

**English Language  
Development  
Standards  
*Middle School***

## English Language Development Standards and Essential Learnings

### Standard 1

*English Language Learners listen for information and understanding, using a variety of sources, for academic and social purposes.*

#### Middle School Beginner Essential Learnings

MS1B1	Follow clear one-step directions in 1:1 and group situations.
MS1B2	Respond non-verbally or in one- or two-word phrases to greetings and requests in 1:1 and group situations.
MS1B3	Respond to simple questions with one or two words in 1:1 situations, e.g., yes/no, open/ended, personal information, either/or.
MS1B4	Demonstrate comprehension of stories, information, and academic content by responding nonverbally, e.g., listening, pointing, moving, matching, drawing and gesturing.
MS1B5	Understand key words, phrases, and simple sentences.
MS1B6	Recognize patterns of sound in oral language, e.g.: rhyming and alliteration.
MS1B7	Listen for specific purposes, main ideas and details.
MS1B8	Hear and discriminate among a number of phonemes representing sounds specific to the English language.

#### Middle School Intermediate Essential Learnings

MS1I1	Follow clear multiple-step directions in group situations.
MS1I2	Respond to social and familiar academic language.
MS1I3	Respond to simple and some complex questions with words and phrases, e.g.: open/ended, either/or, who/how.
MS1I4	Comprehend stories, key concepts of content area information and oral presentations with contextual support, e.g.: graphic organizers, posters, diagrams, charts.
MS1I5	Identify story elements, e.g. characters, setting, plot.

#### Middle School Advanced Essential Learnings

MS1A1	Follow complex directions involving multiple options and choices.
MS1A2	Follow meaning when working in small group or whole class discussions on personal, social, or grade-level academic topics.
MS1A3	Analyze and evaluate conversations and orally-presented stories and content.
MS1A4	Comprehend stories and content area concepts at or near grade level with contextual support, e.g.: graphic organizers, posters, diagrams, and charts.
MS1A5	Respond to complex and content-related questions about newly learned information, e.g.: inference, comparison, summarization, point of view, disagreeing.
MS1A6	Demonstrate understanding of some oral language subtleties, e.g.: figurative language, humor, sarcasm, common idioms and slang.

## English Language Development Standards and Essential Learnings

### Standard 2

*English Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.*

#### Middle School Beginner Essential Learnings

MS2B1	Use gestures, single words, and simple phrases during basic conversations and to communicate needs in social and academic settings.
MS2B2	Use both social and academic learned vocabulary in context.
MS2B3	State basic personal information and preferences.
MS2B4	Make simple presentations in small groups using single words and phrases and visual support.
MS2B5	Retell predictable and familiar stories using single words and phrases.
MS2B6	Respond to simple questions related to immediate context with single words, phrases, e.g.: yes/no, either/or, basic personal information.
MS2B7	Ask questions to obtain and clarify information using single words and phrases.
MS2B8	Approximate pronunciation of single words.

#### Middle School Intermediate Essential Learnings

MS2I1	Use appropriate language in a variety of settings.
MS2I2	Use key content and descriptive vocabulary.
MS2I3	Communicate ideas about a wide range of topics, both social and academic, using simple sentences.
MS2I4	Restate information and identify main idea and some details using sentences, e.g.: oral presentations, texts, media, etc.
MS2I5	Initiate and maintains conversation in social and academic settings about familiar topics.
MS2I6	Contribute to classroom and small group discussions by asking and responding to questions to obtain, clarify and extend information.
MS2I7	Contribute to content area discussions in small groups by summarizing, defining, and explaining using simple sentences.
MS2I8	Deliver short presentations on content area concepts in small groups using visual aids.
MS2I9	Use some humor.
MS2I10	Approximate pronunciation, rhythm, stress and intonation of English.

## English Language Development Standards and Essential Learnings

### Standard 2 (continued)

*English Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.*

#### Middle School Advanced Essential Learnings

MS2A1	Communicate information, observations, and ideas, and express feelings clearly in conversations.
MS2A2	Engage in collaborative activities through a variety of student groupings to gather, share, express and interpret opinions, organize and present information.
MS2A3	Contribute to content area discussions by asking and responding to questions, paraphrasing, justifying, examining and defending point of view.
MS2A4	Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, transitions and conclusions.
MS2A5	Use both formal and informal language, e.g.: interviewing, persuasive speech with attention to grammar, vocabulary, intonation and pronunciation.
MS2A6	Use figurative language, e.g.: metaphors, similes, hyperbole.
MS2A7	Use technical, expanded and descriptive vocabulary related to content areas.

## English Language Development Standards and Essential Learnings

### Standard 3

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

#### Middle School Beginner Essential Learnings

MS3B1	Demonstrate knowledge of sound-symbol relationship in context and in own reading and writing.
MS3B2	Recognize, decode, and pronounce high frequency sight words, while reading aloud.
MS3B3	Apply reading skills from their first language to recognize and comprehend various text structures and print conventions from multiple sources.
MS3B4	Identify and use beginning reading strategies to make text comprehensible and meaningful, e.g., illustrations, graphic organizers, text features, pacing, word attack skills, picture/bilingual dictionaries.
MS3B5	Identify main ideas, details and sequence of events from modified/visually-supported texts based upon purpose for reading, using non-verbal, or one- or two-word phrases.
MS3B6	Follow one-step written directions, schedules, calendars.

#### Middle School Intermediate Essential Learnings

MS3I1	Recognize, decode, and pronounce new vocabulary in context.
MS3I2	Comprehend key concepts of grade-appropriate content area text with support.
MS3I3	Apply reading skills to comprehend various print/media sources in a variety of genre.
MS3I4	Identify and use reading strategies to gain information and make text comprehensible and meaningful, e.g.: predicting, questioning, summarizing, self-correcting, evaluating, compare/contrast, print and media resources.
MS3I5	Identify elements of a story, main ideas, details, and sequence of events from modified/visually-supported texts based upon purpose for reading using simple sentences and paragraphs.
MS3I6	Use grade-appropriate syntax/contextual clues to gain meaning from new vocabulary.
MS3I7	Respond to stories and text using simple sentences and paragraphs.
MS3I8	Follow multi-step written directions.

## English Language Development Standards and Essential Learnings

### Standard 3 (continued)

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

#### Middle School Advanced Essential Learnings

MS3A1	Use a variety of reading strategies to understand more complex text and unfamiliar words from print and media resources, e.g.: paraphrasing, skimming/scanning, problem solving, syntax, summarizing, compare/contrast, cause/effect.
MS3A2	Comprehend grade-appropriate content area text with support.
MS3A3	Identify elements of a story, main ideas, details, and sequence of events of near or at grade-level text.
MS3A4	Gather, organize, read, analyze, and interpret information related to academic content areas from various sources, e.g., reference books, magazines, textbooks, internet media presentations, etc.
MS3A5	Use multiple resources at grade-level to draw inferences, conclusions, and generalizations, e.g., glossaries, indexes, graphs, illustrations, headings, subheadings, key vocabulary.
MS3A6	Respond to near or at grade-level text by defending, justifying, supporting inferences, and evaluating.
MS3A7	Read aloud with confidence, accuracy, intonation, and fluency.
MS3A8	Follow multi-step written directions to complete grade-level tasks independently.
MS3A9	Demonstrate understanding of some language subtleties, e.g.: common idioms, dialect, humor, figurative language.

## English Language Development Standards and Essential Learnings

### Standard 4

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

#### Middle School Beginners Essential Learnings

MS4B1	Write basic personal information.
MS4B2	Label objects and illustrations presented in content area lessons.
MS4B3	Write simple sentences and phrases using a model.
MS4B4	Format basic written work appropriately, e.g.: margins, dates, and indenting.
MS4B5	Write about personal and group experiences using illustrations, words, and phrases.
MS4B6	Use key words presented and emphasized in content, e.g. literature, math and science area lessons.
MS4B7	Spell frequently-used words and some sight words correctly in the context of writing.
MS4B8	Plan writing using webs, maps, and timelines.

#### Middle School Intermediate Essential Learnings

MS4I1	Use basic sentence patterns with conventional spelling, capitalization, and punctuation.
MS4I2	Use print for social communication, e.g., notes, invitations, diary entries.
MS4I3	Describe characters and settings and summarizes events in a literature selection.
MS4I4	Use vocabulary related to key concepts in content areas.
MS4I5	Record and organize classroom procedures, "how-to" pieces, e.g. science experiments, math problem-solving, directions.
MS4I6	Write narrative stories with a strong story line that connect to personal background knowledge and include the elements of setting and characters.
MS4I7	Write paragraphs and short expository compositions on content area topics, e.g.: compare/contrast, cause/effect, problem/solution that include an introductory statement, supporting details and conclusion.
MS4I8	Use figurative language, e.g.: simile, metaphor.
MS4I9	Communicate in writing using a variety of genre, e.g.: narrative, content area reports, letter writing, poetry, autobiography.
MS4I10	Edit for basic conventions of writing and revise for appropriate word choice and organization.
MS4I11	Incorporate resource materials into writing, e.g., maps, Internet sites, and encyclopedias.

## English Language Development Standards and Essential Learnings

### Standard 4 (continued)

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

#### Middle School Advanced Essential Learnings

MS4A1	Respond appropriately to a prompt using narrative, expository or persuasive writing.
MS4A2	Provide written responses such as identifying main idea, supporting details, plot, and characterization.
MS4A3	Critique literature including connections to personal experience.
MS4A4	Plan, draft, revise, and proofread own writing.
MS4A5	Use complex sentence structures with grade-appropriate vocabulary, appropriate syntax and conventions, e.g., spelling, capitalization, punctuation.
MS4A6	Use strategies of note taking, outlining, and summarizing in content areas.
MS4A7	Develop a clear thesis and support it, e.g.: analogies, quotations, facts, statistics, and comparisons.
MS4A8	Use and cite various resources including electronic media in content area reports.
MS4A9	Create coherent, multi-paragraph compositions through effective transitions, accurate grammar and syntax.
MS4A10	Write clear and accurate descriptions and comparisons, including the use of figurative language.
MS4A11	Select a focus and a point of view for written presentations and justifies this selection.