l LA 2.1.6.l	X	X	X	X	X
Begin to read own writing		X	X	X	X	X
Read and understand simple vocabulary and phrases	LA 0.1.3.e LA 1.1.3.f LA 1.1.4.b LA 2.1.3.d LA 2.1.4.b	X	X			
Read and understand sentences and paragraphs	LA 1.1.4.a LA 2.1.4.a		X	X	X	X
Read simple early texts		X	X	X	X	X
Use pictures, prior knowledge, and context clues to understand text	LA 0.1.5.c LA 0.1.6.k LA 1.1.5.c LA 1.1.6.l LA 2.1.5.c LA 2.1.6.l	X	X	X	X	X
Use context clues to determine word meaning of unfamiliar words	LA 0.1.5.c LA 1.1.5.c LA 2.1.5.c		X	X	X	X
Use knowledge of prefixes, suffixes, antonyms, and synonyms to understand unfamiliar words	LA 2.1.5.d			X	X	X

**Grades K-2: Reading**

<b>SKILL AREA: DEMONSTRATE EARLY READING SKILLS (CONTINUED)</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
<b>WORD ANALYSIS</b>						
Read one syllable words	LA 0.1.2.d LA 1.1.2.d	X	X			
Read compound words	LA 0.1.2.c LA 1.1.2.c	X	X	X	X	
Read contractions		X	X	X	X	
Recognize nouns, verbs, adjectives and adverbs		X	X	X	X	
Use structural cues to recognize words formed from base words, using inflections such as –s, -es, -ed and –ing	LA 0.1.5.a LA 1.1.5.a LA 2.1.5.a	X	X	X		
Recognize regular and irregular plurals			X	X	X	
Recognize abbreviations		X	X	X	X	

<b>SKILL AREA: FOLLOW INSTRUCTIONS</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
Read and follow simple directions to complete a task		X	X	X		

<b>SKILL AREA: ANALYZE STYLE AND FORM</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
Read and recite short poems, rhymes, and songs		X	X	X	X	X
Make predictions based on title, cover, illustrations, and text	LA 0.1.6.l	X	X	X	X	X
Identify patterns in texts, such as rhyming and repetition	LA 0.1.6.d LA 1.1.6.d LA 2.1.6.d	X	X	X	X	X

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<b>SKILL AREA: IDENTIFYING MEANING OF IMPORTANT VOCABULARY</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
Understand simple vocabulary		X				
Recognize words that have multiple meanings	LA 2.1.5.d			X	X	X
Comprehend grade appropriate vocabulary in the content areas	LA 0.1.5.b LA 1.1.5.b LA 2.1.5.b			X	X	X
Define vocabulary taken from texts	LA 0.1.5.c LA 1.1.5.c LA 2.1.5.c			X	X	X

<b>SKILL AREA: IDENTIFY MAIN IDEA, PURPOSE OF TEXT AND IMPORTANT SUPPORTING IDEAS</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
Identify the main idea of text	LA 0.1.6.e LA 1.1.6.e LA 2.1.6.e	X	X	X	X	X
Identify the story elements: characters, setting, and events	LA 0.1.6.b LA 1.1.6.b LA 2.1.6.b	X	X	X	X	X

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# Grades K-2

## LANGUAGE DOMAIN: WRITING

<b>SKILL AREA: WRITE USING CONCEPTS OF PRINT</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
Print upper and lower case letters and numbers in manuscript	LA 0.2.1.g	X	X	X		
Write messages from left to right and top to bottom on the page		X	X	X		
Write using return sweep		X	X	X		
Write his/her name		X	X	X		
Organize letters to form words		X	X	X		
Use phonetic cue in writing		X	X	X	X	
Copy words correctly		X	X	X		
Use appropriate spaces between letters and words	LA 1.2.1.h LA 2.2.1.h	X	X	X		

<b>SKILL AREA: USING THE WRITING PROCESS</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
<b>PRE-WRITE</b>						
Generate, organize and sequence ideas through drawing, brainstorming and visuals with teacher support	LA 0.2.1.b LA 1.2.1.b LA 2.2.1.a		X	X	X	X
Generate, organize and sequence ideas through drawing, brainstorming and visuals independently	LA 0.2.1.b LA 1.2.1.b LA 2.2.1.a				X	X
Use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information and to prepare to write	LA 1.2.1.b LA 2.2.1.a		X	X	X	X
Develop a plan before writing	LA 0.2.1.b LA 1.2.1.b LA 2.2.1.a		X	X	X	X
<b>DRAFT</b>						
Use simple sentences to create a draft	LA 1.2.1.c LA 2.2.1.b	X	X	X	X	X

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<b>SKILL AREA: USING THE WRITING PROCESS (CONTINUED)</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
<b>REVISE AND EDIT</b>						
Revise writing through adding, elaborating, deleting, combining and rearranging text with teacher support		X	X	X	X	X
Revise writing through adding, elaborating, deleting, combining and rearranging text independently	LA 0.2.1.d LA 1.2.1.d LA 2.2.1.c				X	X
Edit for basic conventions such as spelling, punctuation and capitalization with teacher support		X	X	X	X	X
Edit for basic conventions such as spelling, punctuation and capitalization independently	LA 0.2.1.e LA 1.2.1.f LA 2.2.1.e	X	X	X	X	X
Edit for standard grammar and usage including: subject-verb agreement, pronoun agreement, preposition usage, word derivation and appropriate verb tenses in final drafts with teacher support			X	X	X	X
<b>PUBLISH</b>						
Produce a quality final product	LA 0.2.1.f LA 1.2.1.g LA 2.2.1.f	X	X	X	X	X

<b>SKILL AREA: WRITE USING CHARACTERISTICS OF EFFECTIVE WRITING</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
<b>IDEAS</b>						
Write words or phrases on any given topic	LA 0.2.1.c LA 1.2.1.c	X	X	X	X	X
Write patterned or simple sentences on any given topic	LA 0.2.1.c LA 1.2.1.c LA 2.2.1.b	X	X	X	X	X
Write multiple sentences on any given topic	LA 1.2.1.c LA 2.2.1.b		X	X	X	X
<b>ORGANIZATION</b>						
Organize words to form a correct sentence	LA 1.2.1.c LA 2.2.1.b		X	X	X	X
Write a series of sentences that resemble a paragraph				X	X	X
Write a series of sentences that follow a logical sequence	LA 1.2.2.d LA 2.2.1.b LA 2.2.2.d			X	X	X

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<b>SKILL AREA: WRITE USING CHARACTERISTICS OF EFFECTIVE WRITING (CONTINUED)</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
<b>WORD CHOICE AND VOICE</b>						
Use survival vocabulary, environmental print and/or high frequency words		X	X	X	X	X
Use developmentally appropriate vocabulary from a variety of sources		X	X	X	X	X
Use appropriate words to convey intended meaning			X	X	X	X
Use vocabulary from across the curriculum			X	X	X	X
Exhibit voice in writing				X	X	X
<b>SENTENCE FLUENCY</b>						
Write a simple sentence	LA 0.2.1.c LA 1.2.1.c	X	X	X	X	X
Write a variety of simple sentences	LA 0.2.1.c LA 1.2.1.c LA 2.2.1.b		X	X	X	X
Write complete sentences, varying sentence beginnings	LA 1.2.1.c LA 2.2.1.b			X	X	X
<b>CONVENTIONS</b>						
Use correct punctuation, capitalization and spelling	LA 0.2.1.e LA 1.2.1.f LA 2.2.1.e			X	X	X
Use standard English sentence structure/syntax	LA 0.2.1.e LA 1.2.1.f LA 2.2.1.e		X	X	X	X
Use parts of speech, contractions, abbreviations, apostrophes and verb tenses correctly	LA 0.2.1.r LA 1.2.1.f LA 2.2.1e			X	X	X

<b>SKILL AREA: WRITING USING A VARIETY OF MODES WITH ATTENTION TO AUDIENCE AND PURPOSE</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
Write for social purposes such as: friendly letters, thank you notes, morning messages and invitations with teacher support	LA 0.2.2.b LA 1.2.2.b LA 2.2.2.b		X	X	X	X
Write a journal entry from a teacher model	LA 0.2.2.a LA 1.2.2.a LA 2.2.2.a		X	X	X	X
Write a journal entry	LA 0.2.2.a LA 1.2.2.a LA 2.2.2.a			X	X	X
Write a few words, phrases or simple sentence(s) in response to oral or read material	LA 0.1.6.m LA 0.2.2.a LA 1.1.6.o LA 1.2.2.a LA 2.1.6.o LA 2.2.2.a	X	X			
Write a summary of oral or read material	LA 0.2.2.a LA 1.2.2.a LA 2.2.2.a			X	X	X

<b>SKILL AREA: USE APPROPRIATE LEARNING STRATEGIES TO CONSTRUCT AND APPLY ACADEMIC KNOWLEDGE</b>						
Example Indicators	Grades K-2	Proficiency Levels				
		1	2	3	4	5
<b>USE SOURCES TO WRITE</b>						
Use resources to find correct spellings such as word wall, student-generated dictionaries, picture dictionaries, environmental print	LA 0.1.5.e LA 1.1.5.e LA 1.1.5.f LA 2.1.5.e LA 2.1.5.f	X	X	X	X	X
Use visuals and manipulatives to form words and sentences		X	X	X		
<b>STRATEGIES</b>						
Use graphic organizers to organize information with teacher support		X	X	X	X	X
Use graphic organizers to organize information independently	LA 0.2.1.b LA 1.2.1.b LA 2.2.1.a		X	X	X	X

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# Grades 3-5

## LANGUAGE DOMAIN: LISTENING

<b>SKILL AREA: FOLLOW SIMPLE AND COMPLEX DIRECTIONS</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
Follow simple oral directions to complete a task	LA 3.3.2.b	X	X			
Respond appropriately to directions and questions	LA 3.3.2.b	X	X	X	X	X
Follow two-step oral directions to complete a task	LA 3.3.2.b	X	X	X	X	
Follow multi-step directions in sequence to complete a task	LA 3.3.2.b	X	X	X	X	X

<b>SKILL AREA: UNDERSTANDING MEANING OF SHORT UTTERANCES</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
Understand words, phrases and /or sentences with basic grammatical forms		X	X			
Understand basic structures, expressions, and vocabulary within the school environment, such as greetings, questions and directions		X	X	X		
Understand figurative language, multiple meanings and idiomatic expressions by responding to such expression appropriately	LA 3.3.3.a LA 4.3.3.a LA 5.3.3.a			X	X	X

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**Grades 3-5: Listening**

<b>SKILL AREA: IDENTIFY MAJOR IDEAS FROM AN EXCERPT OF SPEECH</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
Identify main points of simple conversations		X	X			
Use active listening comprehension in a variety of situations such as following directions, responding to requests and listening for specific purposes	LA 3.3.2.a LA 4.3.2.a LA 5.3.2.a	X	X	X	X	X
Listen to and extract meaning from a variety of media	LA 3.3.2.a LA 4.3.2.a LA 5.3.2.a	X	X	X	X	X
Listen responsively to and demonstrate comprehension of a variety of genres	LA 3.3.2.d LA 4.3.2.c LA 5.3.2.c	X	X	X	X	X
Demonstrate comprehension of oral presentations, interviews and instructions	LA 3.3.2.a LA 4.3.2.a LA 5.3.2.a	X	X	X	X	X

<b>SKILL AREA: IDENTIFY SPEAKER ATTITUDE/POINT OF VIEW</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
Listen to spoken messages to interpret and evaluate purpose and point of view	LA 3.3.2.d LA 4.3.2.c LA 5.3.2.c	X	X	X	X	X
Understand verbal and non-verbal cues	LA 3.3.3.b LA 4.3.3.b LA 5.3.3.b	X	X	X	X	X
Understand how language choice and delivery affect the tone of the message	LA 3.3.3.a LA 3.3.3.b LA 4.3.3.a LA 4.3.3.b LA 5.3.3.a LA 5.3.3.b			X	X	X
Identify the main ideas, points of view and fact/fiction/opinion in media	LA 3.3.2.d LA 4.3.2.c LA 5.3.2.c			X	X	X

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**Grades 3-5: Listening**

<b>SKILL AREA: IDENTIFY IMPORTANT DETAILS FROM AN EXCERPT OF SPEECH</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
Listen to stories/information and identify key details and concepts across the curriculum	LA 3.3.2.d LA 4.3.2.c LA 5.3.2.c	X	X	X		
Listen to a variety of media messages and identify supporting details	LA 3.3.2.d LA 4.3.2.c LA 5.3.2.c		X	X	X	X
Listen and respond appropriately to presentations and performances such as essays, narratives and poetry	LA 3.3.2.a LA 4.3.2.a LA 5.3.2.a		X	X	X	X

<b>SKILL AREA: IDENTIFY MEANING OF CONTENT VOCABULARY</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
Use knowledge of vocabulary to understand the speaker's message		X	X	X	X	
Listen for key phrases to interpret the speaker's message			X	X	X	X

<b>SKILL AREA: MAKING INFERENCES/PREDICTIONS</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
Interpret speaker's messages, purposes and point of view		X	X	X	X	X
Make predictions based on oral prompt		X	X	X	X	X

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# Grades 3-5

## LANGUAGE DOMAIN: SPEAKING AND ORAL COMMUNICATION

<b>SKILL AREA: FOCUS ON CONTENT, STYLE, PURPOSE, AND AUDIENCE APPROPRIATE</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
<b>VOCABULARY</b>						
Reproduce basic words and phrases		X				
Use developmentally appropriate vocabulary	LA 3.3.1.a LA 4.3.1.a LA 5.3.1.a	X	X	X	X	X
Use survival vocabulary and phrases for school, class, home and personal information		X	X			
Use informal, standard, academic and technical language effectively	LA 3.3.1.a LA 3.3.1.b LA 4.3.1.a LA 4.3.1.b LA 5.3.1.a LA 5.3.1.b			X	X	X
<b>DIRECTIONS</b>						
Restate and execute simple directions		X	X			
Restate and execute multi-step directions			X	X		
Give simple directions to complete a task		X	X	X		
Give multi-step directions to complete tasks			X	X	X	X
Share ideas and information to complete a task	LA 3.3.3.c LA 4.3.3.c LA 5.3.3.c	X	X	X	X	X
<b>FUNCTIONAL NEEDS</b>						
Communicate needs, wants, ideas and feelings		X	X	X	X	X
Ask and answer simple questions with one or two-word expressions		X	X			
Use common social greetings and simple repetitive phrases		X	X	X		
Ask and give information such as address, name, age and nationality		X	X			

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**Grades 3-5: Speaking and Oral Communication**

<b>SKILL AREA: FOCUS ON CONTENT, STYLE, PURPOSE, AND AUDIENCE APPROPRIATE (CONTINUED)</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
<b>CONVERSATIONAL SKILLS</b>						
Retell familiar stories and participate in short conversations		X	X	X		
Recount experiences and tell stories that move through a logical sequence	LA 3.3.1.a	X	X	X	X	X
Converse on simple topics using complete sentences			X	X		
Ask and answer questions using sentences or phrases to gather and provide information	LA 3.3.2.c LA 4.3.2.b LA 5.3.2.b	X	X	X	X	X
Use clear, concise, organized language in speaking situations	LA 3.3.1a LA 4.3.1.a LA 5.3.1.a		X	X	X	X
Adapt spoken language such as word choice, diction, and usage to the audience, purpose and occasion	LA 3.3.1.a LA 3.3.1.b LA 4.3.1.a LA 4.3.1.b LA 5.3.1.a LA 5.3.1.b			X	X	X
<b>ACADEMIC SKILLS</b>						
Produce basic academic language such as alphabet, numbers, colors, etc.		X	X			
Respond to factual questions about text		X	X	X	X	X
Present ideas and supporting details in a logical sequence with beginning, middle and ending			X	X	X	X
Ask appropriate questions	LA 3.1.6.j LA 3.3.2.c LA 4.1.6.j LA 4.3.2.b LA 5.1.6.k LA 5.3.2.b	X	X	X	X	X
Respond to questions with relevant details	LA 3.1.6.j LA 4.1.6.j LA 5.1.6.k	X	X	X	X	X

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**Grades 3-5: Speaking and Oral Communication**

<b>SKILL AREA: FOCUS ON CONTENT, STYLE, PURPOSE, AND AUDIENCE APPROPRIATE (CONTINUED)</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
<b>ACADEMIC SKILLS CONTINUED</b>						
Demonstrate effective communication skills such as interviewing, reporting, requesting and providing information	LA 3.4.1.f LA 3.4.1.g LA 4.4.1.f LA 4.4.1.g LA 5.4.1.f LA 5.4.1.g			X	X	X
Clarify and support spoken ideas with evidence, elaborations and examples				X	X	X
Retell/summarize stories including setting, plot and character	LA 3.1.6.c LA 4.1.6.c LA 5.1.6.c		X	X	X	X
Make valid interpretations and predictions of literary text	LA 3.1.6.n LA 4.1.6.n LA 5.1.6.o			X	X	X
Communicate effectively in conversations and group discussions	LA 3.3.3.b LA 3.3.3.c LA 4.3.3.b LA 4.3.3.c LA 5.3.3b LA 5.3.3.c		X	X	X	X
<b>FORM</b>						
Articulate sounds and intonation patterns		X	X			
Say the initial, final, or vowel sounds		X				
Separate and blend sounds to produce words and phrases		X				
Adapt tone, word choice and volume and eye contact to audience	LA 3.3.3.b LA 4.3.3.b LA 5.3.3.b	X	X	X	X	X
Speak clearly at an understandable pace	LA 3.3.1.a LA 4.3.1.a LA 5.3.1.a		X	X	X	
Gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences and correct tenses		X	X	X	X	X

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# Grades 3-5

## LANGUAGE DOMAIN: READING

<b>SKILL AREA: DEMONSTRATE EARLY READING SKILLS</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
<b>DECODING SKILLS</b>						
Demonstrate initial print awareness		X				
Name and identify each letter and sound of the alphabet		X	X			
Know the difference between capital and lower case letters		X	X			
Identify words and sentences		X	X			
Recognize that there are correct spellings for words	LA 3.1.3.a LA 4.1.3.a LA 5.1.3.a	X	X	X		
Identify/read environmental print		X	X	X	X	
Read high frequency words	LA 3.1.4.b LA 4.1.4.b LA 5.1.4.b	X	X	X		
Read multiple-syllabic words by using common syllable patterns	LA 3.1.3.b LA 4.1.3.b LA 5.1.3.a		X	X	X	X
Use knowledge of spelling patterns to read, i.e. diphthongs, special vowel spellings, consonant blends, digraphs and r-controlled letter sounds	LA 3.1.3.a LA 4.1.3.a LA 5.1.3.a		X	X	X	X
<b>STUDY SKILLS</b>						
Identify the parts of a book		X	X	X		
Alphabetize words by the first letter		X	X			
Alphabetize words to the second and third letter			X	X	X	

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<b>SKILL AREA: SKILL AREA: DEMONSTRATE EARLY READING SKILLS (CONTINUED)</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
<b>COMPREHENSION</b>						
Read and understand simple vocabulary and phrases		X	X			
Read and understand sentences and paragraphs	LA 3.1.4.a LA 4.1.4.a LA 5.1.4.a		X	X	X	X
Read simple early texts		X	X	X		
Use pictures, prior knowledge, and context clues to understand text	LA 3.1.6.g LA 3.1.6.l LA 4.1.6.g LA 4.1.6.l LA 5.1.6.g LA 5.1.6.m	X	X	X	X	
Use context clues to determine word meaning of unfamiliar words	LA 3.1.5.c LA 4.1.5.c LA 5.1.5.c		X	X	X	X
Use knowledge of prefixes, suffixes, antonyms, and synonyms to understand unfamiliar words	LA 3.1.3.b LA 3.1.5.d LA 4.1.3.b LA 4.1.5.d LA 5.1.5.a LA 5.1.5.d			X	X	X

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<b>SKILL AREA: SKILL AREA: DEMONSTRATE EARLY READING SKILLS (CONTINUED)</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
<b>WORD ANALYSIS</b>						
Read one syllable words		X	X			
Read compound words	LA 3.1.3.b LA 4.1.3.b LA 5.1.3.a	X	X	X	X	
Read contractions	LA 3.3.1.b LA 4.1.3.b LA 5.1.3.a	X	X	X	X	
Recognize nouns, verbs, adjectives and adverbs	LA 3.1.5.a LA 4.1.5.a LA 5.1.5.a		X	X	X	X
Use structural cues to recognize words formed from base words, using inflections such as –s, -es, -ed and –ing	LA 3.1.3.b LA 4.1.3.b LA 5.1.5.a	X	X	X		
Recognize regular and irregular plurals	LA 3.1.3.b LA 4.1.3.b LA 5.1.3.a		X	X	X	X
Recognize abbreviations	LA 3.1.5.a LA 4.1.5.a LA 5.1.5.a	X	X	X	X	X
<b>TEXT ANALYSIS</b>						
Use pictures, lists and charts to identify the characteristics of three different forms of literature: fiction, non-fiction and poetry	LA 3.1.6.h		X	X		
Use illustrations, diagrams, simple graphs and charts to evaluate information and form conclusions	LA 3.1.6.g LA 4.1.6.g LA 5.1.6.g		X	X		
Use pictures, lists, charts and tables to identify the factual components to compare and contrast patterns in information materials, newspapers and magazines	LA 3.1.6.f LA 4.1.6.f LA 5.1.6.f		X	X		

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**Grades 3-5: Reading**

<b>SKILL AREA: FOLLOW INSTRUCTIONS</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
Read and follow simple directions to complete a task		X				
Read and follow two-step directions to complete a task			X	X		
Read and follow multi-step directions to complete a task				X	X	X

<b>SKILL AREA: ANALYZE STYLE AND FORM</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
Read and recite short poems, rhymes, and songs		X	X	X	X	X
Make predictions based on title, cover, illustrations, and text		X	X	X	X	X
Identify patterns in texts, such as rhyming and repetition		X	X	X		
Identify characteristics of different types of fiction and non-fiction	LA 3.1.6.h LA 4.1.6.h LA 5.1.6.h		X	X	X	X
Distinguish between fact and opinion	LA 4.1.6.f LA 5.1.6.f			X	X	X

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<b>SKILL AREA: IDENTIFY MEANING OF IMPORTANT VOCABULARY</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
Understand simple vocabulary		X				
Recognize words that have multiple meanings	LA 3.1.5.d LA 4.1.5.d LA 5.1.5.d			X	X	X
Comprehend grade appropriate vocabulary in the content areas				X	X	X
Define vocabulary taken from texts		X	X	X	X	X
Understand and identify a variety of literary terms and devices	LA 3.1.6.d LA 4.1.6.d LA 5.1.6.d		X	X	X	X
Identify and use homophones and homographs to understand text	LA 3.1.5.d LA 4.1.5.d			X	X	X
Recognize simple analogies, metaphors, idioms and similes in literature and content areas	LA 3.1.5.d LA 3.1.6.d LA 4.1.5.d LA 4.1.6.d LA 5.1.5.d LA 5.1.6.d			X	X	X

<b>SKILL AREA: IDENTIFY MAIN IDEA, PURPOSE OF TEXT AND IMPORTANT SUPPORTING IDEAS</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
Identify the main idea of text		X	X	X	X	
Identify the story elements: characters, setting, and events	LA 3.1.6.b	X	X	X	X	X
Retell story in sequence		X	X	X	X	X
Demonstrate comprehension by recalling details and drawing conclusions	LA 3.1.6.o LA 4.1.6.o LA 5.1.6.o		X	X	X	X
Ask questions to gain understanding of important information in a text	LA 3.3.2.c LA 4.3.2.b LA 5.3.2.b	X	X	X	X	X
Generate and respond to comprehension questions related to the text	LA 3.1.6.j LA 4.1.6.j		X	X	X	X

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<b>SKILL AREA: TO USE ENGLISH TO ACHIEVE ACADEMICALLY IN ALL CONTENT AREAS</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
Use pictures, lists and charts to comprehend texts across the curriculum	LA 3.1.5.c LA 3.1.6.g LA 4.1.5.c LA 4.1.6.g LA 5.1.5.c LA 5.1.6.g	X	X	X	X	X
Use illustrations, diagrams, simple graphs and charts to evaluate information and form conclusions	LA 3.1.6.g LA 4.1.6.g LA 5.1.6.g		X	X	X	X
Determine meaning of content vocabulary through the use of text	LA 3.1.5.c LA 4.1.5.c LA 5.1.5.c	X	X	X	X	X

<b>SKILL AREA: READ FOR RESEARCH PURPOSES</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
Use visuals and print to gather information and answer questions	LA 3.1.6.g LA 4.1.6.g LA 5.1.6.g	X	X	X	X	X
Use a single resource to locate information		X	X			
Use multiple resources such as technology, dictionaries and encyclopedias to locate information	LA 3.4.1.a LA 4.4.1.a LA 5.4.1.a		X	X	X	X
Interpret graphic sources such as charts, graphs and maps to obtain information	LA 3.1.6.g LA 4.1.6.g LA 5.1.6.g		X	X	X	X

<b>SKILL AREA: MAKE INFERENCES, PREDICTIONS AND CONCLUSIONS</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
Read information to form conclusions			X	X	X	X
Draw inferences such as conclusions or generalizations and support them with details from text, both fiction and non-fiction	LA 3.1.6.o LA 4.1.6.o LA 5.1.6.o			X	X	X
Connect, compare, and contrast ideas, themes, and issues across text				X	X	X

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# Grades 3-5

## LANGUAGE DOMAIN: WRITING

<b>SKILL AREA: WRITE USING CONCEPTS OF PRINT</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
Print upper and lower case letters and numbers in manuscript		X				
Write messages from left to right and top to bottom on the page		X				
Write using return sweep		X				
Write his/her name		X				
Organize letters to form words		X				
Use phonetic cue in writing		X				
Copy words correctly		X				
Use appropriate spaces between letters and words		X				
Write upper and lower case letters in cursive	LA 3.2.1.g		X	X		

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<b>SKILL AREA: USING THE WRITING PROCESS</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
<b>PRE-WRITE</b>						
Generate, organize and sequence ideas through drawing, brainstorming and visuals with teacher support		X	X	X		
Generate, organize and sequence ideas through drawing, brainstorming and visuals independently	LA 3.2.1.a LA 4.2.1.a LA 5.2.1.a			X	X	X
Use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information and to prepare to write	LA 3.2.1.a LA 4.2.1.a LA 5.2.1.a		X	X	X	X
Develop a plan before writing	LA 3.2.1.a LA 4.2.1.a LA 5.2.1.a		X	X	X	X
<b>DRAFT</b>						
Use simple sentences to create a draft		X	X			
Organize sentences into paragraph form	LA 3.2.1.b	X	X	X	X	X
Use multiple paragraphs to organize writing	LA 3.2.1.b LA 4.2.1.b LA 5.2.1.b		X	X	X	X
<b>REVISE AND EDIT</b>						
Revise writing through adding, elaborating, deleting, combining and rearranging text with teacher support		X	X	X	X	X
Revise writing through adding, elaborating, deleting, combining and rearranging text independently	LA 3.2.1.c LA 4.2.1.c LA 5.2.1.c		X	X	X	X
Edit for basic conventions such as spelling, punctuation and capitalization with teacher support		X	X			
Edit for basic conventions such as spelling, punctuation and capitalization independently	LA 3.2.1.e LA 4.2.1.e LA 5.2.1.e		X	X	X	X
Edit for standard grammar and usage including: subject-verb agreement, pronoun agreement, preposition usage, word derivation and appropriate verb tenses in final drafts with teacher support		X	X	X	X	X
<b>PUBLISH</b>						
Produce a quality final product	LA 3.2.1.f LA 4.2.1.f LA 5.2.1.f	X	X	X	X	X

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<b>SKILL AREA: WRITE USING CHARACTERISTICS OF EFFECTIVE WRITING</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
<b>IDEAS</b>						
Write words or phrases on any given topic		X	X			
Write patterned or simple sentences on any given topic		X	X	X		
Write multiple sentences on any given topic			X	X		
Write a cohesive paragraph on any given topic	LA 3.2.1.b LA 4.2.1.b		X	X	X	X
Write multiple paragraphs on any given topic	LA 3.2.1.b LA 4.2.1.b			X	X	X
<b>ORGANIZATION</b>						
Organize words to form a correct sentence		X	X			
Write a series of sentences that resemble a paragraph		X	X			
Write a cohesive paragraph with a main idea, supporting details and concluding sentence	LA 3.2.1.b LA 4.2.1.b LA 5.2.1.b		X	X	X	X
Write multiple paragraphs that attempt the use of transitions	LA 5.2.1.b			X	X	
Write multiple paragraphs that are clearly connected through the effective use of transitions	LA 5.2.1.b				X	X
<b>WORD CHOICE AND VOICE</b>						
Use survival vocabulary and environmental print		X	X			
Use vocabulary from a variety of sources			X	X	X	X
Use appropriate words to convey intended meaning			X	X	X	X
Use content vocabulary	LA 3.1.5.b LA 4.1.5.b LA 5.1.5.b		X	X	X	X
Exhibit voice in writing				X	X	X

<b>SKILL AREA: WRITE USING CHARACTERISTICS OF EFFECTIVE WRITING (CONTINUED)</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
<b>SENTENCE FLUENCY</b>						
Write a simple sentence		X	X			
Write a variety of simple sentences			X	X		
Write complete sentences, varying the types such as compound and complex	LA 3.2.1.b LA 4.2.1.b LA 5.2.1.b			X	X	X
Write a variety of sentence constructions that include the appropriate use of transitional elements	LA 5.2.1.b				X	X
<b>CONVENTIONS</b>						
Use correct punctuation, capitalization and spelling	LA 3.2.1.e LA 4.2.1.e LA 5.2.1.e	X	X	X	X	X
Use standard English sentence structure/syntax	LA 3.2.1.e LA 4.2.1.e LA 5.2.1.e	X	X	X	X	X
Use parts of speech, contractions, abbreviations, apostrophes and verb tenses	LA 3.2.1.e LA 4.2.1.e LA 5.2.1.e	X	X	X	X	X
Use paragraph indentation correctly	LA 5.2.1.f	X	X	X		

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<b>SKILL AREA: WRITE USING A VARIETY OF MODES WITH ATTENTION TO AUDIENCE AND PURPOSE</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
Write for social purposes such as friendly letters, thank you notes, invitations, journals, learning logs, poems, etc.	LA 3.2.2.c LA 4.2.2.c LA 5.2.2.c	X	X	X	X	X
Write a summary in response to oral and or read material	LA 3.1.6.p LA 4.1.6.p LA 5.1.6.p		X	X	X	X
Write a report on a single topic			X	X	X	X
Use writing to give directions in sequence	LA 3.2.2.d LA 4.2.2.d LA 5.2.2.d		X	X	X	X
Write a descriptive paragraph			X	X	X	X
Write a narrative paragraph with a beginning, middle and end			X	X	X	X
Write an expository paragraph including main idea and points of support				X	X	X

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<b>SKILL AREA: USE APPROPRIATE LEARNING STRATEGIES TO CONSTRUCT AND APPLY ACADEMIC KNOWLEDGE</b>						
Example Indicators	Grades 3-5	Proficiency Levels				
		1	2	3	4	5
<b>USE SOURCES TO WRITE</b>						
Use resources to find correct spellings such as word walls, student-generated dictionaries, picture dictionaries, environmental print	LA 3.1.5.e LA 3.1.5.f	X	X	X	X	X
Use a source to write a simple informative paper			X	X	X	X
Use visuals and manipulatives to form words and sentences		X	X	X	X	X
Use resources to find synonyms and replacement words	LA 3.1.5.f LA 4.1.5.e LA 5.1.5.e	X	X	X	X	X
Use a source to write a paragraph			X	X	X	X
Use multiple sources to collect information and take notes to write multiple paragraphs				X	X	X
<b>STRATEGIES</b>						
Use graphic organizers to organize information with teacher support		X	X			
Use graphic organizers to organize information independently	LA 3.2.1.a LA 4.2.1.a LA 5.2.1.a		X	X	X	X
Paraphrase information in written form			X	X	X	X
Summarize information in written form				X	X	X
Use note-taking strategies and/or outlines to organize information	LA 3.2.1.a LA 4.2.1.a LA 5.2.1.a			X	X	X

# Grades 6-8

## LANGUAGE DOMAIN: LISTENING

<b>SKILL AREA: FOLLOW SIMPLE AND COMPLEX DIRECTIONS</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
Follow simple oral directions to complete a task		X	X			
Respond appropriately to directions and questions		X	X	X	X	X
Follow two-step oral directions to complete a task		X	X	X	X	
Follow multi-step directions in sequence to complete a task			X	X	X	X
Restate and execute multi-step directions			X	X	X	X

<b>SKILL AREA: UNDERSTANDING MEANING OF SHORT UTTERANCES</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
Understand words, phrases and /or sentences with basic grammatical forms		X	X			
Understand basic structures, expressions, and vocabulary within the school environment, such as greetings, questions and directions		X	X	X		
Understand figurative language, multiple meanings and idiomatic expressions by responding to such expression appropriately	LA 6.3.3.a LA 7.3.3.a LA 8.3.3.a			X	X	X

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**Grades 6-8: Listening**

<b>SKILL AREA: IDENTIFY MAJOR IDEAS FROM AN EXCERPT OF SPEECH</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
Identify main points of simple conversations		X	X			
Use active listening comprehension in a variety of situations such as following directions, responding to requests and listening for specific purposes	LA 6.3.2.a LA 7.3.2.a LA 8.3.2.a	X	X	X	X	X
Listen to and extract meaning from a variety of media	LA 6.3.2.a LA 7.3.2.a LA 8.3.2.a	X	X	X	X	X
Listen responsively to and demonstrate comprehension of a variety of genres	LA 6.3.2.c LA 7.3.2.c LA 8.3.2.c	X	X	X	X	X
Demonstrate comprehension of oral presentations, interviews and instructions	LA 6.3.2.a LA 7.3.2.a LA 8.3.2.a	X	X	X	X	X

<b>SKILL AREA: IDENTIFY SPEAKER ATTITUDE/POINT OF VIEW</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
Listen to spoken messages to interpret and evaluate purpose and point of view	LA 6.3.2.c LA 7.3.2.c LA 8.3.2.c	X	X	X	X	X
Understand verbal and non-verbal cues	LA 6.3.3.b LA 7.3.3.b	X	X	X		
Understand how language choice and delivery affect the tone of the message	LA 6.3.3.a LA 6.3.3.b LA 7.3.3.a LA 7.3.3.b LA 8.3.3.a	X	X	X		
Evaluate a spoken message in terms of its content, credibility and delivery	LA 6.3.2.c LA 7.3.2.c LA 8.3.2.c		X	X	X	X
Identify the main ideas, points of view and fact/fiction/opinion in media	LA 6.3.2.c LA 7.3.2.c LA 8.3.2.c			X	X	X

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**Grades 6-8: Listening**

<b>SKILL AREA: IDENTIFY IMPORTANT DETAILS FROM AN EXCERPT OF SPEECH</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
Listen to stories/information and identify key details and concepts across the curriculum		X	X	X		
Listen to a variety of media messages and identify supporting details			X	X	X	X
Listen and respond appropriately to presentations and performances such as essays, narratives and poetry	LA 6.3.3.a LA 7.3.3.a LA 8.3.3.a		X	X	X	X

<b>SKILL AREA: IDENTIFY MEANING OF CONTENT VOCABULARY</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
Use knowledge of vocabulary to understand the speaker's message		X	X	X	X	
Listen for key phrases to interpret the speaker's message			X	X	X	X

<b>SKILL AREA: MAKE INFERENCES/PREDICTIONS</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
Interpret speaker's messages, purposes and point of view		X	X	X	X	X
Make predictions based on oral prompt		X	X	X	X	X

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# Grades 6-8

## LANGUAGE DOMAIN: SPEAKING AND ORAL COMMUNICATION

<b>SKILL AREA: FOCUS ON CONTENT, STYLE, PURPOSE AND AUDIENCE APPROPRIATENESS</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
<b>VOCABULARY</b>						
Reproduce basic words and phrases		X				
Use developmentally appropriate vocabulary		X	X	X	X	X
Use survival vocabulary and phrases for school, class, home and personal information		X	X			
Use informal, standard, academic and technical language effectively	LA 6.3.1.a LA 6.3.1.b LA 7.3.1.a LA 7.3.1.b LA 8.3.1.a LA 8.3.1.b			X	X	X
<b>DIRECTIONS</b>						
Restate and execute simple directions		X	X			
Restate and execute multi-step directions			X	X		
Give simple directions to complete a task		X	X	X		
Give multi-step directions to complete a task			X	X	X	X
Share ideas and information to complete a task	LA 6.3.1.a LA 6.3.3.c LA 7.3.1.a LA 7.3.3.c LA 8.3.1.a LA 8.3.3.b	X	X	X	X	X
<b>FUNCTIONAL NEEDS</b>						
Communicate needs, wants, ideas and feelings		X	X	X	X	X
Ask and answer simple questions with one or two-word expressions		X	X			
Use common social greetings and simple repetitive phrases		X	X			
Ask and give information such as address, name, age and nationality		X	X			

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**Grades 6-8: Speaking and Oral Communication**

<b>SKILL AREA: FOCUS ON CONTENT, STYLE, PURPOSE AND AUDIENCE APPROPRIATENESS (CONTINUED)</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
<b>CONVERSATION SKILLS</b>						
Retell familiar stories and participate in short conversations		X	X	X		
Recount experiences and tell stories that move through a logical sequence		X	X	X		
Converse on simple topics using complete sentences			X	X		
Ask and answer questions using sentences or phrases to gather and provide information	LA 6.3.2.b LA 7.3.2.b LA 8.3.2.b	X	X	X	X	X
Use clear, concise, organized language in speaking situations	LA 6.3.1.a LA 7.3.1.a LA 8.3.1.a		X	X	X	X
Adapt spoken language such as word choice, diction, and usage to the audience, purpose and occasion	LA 6.3.1.a LA 6.3.1.b LA 7.3.1.a LA 7.3.1.b LA 8.3.1.a LA 8.3.1.b		X	X	X	X

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**Grades 6-8: Speaking and Oral Communication**

<b>SKILL AREA: FOCUS ON CONTENT, STYLE, PURPOSE AND AUDIENCE APPROPRIATENESS (CONTINUED)</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
<b>ACADEMIC SKILLS</b>						
Produce basic academic language such as alphabet, numbers, colors, etc.		X	X			
Respond to factual questions about text		X	X	X	X	X
Present ideas and supporting details in a logical sequence with beginning, middle and ending			X	X	X	X
Ask appropriate questions	LA 6.1.6.k LA 6.3.2.b LA 7.1.6.j LA 7.3.2.b LA 8.1.6.j LA 8.3.2.b	X	X	X	X	X
Respond to questions with relevant details	LA 6.1.6.k LA 7.1.6.j LA 8.1.6.j	X	X	X	X	X
Demonstrate effective communication skills such as interviewing, reporting, requesting and providing information	LA 6.4.1.f LA 6.4.1.g LA 7.4.1.f LA 7.4.1.g LA 8.4.1.f LA 8.4.1.g			X	X	X
Clarify and support spoken ideas with evidence, elaborations and examples				X	X	X
Retell/summarize stories including setting, plot and character	LA 6.1.6.c		X	X	X	X
Make valid interpretations and predictions of literary text	LA 6.1.6.o LA 7.1.6.n LA 8.1.6.n			X	X	X
Present and advance a clear thesis and support the main thesis with logical points or arguments	LA 6.3.1.a LA 7.3.1.a LA 8.3.1.a				X	X
Communicate effectively in conversations and group discussions	LA 6.3.3.b LA 6.3.3.c LA 7.3.3.b LA 7.3.3.c LA 8.3.3.b		X	X	X	X

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**Grades 6-8: Speaking and Oral Communication**

<b>SKILL AREA: FOCUS ON CONTENT, STYLE, PURPOSE AND AUDIENCE APPROPRIATENESS (CONTINUED)</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
<b>FORM</b>						
Articulate sounds and intonation patterns		X	X			
Say the initial, final, or vowel sounds		X				
Separate and blend sounds to produce words and phrases		X				
Adapt tone, word choice and volume and eye contact to audience	LA 6.3.3.b LA 7.3.3.b	X	X	X	X	X
Use English to be understood when speaking even though standard usage may be inconsistent		X	X			
Speak clearly at an understandable pace	LA 6.3.1.a LA 7.3.1.a LA 8.3.1.a		X	X	X	
Gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences and correct tenses		X	X	X	X	X

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# Grades 6-8

## LANGUAGE DOMAIN: READING

<b>SKILL AREA: DEMONSTRATE EARLY READING SKILLS</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
<b>DECODING SKILLS</b>						
Demonstrate initial print awareness		X				
Name and identify each letter and sound of the alphabet		X				
Know the difference between capital and lower case letters		X				
Recognize that there are correct spellings for words		X	X			
Read high frequency words	LA 6.1.3.a	X	X			
Read word families		X	X			
Identify multiple-syllabic words by using common syllable patterns			X	X		
Use knowledge of spelling patterns to read, i.e. diphthongs, special vowel spellings, consonant blends, digraphs and r-controlled letter sounds	LA 6.1.3.a	X	X	X		
<b>STUDY SKILLS</b>						
Identify the parts of a book		X				
Alphabetize words to the second and third letter		X	X			

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<b>SKILL AREA: DEMONSTRATE EARLY READING SKILLS (CONTNIUED)</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
<b>COMPREHENSION</b>						
Read and understand simple vocabulary and phrases, sentences and paragraphs independently		X	X	X		
Use pictures, prior knowledge, and context clues to understand text	LA 6.1.5.b LA 6.1.5.c LA 6.1.6.m LA 7.1.5.b LA 7.1.5.c LA 7.1.6.l LA 8.1.5.b LA 8.1.5.c LA 8.1.6.l	X	X	X	X	X
Use context clues to determine word meaning of unfamiliar words	LA 6.1.5.c LA 7.1.5.c LA 8.1.5.c	X	X	X	X	X
Use knowledge of prefixes, suffixes, antonyms, and synonyms to understand unfamiliar words	LA 6.1.5.a LA 7.1.5.a LA 8.1.5.a		X	X	X	X
<b>WORD ANALYSIS</b>						
Read compound words			X	X		
Read contractions		X	X	X		
Identify parts of speech appropriate to language level		X	X	X	X	X
Use structural cues to recognize words formed from base words, using inflections such as –s, -es, -ed and –ing		X	X			
Identify and correctly use regular and irregular plurals		X	X	X		
Recognize abbreviations		X	X	X		
Use knowledge of affixes, roots and vocabulary to interpret the meaning of words in content area texts	LA 6.1.3.a LA 6.1.5.a LA 7.1.5.a LA 8.1.5.a		X	X	X	X

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<b>SKILL AREA: DEMONSTRATE EARLY READING SKILLS (CONTINUED)</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
<b>TEXT ANALYSIS</b>						
Use pictures, lists and charts to identify the characteristics of three different forms of literature: fiction, non-fiction and poetry	LA 6.1.6.h		X	X		
Use illustrations, diagrams, simple graphs and charts to evaluate information and form conclusions	LA 6.1.6.g LA 7.1.6.f LA 8.1.6.f		X	X		
Use pictures, lists, charts and tables to identify the factual components to compare and contrast patterns in informational materials, newspapers and magazines	LA 6.1.6.f LA 7.1.6.e LA 8.1.6.e		X	X		

<b>SKILL AREA: FOLLOW INSTRUCTIONS</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
Read and follow simple directions to complete a task.		X				
Read and follow two-step directions to complete a task			X	X		
Read and follow multi-step directions to complete a task				X	X	X

<b>SKILL AREA: ANALYZE STYLE AND FORM</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
Read/recite short poems, rhymes, and songs		X	X			
Identify patterns in texts, such as rhyming and repetition		X				
Identify some significant structural patterns in text, such as sequence/chronological order and cause/effect	LA 6.1.6.f LA 7.1.6.e LA 8.1.6.e		X	X	X	
Identify characteristics of different types of fiction and non-fiction, (i.e. legend, short story, novels, biography and poetry)	LA 6.1.6.h		X	X	X	X
Distinguish between fact and opinion	LA 6.1.6.f LA 7.1.6.e LA 8.1.6.e		X	X	X	X

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**Grades 6-8: Reading**

<b>SKILL AREA: IDENTIFY MEANING OF IMPORTANT VOCABULARY</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
Define vocabulary taken from texts			X	X	X	X
Comprehend grade appropriate vocabulary in the content areas	LA 6.1.5.b LA 7.1.5.b LA 8.1.5.b		X	X	X	X
Recognize words that have multiple meanings				X	X	X
Understand and identify a variety of literary terms and devices	LA 6.1.6.d LA 7.1.6.c LA 8.1.6.c		X	X	X	X
Identify and use homophones and homographs to understand text			X	X	X	X
Recognize simple analogies, metaphors, idioms and similes in literature and content areas	LA 6.1.5.d LA 7.1.5.d LA 8.1.5.d		X	X	X	X

<b>SKILL AREA: IDENTIFY MAIN IDEA, PURPOSE OF TEXT AND IMPORTANT SUPPORTING IDEAS</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
Identify the main idea of text	LA 6.1.6.e LA 7.1.6.d LA 8.1.6.d	X	X	X	X	
Identify the story elements: characters, setting, and events	LA 6.1.6.b LA 7.1.6.b LA 8.1.6.b	X	X	X	X	
Demonstrate comprehension by recalling details and drawing conclusions	LA 6.1.6.k LA 7.1.6.j LA 8.1.6.j		X	X	X	X
Ask questions to gain understanding of important information in a text	LA 6.3.2.b LA 7.3.2.b	X	X	X		
Generate and respond to comprehension questions related to the text			X	X	X	X

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<b>SKILL AREA: TO USE ENGLISH TO ACHIEVE ACADEMICALLY IN ALL CONTENT AREAS</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
Use pictures, lists and charts to comprehend texts across the curriculum	LA 6.1.5.c LA 6.1.6.g LA 7.1.5.c LA 7.1.6.f LA 8.1.5.c LA 8.1.6.f	X	X	X	X	X
Use illustrations, diagrams, simple graphs and charts to evaluate information and form conclusions	LA 6.1.6.g LA 7.1.6.f LA 8.1.6.f		X	X	X	X
Determine meaning of content vocabulary through the use of text	LA 6.1.5.c LA 7.1.5.c LA 8.1.5.c	X	X	X	X	X

<b>SKILL AREA: READ FOR RESEARCH PUPOSES</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
Use visuals and print to gather information and answer questions	LA 6.1.6.g LA 7.1.6.f	X	X	X	X	X
Use multiple resources such as technology, dictionaries and encyclopedias to locate information	LA 6.4.1.a LA 7.4.1.a LA 8.1.4.a		X	X	X	X
Interpret graphic sources such as charts, graphs and maps to obtain information	LA 6.1.6.g LA 7.1.6.f LA 8.1.6.f	X	X	X	X	X

<b>SKILL AREA: MAKE INFERENCES, PREDICTIONS AND CONCLUSIONS</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
Read information to form conclusions			X	X	X	X
Draw inferences such as conclusions or generalizations and support them with details from text, both fiction and non-fiction	LA 6.6.6.o LA 7.1.6.n			X	X	X
Connect, compare and contrast ideas, themes, and issues across text				X	X	X

# Grades 6-8

## LANGUAGE DOMAIN: WRITING

<b>SKILL AREA: WRITE USING CONCEPTS OF PRINT</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
Print upper and lower case letters and numbers in manuscript		X				
Write messages from left to right and top to bottom on the page		X				
Write using return sweep		X				
Write his/her name		X				
Draw or copy from a model		X				
Organize letters to form words		X				
Use phonetic cues in writing		X				
Copy words correctly		X				
Use appropriate spaces between letters and words		X				
Write upper and lower case letters in cursive		X	X			

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<b>SKILL AREA: USE THE WRITING PROCESS</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
<b>PRE-WRITE</b>						
Generate, organize and sequence ideas through drawing, brainstorming and visuals with teacher support		X	X			
Generate, organize and sequence ideas through drawing, brainstorming and visuals independently	LA 6.2.1.a LA 7.2.1.a LA 8.2.1.a		X	X	X	X
Use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information and to prepare to write	LA 6.2.1.a LA 7.2.1.a LA 8.2.1.a	X	X	X	X	X
Develop a plan before writing	LA 6.2.1.a LA 7.2.1.a LA 8.2.1.a		X	X	X	X
<b>DRAFT</b>						
Use simple sentences to create a draft		X	X			
Organize sentences into paragraph form	LA 6.2.1.b LA 7.2.1.b LA 8.2.1.b	X	X	X		
Use multiple paragraphs to organize writing	LA 6.2.1.b LA 7.2.1.b		X	X	X	X
<b>REVISE AND EDIT</b>						
Revise writing through adding, elaborating, deleting, combining and rearranging text with teacher support		X	X	X	X	
Revise writing through adding, elaborating, deleting, combining and rearranging text independently	LA 6.2.1.c LA 7.2.1.c LA 8.2.1.c		X	X	X	X
Edit for basic conventions such as spelling, punctuation and capitalization with teacher support		X	X			
Edit for basic conventions such as spelling, punctuation and capitalization independently	LA 6.2.1.e LA 7.2.1.e LA 8.2.1.e		X	X	X	X
Edit for standard grammar and usage including: subject-verb agreement, pronoun agreement, preposition usage, word derivation and appropriate verb tenses in final drafts with teacher support		X	X	X	X	X
<b>PUBLISH</b>						
Produce a quality final product	LA 6.2.1.f LA 7.2.1.f LA 8.2.1.f	X	X	X	X	

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**Grades 6-8: Writing**

<b>SKILL AREA: WRITE USING CHARACTERISTICS OF EFFECTIVE WRITING</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
<b>IDEAS</b>						
Write patterned or simple sentences on any given topic		X				
Write multiple sentences on any given topic		X	X	X		
Write a cohesive paragraph on any given topic			X	X	X	
Write multiple paragraphs on any given topic			X	X	X	X
<b>ORGANIZATION</b>						
Write a series of sentences that resemble a paragraph		X	X			
Write a cohesive paragraph with a main idea, supporting details and a concluding sentence			X	X	X	
Write multiple paragraphs that attempt the use of transitions	LA 7.2.1.b			X	X	X
Write multiple paragraphs that are clearly connected through the effective use of transitions	LA 7.2.1.b			X	X	X
<b>WORD CHOICE AND VOICE</b>						
Use survival vocabulary and environmental print		X				
Use vocabulary from a variety of sources		X	X	X	X	X
Use appropriate words to convey intended meaning			X	X	X	X
Use content vocabulary across all content areas	LA 6.1.5.b LA 7.1.5.b LA 8.1.5.b		X	X	X	X
Exhibit voice in writing				X	X	X
<b>SENTENCE FLUENCY</b>						
Write a simple sentence		X				
Write a variety of simple sentences		X	X			
Write complete sentences, varying the types such as compound and complex	LA 6.2.1.b LA 7.2.1.b LA 8.2.1.b		X	X	X	X
Write a variety of sentence constructions that include the appropriate use of transitional elements	LA 7.2.1.b			X	X	X

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<b>SKILL AREA: WRITE USING CHARACTERISTICS OF EFFECTIVE WRITING (CONTINUED)</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
<b>CONVENTIONS</b>						
Use correct punctuation, capitalization and spelling	LA 6.2.1.e LA 7.2.1.e LA 8.2.1.e	X	X	X	X	X
Use standard English sentence structure/syntax	LA 6.2.1.e LA 7.2.1.e LA 8.2.1.e	X	X	X	X	X
Use parts of speech, contractions, abbreviations, apostrophes and verb tenses	LA 6.2.1.e LA 7.2.1.e LA 8.2.1.e	X	X	X	X	X
Use paragraph indentation correctly	LA 6.2.1.f LA 7.2.1.f LA 8.2.1.f	X	X	X	X	

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**Grades 6-8: Writing**

<b>SKILL AREA: WRITE USING A VARIETY OF MODES WITH ATTENTION TO AUDIENCE AND PURPOSE</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
Write informal letters, thank you notes, memos, journals, learning logs, poems, etc.	LA 6.2.2.c LA 7.2.2.c LA 8.2.2.b	X	X	X	X	
Write a summary in response to oral or read material	LA 6.2.2.c LA 7.2.2.c LA 8.2.2.b	X	X	X	X	X
Write a report on a single topic	LA 6.2.2.c LA 7.2.2.c LA 8.2.2.b		X	X	X	X
Use writing to give directions in sequence	LA 6.2.2.d LA 7.2.2.d LA 8.2.2.c		X	X	X	X
Write a descriptive paragraph	LA 6.2.2.c LA 7.2.2.c LA 8.2.2.b		X	X	X	X
Write a narrative paragraph with a beginning, middle and end	LA 6.2.2.c LA 7.2.2.c LA 8.2.2.b		X	X	X	X
Complete applications/forms	LA 6.2.2.c LA 7.2.2.c LA 8.2.2.b		X	X	X	X
Write an expository paragraph including main idea and points of support using cause/effect, problem/solution and/or compare/contrast	LA 6.2.2.d LA 7.2.2.d LA 8.2.2.c			X	X	X
Write a persuasive paragraph with at least two supporting ideas	LA 6.2.2.d LA 7.2.2.d LA 8.2.2.c				X	X
Compose a formal letter	LA 6.2.2.b LA 7.2.2.b LA 8.2.2.a			X	X	X
Take notes in content classes	LA 6.2.2.c LA 7.2.2.c LA 8.2.2.b			X	X	X

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<b>SKILL AREA: USE APPROPRIATE LEARNING STRATEGIES TO CONSTRUCT AND APPLY ACADEMIC KNOWLEDGE</b>						
Example Indicators	Grades 6-8	Proficiency Levels				
		1	2	3	4	5
<b>USES SOURCES TO WRITE</b>						
Use resources to find correct spelling, synonyms and replacement words	LA 6.1.5.e LA 7.1.5.e LA 8.1.5.e	X	X	X	X	X
Use a source to write a simple informative paper		X	X	X		
Use a source to write a paragraph			X	X	X	X
Use multiple sources to collect information and take notes to write a paper				X	X	X
<b>STRATEGIES</b>						
Use graphic organizers to organize information with teacher support		X	X			
Use graphic organizers to organize information independently	LA 6.2.1.a LA 7.2.1.a LA 8.2.1.a		X	X	X	X
Paraphrase information in written form			X	X	X	X
Summarize information in written form			X	X	X	X
Use note-taking strategies and/or outlines to organize Information	LA 6.2.1.a LA 7.2.1.a LA 8.2.1.a		X	X	X	X

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# Grades 9-12

## LANGUAGE DOMAIN: LISTENING

<b>SKILL AREA: FOLLOW SIMPLE AND COMPLEX DIRECTIONS</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
Follow simple oral directions to complete a task		X	X			
Respond appropriately to directions and questions		X	X	X	X	X
Follow two-step oral directions to complete a task		X	X	X		
Follow multi-step directions in sequence to complete a task			X	X	X	
Restate and execute multi-step directions			X	X	X	X

<b>SKILL AREA: UNDERSTAND THE MEANING OF SHORT UTTERANCES</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
Understand words, phrases and /or sentences with basic grammatical forms		X	X			
Understand basic structures, expressions, and vocabulary within the school environment, such as greetings, questions and directions		X	X	X		
Understand figurative language, multiple meanings and idiomatic expressions by responding to such expression appropriately				X	X	X

<b>SKILL AREA: IDENTIFY MAJOR IDEAS FROM AN EXCERPT OF SPEECH</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
Identify main points of simple conversations		X	X	X	X	X
Use active listening comprehension in a variety of situations such as following directions, responding to requests and listening for specific purposes		X	X	X		
Listen to and extract meaning from a variety of media	LA 12.3.2.a	X	X	X		
Listen responsively to and demonstrate comprehension of a variety of genres			X	X	X	X
Demonstrate comprehension of oral presentations, interviews and instructions				X	X	X

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**Grades 9-12: Listening**

<b>SKILL AREA: IDENTIFY SPEAKER ATTITUDE/POINT OF VIEW</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
Listen to spoken messages to interpret and evaluate purpose and point of view	LA 12.3.2.c	X	X	X	X	X
Understand verbal and non-verbal cues		X	X	X		
Understand how language choice and delivery affect the tone of the message		X	X	X		
Evaluate a spoken message in terms of its content, credibility and delivery	LA 12.3.2.c		X	X	X	X
Identify the main ideas, points of view and fact/fiction/opinion in media				X	X	X

<b>SKILL AREA: IDENTIFY IMPORTANT DETAILS FROM AN EXCERPT OF SPEECH</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
Listen to stories/information and identify key details and concepts across the curriculum		X	X	X		
Listen to a variety of media messages and identify supporting details			X	X	X	X
Listen and respond appropriately to presentations and performances such as essays, narratives and poetry	LA 12.3.2.a		X	X	X	X

<b>SKILL AREA: IDENTIFY MEANING OF CONTENT VOCABULARY</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
Use knowledge of vocabulary to understand the speaker's message		X	X	X	X	
Listen for key phrases to interpret the speaker's message			X	X	X	X

<b>SKILL AREA: MAKE INFERENCES/PREDICTIONS</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
Interpret speaker's messages, purposes and point of view		X	X	X	X	X
Make predictions based on oral prompt		X	X	X	X	X

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# Grades 9-12

## LANGUAGE DOMAIN: SPEAKING AND ORAL COMMUNICATION

<b>SKILL AREA: FOCUS ON CONTENT, STYLE, PURPOSE, AND AUDIENCE APPROPRIATENESS</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
<b>VOCABULARY</b>						
Reproduce basic words and phrases		X				
Use developmentally appropriate vocabulary		X	X	X	X	X
Use survival vocabulary and phrases for school, class, home and personal information		X	X			
Use informal, standard, academic and technical language effectively	LA 12.3.1.a LA 12.3.1.b			X	X	X
<b>DIRECTIONS</b>						
Restate and execute simple directions		X	X			
Restate and execute multi-step directions			X	X		
Give simple directions to complete a task		X	X	X		
Give multi-step directions to complete a task			X	X	X	X
Share ideas and information to complete a task	LA 12.3.3.a	X	X	X	X	X
<b>FUNCTIONAL NEEDS</b>						
Communicate needs, wants, ideas and feelings		X	X	X	X	X
Ask and answer simple questions with one or two-word expressions		X	X			
Use common social greetings and simple repetitive phrases		X	X			
Ask and give information such as address, name, age and nationality		X	X			

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**Grades 9-12: Speaking and Oral Communication**

<b>SKILL AREA: FOCUS ON CONTENT, STYLE, PURPOSE, AND AUDIENCE APPROPRIATENESS (CONTINUED)</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
<b>CONVERSATION SKILLS</b>						
Retell familiar stories and participate in short conversations		X	X	X		
Recount experiences and tell stories that move through a logical sequence		X	X	X		
Converse on simple topics using complete sentences		X	X	X		
Ask and answer questions using sentences or phrases to gather and provide information	LA 12.3.2.b	X	X	X	X	X
Use clear, concise, organized language in speaking situations	LA 12.3.1.a		X	X	X	X
Adapt spoken language such as word choice, diction, and usage to the audience, purpose and occasion	LA 12.3.1.a LA 12.3.1.b		X	X	X	X
<b>ACADEMIC SKILLS</b>						
Produce basic academic language such as alphabet, numbers, colors, etc.		X	X			
Respond to factual questions about text		X	X	X	X	X
Present ideas and supporting details in a logical sequence with beginning, middle and ending			X	X	X	X
Ask appropriate questions	LA 12.1.6.j	X	X	X	X	X
Respond to questions with relevant details	LA 12.1.6.j	X	X	X	X	X
Demonstrate effective communication skills such as interviewing, reporting, requesting and providing information	LA 12.4.1.f LA 12.4.1.g			X	X	X
Clarify and support spoken ideas with evidence, elaborations, and examples				X	X	X
Retell/summarize stories including setting, plot and character				X	X	X
Make valid interpretations and predictions of literary text	LA 12.1.6.n			X	X	X
Present and advance a clear thesis and support the main thesis with logical points or arguments	LA 12.3.1.a			X	X	X
Communicate effectively in conversations and group discussions	LA 12.3.3.a			X	X	X

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**Grades 9-12: Speaking and Oral Communication**

<b>SKILL AREA: FOCUS ON CONTENT, STYLE, PURPOSE, AND AUDIENCE APPROPRIATENESS (CONTINUED)</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
<b>FORM</b>						
Articulate sounds and intonation patterns		X	X			
Say the initial, final, or vowel sounds		X				
Separate and blend sounds to produce words and phrases		X				
Adapt tone, word choice and volume and eye contact to audience		X	X	X	X	X
Use English to be understood when speaking even though standard usage may be inconsistent		X	X			
Speak clearly at an understandable pace	LA 12.3.1.a		X	X	X	
Gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences and correct tenses		X	X	X	X	X

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# Grades 9-12

## LANGUAGE DOMAIN: READING

<b>SKILL AREA: DEMONSTRATE EARLY READING SKILLS</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
<b>DECODING SKILLS</b>						
Demonstrate initial print awareness		X				
Name and identify each letter and sound of the alphabet		X				
Know the difference between capital and lower case letters		X				
Recognize that there are correct spellings for words		X	X			
Read high frequency words		X	X			
Read word families		X	X			
Identify multiple-syllabic words by using common syllable patterns			X	X		
Use knowledge of spelling patterns to read, i.e. diphthongs, special vowel spellings, consonant blends, digraphs and r-controlled letter sounds		X	X	X		
<b>STUDY SKILLS</b>						
Identify the parts of a book		X				
Alphabetize words to the second and third letter		X	X			
<b>COMPREHENSION</b>						
Read and understand simple vocabulary and phrases, sentences and paragraphs independently		X	X	X		
Use pictures, prior knowledge, and context clues to understand text	LA 12.1.5.b LA 12.1.6.l	X	X	X	X	X
Use context clues to determine word meaning of unfamiliar words	LA 12.1.5.c	X	X	X	X	X
Use knowledge of prefixes, suffixes, antonyms, and synonyms to understand unfamiliar words	LA 12.1.5.a		X	X	X	X

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<b>SKILL AREA: DEMONSTRATE EARLY READING SKILLS (CONTINUED)</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
<b>COMPREHENSION (CONTINUE)</b>						
Read compound words			X	X		
Read contractions		X	X	X		
Identify parts of speech appropriate to language level		X	X	X	X	X
Use structural cues to recognize words formed from base words, using inflections such as –s, -es, -ed and –ing		X	X			
Identify and correctly use regular and irregular plurals		X	X	X		
Recognize abbreviations		X	X	X		
Use knowledge of affixes, roots and vocabulary to interpret the meaning of words in content area texts	LA 12.1.5.a		X	X	X	X
<b>TEXT ANALYSIS</b>						
Use pictures, lists and charts to identify the characteristics of three different forms of literature: fiction, non-fiction and poetry			X	X		
Use illustrations, diagrams, simple graphs and charts to evaluate information and form conclusions			X	X		
Use pictures, lists, charts and tables to identify the factual components to compare and contrast patterns in informational materials, newspapers and magazines	LA 12.1.6.e		X	X		

<b>SKILL AREA: FOLLOW INSTRUCTIONS</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
Read and follow simple directions to complete a task.		X				
Read and follow two-step directions to complete a task			X	X		
Read and follow multi-step directions to complete a task				X	X	X

<b>SKILL AREA: ANALYZE STYLE AND FORM</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
Read/recite short poems, rhymes, and songs		X	X	X	X	X
Identify patterns in texts, such as rhyming and repetition			X	X	X	X
Identify some significant structural patterns in text, such as sequence/chronological order and cause/effect	LA 12.1.6.e		X	X	X	X
Identify characteristics of different types of fiction and non-fiction, (i.e. legend, short story, novels, biography and poetry)				X	X	X
Distinguish between fact and opinion	LA 12.1.6.e			X	X	X

<b>SKILL AREA: IDENTIFY MEANING OF IMPORTANT VOCABULARY</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
Define vocabulary from texts		X	X	X	X	X
Comprehend grade appropriate vocabulary in the content areas	LA 12.1.5.b		X	X	X	X
Recognize words that have multiple meanings			X	X	X	X
Understand and identify a variety of literary terms and devices			X	X	X	X
Identify and use homophones and homographs to understand text				X	X	X
Recognize simple analogies, metaphors, idioms and similes				X	X	X

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<b>SKILL AREA: IDENTIFY MAIN IDEA, PURPOSE OF TEXT AND IMPORANT SUPPORTING IDEAS</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
Identify the main idea of text		X	X	X	X	
Identify the story elements: characters, setting, plot and theme		X	X	X	X	
Demonstrate comprehension by recalling details and drawing conclusions			X	X	X	X
Ask questions to gain understanding of important information in a text		X	X	X		
Generate and respond to comprehension questions related to the text			X	X	X	X
Evaluate information and form conclusions from text		X	X	X	X	X
Draw inferences such as conclusions or generalizations and support them with details from text, both fiction and non-fiction	LA 12.1.6.g		X	X	X	
Understand the role of characters, setting and events			X	X		
Connect, compare, and contrast ideas, themes, characters and issues across text	LA 12.1.6.b LA 12.1.6.d			X	X	X
Analyze how conflicts are resolved				X	X	X
Identify point of view				X	X	X
Analyze texts for bias and use of common persuasive techniques	LA 12.4.1.e			X	X	X
Recognize shared characteristics of cultures, themes and connections that cross cultures in literary work	LA 12.1.6.i LA 12.4.1.d			X	X	X

<b>SKILL AREA: TO USE ENGLISH TO ACHIEVE ACADEMICALLY IN ALL CONTENT AREAS</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
Use pictures, lists and charts to comprehend texts across the curriculum	LA 12.1.6.f		X	X	X	X
Use illustrations, diagrams, simple graphs and charts to evaluate information and form conclusions	LA 12.1.6.f		X	X	X	X
Determine meaning of content vocabulary through the use of text	LA 12.1.5.c	X	X	X	X	x

X: The skill is taught at this level of proficiency  
 Empty Box: The skill not taught at this level of proficiency  
 Shading: The skill is independently demonstrated by the student and no longer directly taught

<b>SKILL AREA: READ FOR RESEARCH PURPOSES</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
Use visuals and print to gather information and answer questions		X	X	X	X	X
Use multiple resources such as technology, dictionaries and encyclopedias to locate information	LA 12.4.1.a		X	X	X	X
Interpret graphic sources such as charts, graphs and maps to obtain information	LA 12.1.6.f	X	X	X	X	X

<b>SKILL AREA: MAKE INFERENCES, PREDICTIONS AND CONCLUSIONS</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
Read information to form conclusions			X	X	X	X
Draw inferences such as conclusions or generalizations and support them with details from text, both fiction and non-fiction	LA 12.1.6.g		X	X	X	X
Connect, compare and contrast ideas, themes, and issues across text				X	X	X
Analyze how conflicts are resolved				X	X	
Identify point of view				X	X	X
Analyze texts for bias and use of common persuasive techniques	LA 12.4.1.e			X	X	X
Recognize shared characteristics of cultures, themes and connections that cross cultures in literary works	LA 12.1.6.i			X	X	X
Define impact of work on the reader					X	X
Identify and analyze author's message				X	X	X

# Grades 9-12

## LANGUAGE DOMAIN: WRITING

<b>SKILL AREA: WRITE USING CONCEPTS OF PRINT</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
Print upper and lower case letters and numbers in manuscript		X				
Write messages from left to right and top to bottom on the page		X				
Write using return sweep		X				
Write his/her name		X				
Organize letters to form words		X				
Use phonetic cues in writing		X				
Copy words correctly		X				
Use appropriate spaces between letters and words		X				
Write upper and lower case letters in cursive		X				

<b>SKILL AREA: USING THE WRITING PROCESS</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
<b>PRE-WRITE</b>						
Generate, organize and sequence ideas through drawing, brainstorming and visuals with teacher support		X	X			
Generate, organize and sequence ideas through drawing, brainstorming and visuals independently	LA 12.2.1.a		X	X	X	X
Use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information and to prepare to write	LA 12.2.1.a	X	X	X	X	X
Develop a plan before writing	LA 12.2.1.a		X	X	X	X
<b>DRAFT</b>						
Use simple sentences to create a draft		X	X			
Organize sentences into paragraph form		X	X	X		
Use multiple paragraphs to organize writing	LA 12.2.1.b		X	X	X	X

X: The skill is taught at this level of proficiency  
 Empty Box: The skill not taught at this level of proficiency  
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**Grades 9-12: Writing**

<b>SKILL AREA: USE THE WRITING PROCESS (CONTINUED)</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
<b>REVISE AND EDIT</b>						
Revise writing through adding, elaborating, deleting, combining and rearranging text with teacher support			X	X	X	
Revise writing through adding, elaborating, deleting, combining and rearranging text independently	LA 12.2.1.c		X	X	X	X
Edit for basic conventions such as spelling, punctuation and capitalization with teacher support		X	X			
Edit for basic conventions such as spelling, punctuation and capitalization independently	LA 12.2.1.e	X	X	X	X	X
Edit writing for standard grammar and usage including: subject-verb agreement, pronoun agreement, preposition usage, word derivation and appropriate verb tenses in final drafts with teacher support	LA 12.2.1.e	X	X	X	X	X
<b>PUBLISH</b>						
Produce a quality final product	LA 12.2.1.f	X	X	X	X	X

<b>SKILL AREA: WRITE USING CHARACTERISTICS OF EFFECTIVE WRITING</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
<b>IDEAS</b>						
Write patterned or simple sentences on any given topic		X				
Write multiple sentences on any given topic		X	X	X		
Write a cohesive paragraph on any given topic		X	X	X	X	
Write multiple paragraphs on any given topic		X	X	X	X	X
<b>ORGANIZATION</b>						
Write a series of sentences that resemble a paragraph		X				
Write a cohesive paragraph with a main idea, supporting details and concluding sentence		X	X	X		
Write multiple paragraphs that attempt the use of transitions			X	X		
Write multiple paragraphs that are clearly connected through the effective use of transitions	LA 12.2.1.b			X	X	X

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<b>SKILL AREA: WRITE USING CHARACTERISTICS OF EFFECTIVE WRITING (CONTINUED)</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
<b>WORD CHOICE AND VOICE</b>						
Use survival vocabulary and environmental print		X				
Use vocabulary from a variety of sources		X	X	X	X	X
Use appropriate words to convey intended meaning		X	X	X	X	X
Use content vocabulary	LA 12.1.5.b		X	X	X	X
Exhibit voice in writing			X	X	X	X
<b>SENTENCE FLUENCY</b>						
Write a simple sentence		X				
Write a variety of simple sentences		X	X			
Write complete sentences, varying the types such as compound and complex			X	X	X	X
Write a variety of sentence constructions that include the appropriate use of transitional elements				X	X	X
<b>CONVENTIONS</b>						
Use correct punctuation, capitalization and spelling	LA 12.2.1.e	X	X	X	X	X
Use standard English sentence structure/syntax	LA 12.2.1.e	X	X	X	X	X
Use parts of speech, contractions, abbreviations, apostrophes and verb tenses	LA 12.2.1.e	X	X	X	X	X
Use paragraph indentation correctly	LA 12.2.1.f	X	X	X		

**Grades 9-12: Writing**

<b>SKILL AREA: WRITE USING A VARIETY OF MODES WITH ATTENTION TO AUDIENCE AND PURPOSE</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
Write informal letters, thank you notes, memos, journals, learning logs, poems, etc.	LA 12.2.2.a LA 12.2.2.c	X	X	X	X	X
Write a summary in response to oral or read material	LA 12.2.2.a	X	X	X	X	X
Write a report on a single topic	LA 12.2.2.a LA 12.2.2.c		X	X	X	X
Use writing to give directions in sequence	LA 12.2.2.a LA 12.2.2.c		X	X	X	X
Write a descriptive paragraph	LA 12.2.2.a	X	X	X	X	X
Write a narrative paragraph with a beginning, middle and end	LA 12.2.2.a	X	X	X	X	X
Write an expository paragraph including main idea and points of support using cause/effect, problem/solution and/or compare/contrast	LA 12.2.2.a LA 12.2.2.c		X	X	X	X
Write a persuasive paragraph with at least two supporting ideas	LA 12.2.2.a LA 12.2.2.c			X	X	X
Complete applications/forms	LA 12.2.2.b	X	X	X	X	X
Compose a formal letter and job related documents	LA 12.2.2.a LA 12.2.2.c			X	X	X
Take notes in content classes				X	X	X

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 Empty Box: The skill not taught at this level of proficiency  
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<b>SKILL AREA: USE APPROPRIATE LEARNING STRATEGIES TO CONSTRUCT AND APPLY ACADEMIC KNOWLEDGE</b>						
Example Indicators	Grades 9-12	Proficiency Levels				
		1	2	3	4	5
<b>USE SOURCES TO WRITE</b>						
Use resources to find correct spelling, synonyms and replacement words	LA 12.1.5.e	X	X	X	X	X
Use a source to write a simple informative paper		X	X			
Use a source to write a paragraph			X	X	X	X
Use multiple sources to collect information and take notes to write a paper				X	X	X
<b>STRATEGIES</b>						
Use graphic organizers to organize information with teacher support		X	X			
Use graphic organizers to organize information independently	LA 12.2.1.a		X	X	X	X
Paraphrase information in written form			X	X	X	X
Summarize information in written form			X	X	X	X
Use note-taking strategies and/or outlines to organize information	LA 12.2.1.a		X	X	X	X

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X: The skill is taught at this level of proficiency  
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# APPENDICES

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A	ELDA Composite Proficiency Level Descriptors
B	ELDA Performance Level Descriptors by Domain
C	ELDA Comprehension Descriptors
D	Students with Interrupted Formal Education (SIFE)
E	Frequently Asked Questions
F	Glossary

# Appendix A: ELDA Composite Proficiency Level Descriptors

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<b>Level 1: Pre-Functional</b>	
<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
<ul style="list-style-type: none"> <li>• May understand some isolated spoken words, commands, and questions but often requires non-verbal cues and frequent repetition.</li> <li>• May speak or repeat common phrases and words and can ask one- to two-word questions.</li> <li>• Demonstrates an understanding of concepts of print (left to right, top to bottom) and can follow one-step directions depicted graphically.</li> <li>• Achieves written communication only through drawing pictures; may be able to copy letters or words successfully; or may form letters from memory but is unable to transmit meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to understand short utterances.</li> <li>• Begins to use gestures and simple words to communicate.</li> <li>• Begins to understand simple printed material.</li> <li>• Begins to develop communicative writing skills.</li> </ul>
<b>Level 2: Beginning</b>	
<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
<ul style="list-style-type: none"> <li>• Understands short, simple oral statements on familiar topics; follows simple multistep directions; requires frequent repetition and rephrasing.</li> <li>• Predominately uses formulaic speech patterns and memorized phrases; responds to questions with one- to two-word answers</li> <li>• Begins to identify the names of letters; begins to recognize the different functions of words; can follow multistep direction depicted graphically.</li> <li>• Achieves written communication through drawing pictures or dictating words; can revise or edit with teacher support; commits frequent mechanical errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands simple statements, directions, and questions.</li> <li>• Uses appropriate strategies to initiate and respond to simple conversation.</li> <li>• Understands the general message of basic reading passages.</li> <li>• Composes short informative passage on familiar topics.</li> </ul>

**Level 3: Intermediate**

<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
<ul style="list-style-type: none"><li>• Understands sentence-length statements and questions; understands main idea and some details from conversations and simple oral texts; is beginning to develop key vocabulary, interpret meaning, and understanding and some idioms.</li><li>• Restructures learned language into original speech; has limited vocabulary and marked errors in speech; can use language to retell, describe, narrate, question, and instruct, but not fluently.</li><li>• Comprehends single words and simple text, as well as simple sentence structure and simple compounding; recognizes the different functions of words, and that words have multiple meanings.</li><li>• Participates in writing activities with teacher support; writes simple and compound sentences; is beginning to write with phrases; uses transition words; can edit, usually with teacher support; most writing is descriptive, expository, procedural, or narrative.</li></ul>	<ul style="list-style-type: none"><li>• Understands standard speech delivered in school and social settings.</li><li>• Communicates orally with some hesitation.</li><li>• Understands descriptive material with familiar contexts and some complex narratives.</li><li>• Writes simple texts and short reports.</li></ul>

<b>Level 4: Advanced</b>	
<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
<ul style="list-style-type: none"> <li>• Understands most school-social conversations; grasps main ideas and relevant details; comprehends most grade-level vocabulary and idioms; is developing a wide range of academic vocabulary in the content areas.</li> <li>• Restructures language to communicate orally; uses connective devices; responds in mostly coherent, unified, and sequenced manner; has sufficient vocabulary to communicate in most situations; is fluent but may hesitate or make errors in spontaneous communicative situations.</li> <li>• Reads familiar text with little support, but needs support to comprehend unfamiliar text; identifies all story elements; is beginning to read across text types and apply what they read to other activities.</li> <li>• Participates in writing activities with minimal support; restructures known language in writing; writes mostly coherent, unified, and sequenced sentences; uses connective devices and a range of grammatical structures, with some errors; possesses a strong social vocabulary and a functional academic vocabulary; writes and edits all text types.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the main ideas and relevant details of discussions or presentations on a wide range of topics.</li> <li>• Actively engages in most communicative situations familiar or unfamiliar.</li> <li>• Understands the context of most text in academic areas with support.</li> <li>• Writes multi-paragraph essays, journal entries, personal/business letters, and creative texts in an organized fashion with some errors.</li> </ul>

<b>Level 5: Full English Proficiency</b>	
<b>Grades K- and 1-2</b>	<b>Grades 3-12</b>
<ul style="list-style-type: none"> <li>• Understands most grade-level speech, both social and academic; understands main ideas and relevant details at a level comparable to a native English speaker at the same grade level; has a broad range of vocabulary including idiomatic language.</li> <li>• Responds orally in a coherent, unified, and sequenced manner; uses a variety of connective devices; understands and uses a range of simple and complex grammatical structures; has grammar and vocabulary comparable to a native English speaker at the same grade level and shows flexibility, creativity, and spontaneity speaking in many contexts.</li> <li>• Participates in reading activities at grade level comparable to their English-speaking peers with little teacher support; reads across text types; has an increasing range of social and academic vocabulary; understands multiple word meanings.</li> <li>• Participates in writing activities with no teacher support; edits complex sentence structures with some errors; utilizes precise social and academic vocabulary; understands the use of nuance and subtlety in writing for different audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands and identifies the main ideas and relevant details of extended discussion or presentations on familiar and unfamiliar topics.</li> <li>• Produces fluent and accurate language.</li> <li>• Uses reading strategies the same as their native English-speaking peers to derive meaning from a wide range of both social and academic texts.</li> <li>• Writes fluently using language structures, technical vocabulary, and appropriate writing conventions with some circumlocutions.</li> </ul>

# Appendix B: ELDA Performance Level Descriptors by Domain

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## Listening

<b>Level 5: Full English Proficiency</b>	
<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
Students at this level understand most grade-level appropriate content-area and school/social speech. They understand the main ideas and relevant details of extended discussions or oral presentations on a range of familiar and unfamiliar topics comparable to a native English speaker at the same grade level. They are capable of making interpretations of what they hear. They understand most of the complex structures of spoken English relative to their grade level. They have a broad range of vocabulary, including idiomatic language, relating to both content areas and school/social environments.	Students at this level understand a significant amount of grade-level appropriate content-area and school-social speech. They understand the main ideas as well as relevant details and often subtle nuances of meaning of extended discussions or presentations on a range of familiar and unfamiliar topics comparable to a minimally proficient native English speaker at the same grade level. They are capable of making interpretations of what they listen to on the basis of understanding the speaker's purpose. They understand most of the complex structures of spoken English relative to their grade level. They have a broad range of vocabulary, including idiomatic language, relating to both content areas and school-social environments.

***Listening Continued***

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<b>Level 4: Advanced</b>	
<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
<p>Students at this level understand conversations in most school/social settings. They understand main ideas and significant relevant details of extended discussions or presentations on familiar and relevant academic topics. They are able to comprehend conversations and orally-delivered texts involving description and narration in different time frames or conditions. They understand most of the basic language forms of spoken English including timeless conditionals and sentences using clauses and phrases. They are able to understand cohesive devices to follow the sequence in an oral presentation or text. They comprehend most grade-level vocabulary and idioms, especially school/social environments, and are beginning to develop a wide range of academic vocabulary related to content areas, with limited supports such as visuals and rephrasing. They understand multiple meanings of words and can use context clues to understand messages.</p>	<p>Students at this level understand speech in most school-social settings and understand main ideas and some key supporting ideas in content-area settings. They understand multistep directions. They understand main ideas and significant relevant details of extended discussions or presentations on familiar and relevant academic topics. They can interpret text on the basis of understanding the purpose of text when it is on a familiar topic. They understand and are able to make subtle extrapolations from sophisticated speaker perspectives. They understand most of the basic language forms of spoken English and are beginning to develop understanding of more complex structures. They understand a wide range of vocabulary and idioms, especially of school-social environments, and are beginning to develop a wide range of technical vocabulary related to content areas.</p>

*Listening Continued*

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<b>Level 3: Intermediate</b>	
<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
<p>Students at this level understand sentence-length statements and questions that include recombinations of learned language structures and on a variety of social and academic topics. They understand simple and compound sentences. They understand time through the use of simple tenses that may not be supported by adverbials of time. They are able to understand multi-step directions. They also understand the difference between statements and questions by intonation, word order, and interrogative words. They understand and are able to identify main ideas and some details from conversations and simple/age appropriate orally-delivered text, usually with visual supports in familiar communicative situations and in academic content areas. They begin to interpret meaning from conversations and orally-delivered text, making predictions and drawing conclusions. They understand some idioms, mostly related to school/social environments, and have key vocabulary from content areas. They are aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.</p>	<p>Students at this level understand main ideas in short conversations on general school-social topics and frequently demonstrate general understanding of short messages or texts as well as longer conversations in familiar communicative situations and in academic content areas. They frequently demonstrate detailed understanding of short discrete expressions but not of longer conversations and messages. They understand single-step and some multistep directions. They can begin to interpret text on the basis of understanding its purpose. They understand some explicitly expressed points of view and can draw simple conclusions. They understand frequently used verb tenses and word-order patterns in simple sentences. They understand a range of vocabulary and some idioms, mostly related to school-social environments, and have some key vocabulary from content areas.</p>

**Listening Continued**

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<b>Level 2: Beginning</b>	
<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
<p>Students at this level understand simple, short statements and questions on a well-known topic within a familiar context. Tense is understood through the use of adverbials or situation rather than inflectional endings. They are able to follow simple multi-step directions. They identify the main idea and some details of short conversations or simple orally-delivered text on a familiar topic. They understand basic grammatical structures and vocabulary in the school and social environment. Students at this level still need frequent repetition and rephrasing. They understand what they have heard but not variations or recombinations of what they have heard.</p>	<p>Students at this level understand simple and short statements, questions, and messages on familiar topics in school-social settings, and usually understand the main idea of simple messages and conversations. They can understand most common or critical information in the classroom but may identify and understand only key words, phrases, and cognates in content-area settings. They begin to understand straightforward, single-step directions and speaker's purpose. They have limited understanding of details and only of those that are explicitly stated and that support simple, straightforward messages or presentations. They are unable to extrapolate from text unless related to very basic ideas. They understand simple, basic grammatical structures and simple, basic, everyday vocabulary of spoken English in the school environment and common everyday activities.</p>

<b>Level 1: Pre-Functional</b>	
<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
<p>Students at this level may understand some isolated words (particularly school and social environment vocabulary), some high frequency social conventions, and simple (single word or short phrase) directions, commands and questions. They rely on non-verbal cues such as gestures and facial expressions and require frequent repetition and rephrasing to understand spoken language. They need strong situational support to understand most oral language.</p>	<p>Students at this level may understand some common words or key phrases, especially when highly contextualized or when cognates. They may understand some high-frequency single-word or single-phrase directions, again, when highly contextualized. They generally are unable to use their limited knowledge of simple structural patterns to identify the communicative intent of the speaker.</p>

# Speaking

<b>Level 5: Full English Proficiency</b>	
<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
<p>Students who are ready to enter Level 5, Fully English Proficient, can supply coherent, unified and appropriately sequenced responses to an interlocutor. They use a variety of devices to connect ideas logically. They understand and can use a range of complex and simple grammatical structures, as appropriate for topic and type of discourse. Their grammar and vocabulary is comparable to that of a minimally proficient native English speaker—grammar errors very seldom impede communication and their range of school-social and academic vocabulary allows a precision of speech comparable to a native English speaker. They can effectively engage in non-interactive speech. They can use language effectively to connect, tell, expand, and reason. They show flexibility, creativity and spontaneity in speech in a variety of contexts.</p>	<p>Students who are ready to enter level 5, Fully English Proficient, can supply coherent, unified, and appropriately sequenced responses to an interlocutor. They use a variety of devices to connect ideas logically. They understand and can use a range of complex and simple grammatical structures, as appropriate for topic and type of discourse. Their grammar and vocabulary is comparable to that of a minimally proficient native English speaker—grammar errors very seldom impede communication and their range of school-social and technical vocabulary allows a precision of speech comparable to a minimally proficient native English speaker. They infrequently but effectively use circumlocution. They can understand and use a variety of idiomatic phrases. They can effectively engage in non-interactive speech. They can use language effectively to connect, tell, expand, and reason. They show flexibility, creativity, and spontaneity in speech in a variety of contexts. Their pronunciation patterns (including stress and intonation) may be influenced by L1 but seldom interfere with communication.</p>

**Speaking Continued**

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<b>Level 4: Advanced</b>	
<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
<p>Students entering proficiency Level 4, the Advanced level, are able to restructure the language they know to meet the creative demands of most social and academic situations. They can supply mostly coherent, unified and appropriately sequenced responses to an interlocutor. They use some devices to connect ideas logically and they use a range of grammatical structures. They make some errors in modality, tense, agreement, pronoun use, and inflections. Students have sufficient vocabulary to communicate in non-academic situations and most academic ones. They can engage in extended discussions. They can often use language to connect, tell and expand on a topic; and can begin to use it to reason. They are fluent but may still hesitate in spontaneous in communicative situations.</p>	<p>Students entering proficiency level 4, the Advanced level, can supply mostly coherent, unified, and appropriately sequenced responses to an interlocutor. They use some devices to connect ideas logically and they use a range of grammatical structures. They make errors in modality, tense, agreement, pronoun use, and inflections, but these errors usually do not interfere with communication. Students have sufficient vocabulary to communicate in non-academic situations and some academic and technical vocabulary. They use circumlocutions and can appropriately use some idiomatic phrases. They can engage in extended discussions. They can often use language to connect, tell, and expand; and can begin to use it to reason. Their flexibility, creativity, and spontaneity are sometimes adequate for the communicative situation. Their pronunciation occasionally interferes with communication.</p>

**Speaking Continued**

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<b>Level 3: Intermediate</b>	
<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
<p>Students entering proficiency level 3, the Intermediate level, are no longer wholly dependent on practiced, memorized, or formulaic language. They restructure learned language to communicate on a range of subjects. Their speech is still marked by errors in modality, tense, agreement, pronoun use, and inflections. These errors seldom interfere with communication in simple sentences, but do interfere in complex constructions. Intermediate level students are limited in vocabulary, especially academic vocabulary. They can retell, describe, narrate, question, and give instructions, although they lack fluidity and fluency when not using practiced or formulaic language. They often use language to connect, tell and sometimes to expand on a known topic.</p>	<p>Students entering proficiency level 3, the Intermediate level, display some use of discourse features but mainly rely on familiar, discrete utterances. They rely on simple transitional markers and use common, straightforward grammatical structures. They make errors in modality, tense, agreement, pronoun use, and inflections. These errors seldom interfere with communication in simple sentences, but do interfere in complex constructions or when talking about academic issues. Intermediate level students are limited in vocabulary—especially academic and technical vocabulary. They use repetition; everyday, imprecise words; and code-switching to sustain conversations. They begin to use idiomatic expressions. They can retell, describe, narrate, question, and give simple, concrete instructions. They can often use language to connect and tell and sometimes to expand. They have some creativity and flexibility but often repeat themselves and hesitate. Their pronunciation patterns frequently interfere with communication.</p>

**Speaking Continued**

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<b>Level 2: Beginning</b>	
<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
<p>Students who are just entering proficiency level 2, the beginning level, predominantly use formulaic patterns and memorized phrases. When they deviate from formulaic language, their speech imitates telegraphic language due to the omission of some meaningful linguistic components. Their language is also marked by the lack of tense, number, and agreement. They may use some very simple transitional markers, usually “and” to link ideas. They rely on schemata in L1. Their school-social vocabulary is limited to key words and they have little or no academic vocabulary. They respond to questions usually with one or two-word answers. They can connect and tell on a known topic.</p>	<p>Students who are just entering proficiency level 2, the Beginning level, use predominantly formulaic patterns in speech without regard to their connectivity. They may use some very simple transitional markers. They predominantly use formulaic patterns and memorized phrases, relying on schemata in L1. Their word order is frequently inappropriate and frequent grammatical mistakes impede communication. Their school-social vocabulary is limited to key words; they have little or no technical vocabulary. They rely on survival vocabulary (needs and wants) and vocabulary provided by interlocutors. They may be able to name or list and can sometimes use language to connect or tell. Their limited vocabulary and knowledge of English structures impede flexibility.</p>

<b>Level 1: Pre-functional</b>	
<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
<p>Students at this level may say or repeat common phrases, words and formulaic language. They may be able to provide some basic information in response to requests and questions. They can ask one or two-word questions without regard to structure and intonation.</p>	<p>Students in proficiency level 1 are not yet at a functional level in English. They may repeat common phrases with very simple structures; be able to say a few, common, everyday words; and may be able to provide some basic information in response to request</p>

# Reading

<b>Level 5: Full English Proficiency</b>	
<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
<p>Students at this level participate in reading activities with little teacher support at a level comparable to their English-speaking peers. They read for different purposes across a variety of text types. They have an increasing range of receptive nonacademic and academic vocabulary that allows them to read with greater fluency. They understand multiple word meanings. They have greater comprehension as a result of their increasing control of the structures of English. They can make connections between what they read and other experiences and tasks.</p>	<p>Students at this level understand the range of texts available to minimally proficient native English speakers, including literary and academic genres and texts from school-social settings. They understand main ideas and can extract precise and detailed information from a range of texts on familiar and unfamiliar topics in a number of genres comparable to a minimally proficient native English reader at the same grade level. They often successfully interpret text on the basis of understanding its purpose. They often successfully understand and can evaluate multiple perspectives of meaning. They understand complex structures of written English and have a broad range of vocabulary and idioms relating to both content areas and school-social environments</p>

**Reading Continued**

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<b>Level 4: Advanced</b>	
<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
<p>Students at this level can read familiar text with little teacher or visual support. However, they still need those supports when reading to comprehend unfamiliar text. They can apply their phonemic awareness skills to read more complicated text. They have oral fluency and use self-monitoring and self-correction strategies when necessary. They use pre, during and post reading strategies but still need teacher prompting to use these skills. They can identify all story elements and can recognize cause and effect relationships in the texts they read. They make connections between the texts they read and themselves, the world, and other texts. They comprehend text in read aloud and can participate in the majority of read aloud activities. They are beginning to read across text types and apply what they read to other activities.</p>	<p>Students at this level understand most nonacademic and nontechnical texts appropriate for grade level. They understand many content-area texts, mostly on familiar topics and approaching grade level. They understand excerpts from literature. They understand most written directions. They understand main ideas of a broad range of texts especially when below grade level but also approaching grade level. They can begin to interpret text on the basis of understanding its purpose. They understand significant relevant details and can make subtle extrapolations of extended narratives or presentations on familiar academic topics. They understand sophisticated writer perspectives. They understand most of the basic language forms of written English and are beginning to develop understanding of more complex structures. They understand a wide range of vocabulary and idioms, especially of school-social environments, and are beginning to develop a wide range of technical vocabulary related to content areas.</p>

**Reading Continued**

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<b>Level 3: Intermediate</b>	
<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
<p>Students at this level are developing phonemic awareness skills that allow them to read single words and simple text with comprehension. Reading is aided by visual and teacher supports. At this stage oral reading is hesitant and difficult to understand due to a lack of oral language proficiency. These students have a small repertoire of high frequency words. They are beginning to use simple reading strategies and to make self, world, and other text connections to the text they are reading. They comprehend simple sentence structure and sentences with simple compounding. They recognize that words serve different functions, have multiple meanings, and have both synonyms and antonyms. In read aloud, with teacher support, they can identify some story elements and retell the majority of the story.</p>	<p>Students at this level understand many authentic narrative and descriptive texts, especially when below grade level but with less complete comprehension for such texts on grade level. They understand content-area texts with familiar content, mostly when below grade level. They understand excerpts from literature especially when below grade level. They understand simple written directions as well as some more complexly expressed directions. They understand main ideas of narrative and descriptive texts and some of the main points of expository and persuasive texts when they deal with areas of personal interest or topic familiarity. They begin to understand text purpose. They can understand some supporting ideas of expository and persuasive texts when dealing with areas of special interest. They understand some explicitly expressed points of view of writer and are able to draw simple conclusions. They understand frequently used verb tenses and word-order patterns in simple sentences. They understand a range of vocabulary and some idioms, mostly related to school-social environments, and have some key vocabulary from content areas.</p>

**Reading Continued**

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<b>Level 2: Beginning</b>	
<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
<p>Students at this level begin to identify the names of both upper and lower case letters of the alphabet. They use juncture to identify where words begin and end. They begin to recognize that words serve different functions (e.g. nouns, verbs). They can follow multi-step directions depicted graphically. During read aloud they get meaning primarily from pictures and the teacher’s tone of voice and gestures.</p>	<p>Students at this level understand short and simple authentic texts for informative or social purposes (e.g., general public statements, environmental texts, formulaic messages). They have some understanding of short narrative texts or trade books, mostly when below grade level. They begin to understand some straightforward written directions. They understand main ideas and can identify a few explicit supporting ideas of simple authentic informative and narrative materials when they contain simple language structures or rely heavily on visual cues or some prior experience with topic. They have some limited understanding of text purpose. They are unable to extrapolate from text unless related to very basic ideas. They understand simple basic grammatical structures of written English in the school-social environment. They understand simple, basic everyday vocabulary of the school environment and common everyday activities.</p>

<b>Level 1: Pre-functional</b>	
<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
<p>Students at this level demonstrate an understanding of concepts of print (e.g., front-to-back, top-to-bottom, left-to-right) and begin to track print. They can distinguish letters from other symbolic representations. They can follow one-step directions depicted graphically. They can imitate the act of reading (e.g. holding a book and turning pages); however, they get meaning only through pictures.</p>	<p>Students at this level may identify isolated words and key phrases and cognates, especially when highly contextualized. They may understand some high-frequency, simple written directions, especially when highly contextualized. They are unable to identify any ideas intended by writer of text or to use limited knowledge of vocabulary and structural patterns to identify communicative intent of text or part of text. They do not understand how words, morphemes, and word order convey meaning in English.</p>

# Writing

<b>Level 5: Full English Proficiency</b>	
<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
<p>Students at this level participate in writing activities with no teacher support. They write across all text types. They edit for sentence-level structure, spelling, and mechanics and revise for content, organization and vocabulary. They can use complex sentence structures, with some errors, and can edit for syntax and grammar. They have a range of nonacademic and academic vocabulary that allows for precision, and they begin to use nuanced and alternative word meanings. They employ subtleties for different audiences and purposes. They can use appropriate writing conventions with some errors that do not affect comprehensibility.</p>	<p>Students at this level demonstrate almost completely appropriate use of discourse features such as transition phrases and word order. They can revise for content, organization, and vocabulary. They can use complex sentence structures, with some errors, and can edit for syntax and grammar. They have a range of technical and nonacademic vocabulary that allows for precision, and they begin to use nuanced and alternative word meanings. They employ subtleties for different audiences and purposes. They can use appropriate writing conventions with some circumlocutions and errors that do not affect comprehensibility. Finally, they can successfully compose narrative, descriptive, expository, and persuasive texts.</p>

**Writing Continued**

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<b>Level 4: Advanced</b>	
<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
<p>Students at this level participate in writing activities with minimal teacher support. They are able to restructure in writing the language they know to meet the creative demands of most social and academic situations. They can write mostly coherent, unified, and appropriately sequenced sentences. They use devices to connect ideas logically. They use a range of grammatical structures and can switch appropriately from one tense to another as required by the time frame of their text. They make some errors in modality, tense, agreement, pronoun use, and inflections. Students have a strong BICS vocabulary and a functional academic vocabulary that allows them to participate meaningfully in content classes. They write using all text types, at a developmentally appropriate level. They edit for sentence-level structure, spelling, and mechanics and revise for content, organization and vocabulary.</p>	<p>Students at this level demonstrate mostly successful use of discourse features such as transition words and sentence order. They can revise for content, organization, and vocabulary and show good control of the most frequently used grammatical structures, with errors. They can edit for sentence-level structure. They have sufficient vocabulary to express themselves with some circumlocutions, which are more frequent in academic contexts. Their tone indicates some awareness of audience. They can use appropriate writing conventions, with circumlocutions and errors that infrequently affect comprehensibility. Finally, they can successfully compose narrative and descriptive texts and they may be successful writing expository and persuasive texts.</p>

## Writing Continued

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<b>Level 3: Intermediate</b>	
<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
<p>Students at this level participate in writing activities with some teacher support. They can write simple and compound sentences and are beginning to write with phrases. They use simple tenses, number, and agreement with random errors. They use transition words to link sentences and order these in a developmentally appropriate manner. They begin to edit for sentence-level structure, spelling and mechanics and revise for content, organization and vocabulary, usually with the support of the teacher. They have a good range of BICS vocabulary and are beginning to use more academic content-specific words. They write mostly descriptive, expository, procedural, and narrative text. Their writing is less dependent on visual supports, shared experiences, and scaffolding.</p>	<p>Students at this level demonstrate some use of discourse features such as transition words and sentence order. They begin to revise for content, organization, and vocabulary. They demonstrate comprehensible use of basic sentence structures, with errors, and can begin to edit for sentence-level structure. They use everyday vocabulary but know very few content-specific words. There is some variation in their register, voice, and tone. They may make frequent mechanical errors, particularly when expressing complex</p>

<b>Level 2: Beginning</b>	
<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
<p>Students at this level participate in writing activities by drawing pictures or dictating words. They are able to write connected words and short telegraphic sentences. They are able to revise or edit their writing with teacher support. Their writing is marked by the lack of tense, number, and agreement. They may use some simple transitional markers, usually “and” to link ideas. Their vocabulary reflects what they can say orally. They make frequent errors in mechanics such as punctuation and capitalization. They write mostly descriptive, expository, and procedural text. Their writing is most effective when supported by a visual, a shared experience, or scaffolding.</p>	<p>Students at this level may or may not use some basic rhetorical features such as ordering sentences appropriately and using simple cohesive devices. They are unlikely to revise their writing spontaneously. Their writing is limited to typical, present-tense, subject-verb-object sentences or phrases and is likely to be repetitive. They edit only with explicit support and direction and have a limited vocabulary. They make frequent errors in mechanics, which is characteristic and expected. Their text range is limited to narrative or simple descriptive.</p>

**Writing Continued**

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<b>Level 1: Pre-functional</b>	
<b>Grades K and 1-2</b>	<b>Grades 3-12</b>
Students at this level participate in writing activities by drawing pictures. They may be able to copy letters or form them from memory and may be able to copy some words. They can imitate the act of writing (e.g. scribbling); however, their text does not transmit a message. They may attempt to apply some writing conventions but do so inappropriately or do so correctly only when copying.	Students at this level are not yet functional in English. They might be able to copy letters or form them from memory and might be able to write words; however, their text does not transmit a coherent message. They do not use discourse features in their writing. There is no evidence of appropriate text structure and sentence-level structure is predominantly inappropriate. They may attempt to apply some writing conventions but do so inappropriately or do so correctly only when copying.

# Appendix C: ELDA Comprehension Descriptors

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## **Level 5: Full English Proficiency**

Students at this level understand the range of texts available to minimally proficient native English speakers on content-area and non-content-area topics. They understand main ideas, relevant details, and often subtle nuances of meaning of a range of texts on familiar and unfamiliar topics, comparable to a minimally proficient native English speaker at the same grade level. They often successfully interpret text on the basis of understanding its purpose. They understand and can evaluate multiple writer or speaker perspectives. They understand complex structures of English and have a broad range of vocabulary relating to both content-area and school-social environments.

## **Level 4: Advanced**

Students at this level understand most non-academic and non-technical texts appropriate for grade level. They understand main ideas and some key supporting ideas in content-area texts, mostly on familiar topics and approaching grade level. They understand most multistep directions. They understand main ideas and significant relevant details of a broad range of texts on familiar and relevant academic topics, especially when below grade level but also approaching grade level. They can begin to interpret text on the basis of understanding its purpose. They understand and are able to make subtle extrapolations from sophisticated writer and speaker perspectives. They understand most of the basic language forms of English and are beginning to develop understanding of more complex structures.

## **Level 3: Intermediate**

Students at this level understand short simple texts on general school-related topics, especially when below grade level, but their comprehension is less complete for such texts on grade level. They understand content-area texts with familiar content, mostly when below grade level. They understand single-step and some multistep directions. They understand main ideas and some supporting ideas of short simple texts when they deal with areas of personal interest in familiar communicative situations and academic content areas. They begin to understand text purpose. They can understand some complex text types, especially when dealing with areas of special interest. They understand some explicitly expressed points of view and are able to draw simple conclusions. They understand frequently used verb tenses and word-order patterns in simple sentences. They understand short simple text on familiar topics, especially when containing formulaic language.

## ***Comprehension Continued***

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### **Level 2: Beginning**

Students at this level may only identify and understand key words, phrases, and cognates in content-area settings. They can begin to follow straightforward, single-step directions. They usually understand main ideas of simple texts when these texts contain simple language structures and/or they rely heavily on visual cues and/or some prior experience with topic. They have some limited understanding of purpose of text. They have limited understanding of details and only of those that are explicitly stated. They are unable to extrapolate from text unless related to very basic ideas. They understand simple, basic grammatical structures of English in the school environment and understand simple, basic, everyday vocabulary of the school environment and common everyday activities.

### **Level 1: Pre-functional**

Students at this level may recognize some common words or key phrases, especially when they are highly contextualized or when they are cognates. They may understand some high-frequency, single-word or phrase directions, again, when highly contextualized. They are unable to identify any ideas or use their limited knowledge of simple structural patterns or vocabulary to identify writer or speaker communicative intent.

# Appendix D: Students with Interrupted Formal Education (SIFE)

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Students with Interrupted Formal Education (SIFE), also referred to as students with Limited Formal Schooling (LFS), are limited English proficient students who have entered U.S. schools after 2<sup>nd</sup> grade and function at least two years below grade level. They are generally recent arrivals whose backgrounds and educational experiences may be quite different from the school environment they are entering. They may have limited literacy skills in their native language. Their education may have been interrupted for a variety of reasons, including war, civil unrest, migration, poverty, or a relocation from a remote rural setting.

SIFE students and their teachers face many challenges. They are trying to learn academic content while simultaneously learning English which is challenging for all ELLs. These students have the additional challenge of trying to learn the culture of U.S. schools and navigate expectations that may be significantly different from the educational environments from which they came. If they are in high school, they may also have limited time to successfully meet these goals in order to graduate.

## **Indicators that students may be SIFE include:**

- Inadequate school records, no school records, or school records with gaps
- Reports by student and/or parent/guardian of not having attended school
- Poor attendance records from prior schools, frequent absences, and/or tardiness at current school
- Low literacy level in the native language
- Weak grasp of grade-level content material
- Lack of awareness of the basic expectations of the school environment

(Indicators adapted from *Meeting the Needs of Students with Limited or Interrupted Schooling: A Guide for Educators*, DeCapua, Smathers, and Tang, 2009)

## ***Identification of SIFE Students***

The following information/assessments may be useful in identifying students:

- Student/parent interview that includes background information on prior schooling experiences
- Last grade completed in another state or country
- Writing samples in native language to determine literacy in native language
- Language proficiency assessment to determine level of English acquisition
- Math or other content assessments

If these measures indicate a student's education has been interrupted or is limited, begin with the Early Literacy and Math Readiness Skills for SIFE students. Integrate the ELL guidelines as appropriate.

# Early Literacy and Math Readiness Skills for Students with Interrupted Formal Education (Grades 3-12)

<b>READINESS SKILLS</b>	
Example Indicators	
<b>SPEAKING AND LISTENING</b>	
•	Phonological awareness
•	Divide words into individual phonemes (sounds)
•	Divide spoken sentence into individual words
•	Distinguish rhyming words from non-rhyming words
•	Produce rhyming words
•	Identify and isolate the initial and final sound of a spoken word
•	Add delete or change sounds to change words such as, cow to how
•	Blend sounds to make words
<b>READING READINESS</b>	
•	Recognize environmental print
•	Begin to choose own reading materials
•	Recognize own name in print
•	Hold a book and turn pages correctly
•	Can indicate front and back parts of the book
•	Respond to illustrations in book
•	Participate in group reading
•	Begin to make predications
•	Begin to make connections to own experiences
•	Memorize pattern books, songs, poems, and familiar books
•	Understand print conveys meaning
•	Begin to read environmental print
•	Read using one-to-one correspondence (match finger to words being read)
•	Follow top to bottom, left to right, and front to back
•	Know letter names
•	Know letter sounds
•	Begin to read basic sight words
•	Read books with simple patterns
•	Can identify title, author, and illustrator
•	Begin to read own writing
•	Read simple early readers

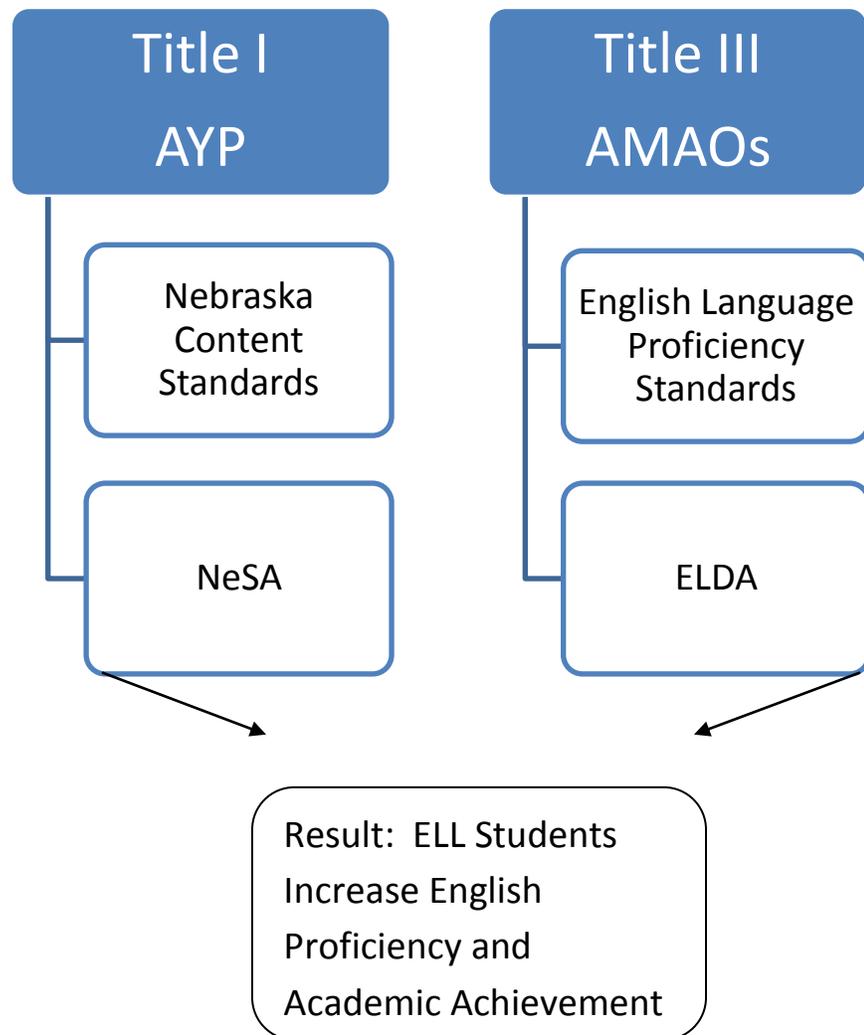
<b>WRITING READINESS</b>
• Rely on pictures to convey meaning
• Begin to label and adds words
• Demonstrate that print conveys meaning
• Write recognizable letters to represent words
• Tell about own pictures and writing
• Write top to bottom, left to right
• Begin to demonstrate understanding of letter/sound relationship
• Copy letters and words from a model (Environmental print)
• Print upper/lower case letters legibly
• Use beginning consonants to make words
• Use beginning and ending consonants to make words
• Use beginning, middle, and ending sounds to make words
• Write using invented spelling
• Write names and familiar words
• Begin to use proper spacing between letters and words
• Begin to write recognizable short sentences
• Begin to use simple punctuation in writing such as, capital letters and periods
• Begin to read own writing
<b>MATH READINESS*</b>
*Students can demonstrate math readiness in English or native language.
• Distinguish between numerals and letters
• Count orally to 10
• Say, read and write numbers to 20
• Say, read and write numbers to 100
• Count objects to 10 (Make one-to-one correspondence)
• Count objects to 20 (Make one-to-one correspondence)
• Count objects to 100 (Make one-to-one correspondence)
• Count backwards from 20
• Understand part to relationships
• Relate money to buying
• Recognize currency
• Begin to relate time to personal life, such as calendar and clock
• Sort objects according to size, shape and color
• Recognize patterns in the environment
• Use measurement for comparison such as, more/less, bigger/smaller
• Count to 10 by 2's, 20 by 5's and 100 by 10's
• Add and subtract by manipulating objects
• Use time vocabulary such as, seasons, months, hours, and minutes
• Identify shapes
• Interpret developmentally appropriate math symbols (+,-,x,=)

# APPENDIX E: Frequently Asked Questions

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**1. How do the requirements of Title III (English Language Acquisition) relate to the Title I requirements for standards, assessment, and accountability?**

The following chart provides some basic information on the relationship between these two Acts.



**2. What is the relationship between English language proficiency standards, English language proficiency assessments, and Annual Measurable Achievement Objectives (AMAOs)?**

The *K-12 Guidelines for English Language Proficiency* are linked to the Nebraska Language Arts Standards and aligned to the ELDA. The Annual Measurable Achievement Objectives (AMAOs) for English language proficiency, required under Title III, serve as targets for the achievement of the skills in the Guidelines. The state's English language proficiency assessment, ELDA, provides a means of demonstrating progress toward meeting the AMAOs.

**3. How do the "K-12 Guidelines for English Language Proficiency" differ from the Nebraska Language Arts Standards?**

The *K-12 Guidelines for English Proficiency* define ELL students' English language proficiency levels in the form of descriptions in the domains of listening, speaking, reading, and writing. The Guidelines define proficiency levels students progress through in acquiring the English language skills necessary to attain the standards described in the Nebraska Language Arts Standards. While there may be similar skills outlined in both of the documents, there are skills unique to each as the scope of each document addresses different content. Similarly, NeSA-Reading assesses the language arts content learned based on the Nebraska Language Arts Standards, while ELDA assesses how much English students have acquired as outlined in the Guidelines.

**4. What are my responsibilities as a content area teacher to ensure ELL student success in my classroom?**

All teachers in a school district are responsible for ensuring that students meet state content standards. The *K-12 Guidelines for English Language Proficiency* are linked to the 2009 Nebraska Language Arts Standards. All teachers share in the responsibility in helping ELL students acquire language.

In addition, school districts are accountable for meeting Adequate Yearly Progress (AYP) as defined under ESEA. Districts disaggregate this data not only by racial/ethnic group, but also by LEP status. It is critical that districts develop an integrated plan to help ELL students meet both language and content standards.

Many strategies are available to content teachers to work with ELL students in the classrooms. These include:

- Cooperative learning
- Visual aids
- Manipulative and hands-on activities
- Presenting information that proceed from concrete to abstract
- Graphic organizers
- Simplifying language used in the classroom
- Announcing lesson objectives (verbally and in writing)
- Using step-by-step instructions
- Increasing wait time

Collaborate with the ELL teacher, the Educational Service Unit and other district resource professionals to discover other strategies that are effective in working with the students.

**5. *What is a monitored student?***

A monitored student is one who has **met the district exit criteria** but is formally monitored for a period of two years to ensure that he or she is successful in the content area classrooms. This is a process required by the Office for Civil Rights under Title VI of the Civil Rights Act and Title III of the ESEA. A student on “monitor status” is not classified as Limited English Proficient. These students are “Redesignated as English Fluent” on the Nebraska Staff and Student Record System (NSSRS). They are not tested on ELDA.

**6. *What is the role of an ELL teacher?***

Each district should specifically define the ELL teacher role in order to meet the goals of the program designed to meet the language needs of the ELL students. The ELL teacher has a key responsibility in helping the students meet the *K-12 Guidelines for English Language Proficiency*. It is important to remember that language development occurs not only in the ELL classroom, but also across the entire curriculum. The most successful programs build in time for teachers to collaborate to ensure that the goals of the ELL and content classrooms are supported. ELL teachers are a great resource for understanding language and cultural issues, as well as providing technical assistance in techniques for adapting the instruction and curriculum of the content classroom for ELL students.

**7. *What do I do with a student who doesn't read or write in his/her own language?***

This student may be a Student with Interrupted Formal Education (SIFE). Please refer to the section of these Guidelines that provide information on these students and the sample indicators.

**8. What are the resources available in developing/providing services for ELL students?**

The following people and organizations are excellent sources of information. This is not an exhaustive list and many of the web resources provide links to other organizations and on-line resources that may be helpful.

- Classroom Instruction that Works with English Language Learners. These are the Marzano instructional strategies tailored to the unique needs of ELLs. See the NDE Title III website for certified trainers in your area.  
<http://www.education.ne.gov/NATLORIGIN/PDF/Classroom%20Instructions/DPD%20Chart%20Training%20Areas.pdf>
- Nebraska ELL Program Guide for Administrators  
<http://www.education.ne.gov/NATLORIGIN/PDF/NeSA/NDE%20Administrator%20Program%20Guide%202010.pdf>
- Nebraska ELL Program Guide for Teachers  
<http://www.education.ne.gov/NATLORIGIN/PDF/NeSA/NDE%20Teacher%20Program%20Guide%202010.pdf>
- ELL/bilingual teachers in your district and throughout Nebraska. Many districts are willing to provide ideas and resources on developing programs to serve the students.
- Educational Service Units—great source for technical assistance and professional development opportunities.
- Nebraska Department of Education
  - Title III (ESL/Bilingual Education) Office – 402.471.2477 or 402.471.4694.  
<http://www.education.ne.gov/NATLORIGIN/>
  - Migrant Education Program – 402.471.3440.  
<http://www.education.ne.gov/Migrant/contacts.html>
- TransACT— <http://www.transact.com> NDE has purchased a license for all Nebraska schools. Resource for translated school forms.
- Web Resources
  - Office for Civil Rights (OCR)  
<http://www2.ed.gov/about/offices/list/ocr/docs/investigations/index.html>
  - National Clearinghouse for English Language Acquisition (NCELA)-  
<http://www.ncela.gwu.edu/>
  - Office of English Language Acquisition (OELA), U.S. Department of Education  
<http://www2.ed.gov/about/offices/list/oela/index.html>
  - What Works Clearinghouse (WWC)—A central and trusted source of scientific evidence for what works in education.  
<http://ies.ed.gov/ncee/wwc/>
  - Center on Instruction (COI)—Source for information on research-based instruction. <http://www.centeroninstruction.org/>
  - Colorin Colorado—A bilingual site for families and educators of English language learners. <http://www.colorincolorado.org/>

# Appendix F: Glossary

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**AMAOs** – Annual Measurable Achievement Objectives. Under Title III, AMAOs are state-defined achievement targets that are used to evaluate the effectiveness of language instructional programs. These targets determine if ELL students are making progress in learning English in the domains of listening, speaking, reading, and writing.

**AYP** – Adequate Yearly Progress. Individual state’s measures of yearly progress toward achieving state academic standards. It sets minimum level of improvement targets that states, school districts and schools must achieve each year. This data is disaggregated for LEP students as required under Title I.

**ELDA**—English Language Development Assessment. Required assessment of English Language Proficiency aligned to the *K-12 English Language Proficiency Guidelines*.

**ELL** – English Language Learner. Students whose native language is not English and who are in the process of learning English. This term is often used interchangeably with LEP or Limited English Proficient.

**LEP** – Limited English Proficient. A student who has a native language other than English and whose listening, speaking, reading and writing skills do not allow them to function successfully in the content classroom and meet state content standards.

**Monitored Status** – Students who have met district exit criteria (no longer LEP) but are formally monitored/reviewed for a two year period to ensure that they are successful in the content area classroom.

**ESEA**—Elementary and Secondary Education Act. An education reform act authorized by Congress.

**Native Language Proficiency** – The ability of a student to speak, read, write, and understand their native language.

**OCR** – Office for Civil Rights. A government agency that provides technical assistance and monitors compliance with all federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the U.S. Department of Education.

**SIFE**—Students with Interrupted Formal Schooling. These students are limited English proficient students in 3<sup>rd</sup> grade and above according to age/grade placement with educational gaps and limited literacy skills in native language. They function at least two years below grade level. They may also be referred to as students with Limited Formal Schooling (LFS).

**Title III** – Authorized under ESEA, this Title is formula funded and based on the number of LEP students in a state/district. The focus is on assisting school districts in teaching English to LEP students and in helping these students meet challenging state standards.

