

**English Language
Development
Standards
*Primary***

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.

Primary Beginner Essential Learnings

P1B1	Follow clear one-step directions in 1:1 situations
P1B2	Respond non-verbally or in one- or two-word phrases to greetings and requests in 1:1 situations
P1B3	Respond to simple questions with one or two words in 1:1 situations, e.g., yes/no, personal information, either/or
P1B4	Demonstrate comprehension of stories and information by responding nonverbally, e.g., listening, pointing, moving, matching, drawing or gesturing or with simple word responses
P1B5	Understand key words and familiar phrases
P1B6	Recognize patterns of sound in oral language, e.g., rhyming
P1B7	Listen for specific purposes and main ideas
P1B8	Hear and discriminate among a number of phonemes representing sounds specific to the English language

Primary Intermediate Essential Learnings

P1I1	Follow clear two/three-step directions in 1:1 situations
P1I2	Respond to familiar social language
P1I3	Respond to simple and some complex questions with words or phrases, e.g., either/or, who/how
P1I4	Comprehend stories, key concepts of content area information and oral presentations with contextual support, e.g., graphic organizers, posters, diagrams, charts
P1I5	Identify characters and sequence in a story

Primary Advanced Essential Learnings

P1A1	Follow multiple-step directions
P1A2	Follow meaning when working in pairs, small group, or whole class discussions on personal, social, or grade-level academic topics
P1A3	Demonstrate comprehension of read-aloud stories, content area information, and oral presentations with contextual support by paraphrasing, explaining, expressing opinions, etc.
P1A4	Respond to complex and content-related questions about newly learned information, e.g., compare and contrast
P1A5	Identify main idea and details in a story
P1A6	Demonstrate understanding of some idiomatic expressions by responding appropriately to such expressions as "hit the road."
P1A7	Generate questions to focus listening for purpose of predicting or to find specific information

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.

Primary Beginner Essential Learnings

P2B1	Use gestures, single words, and simple phrases in greetings, routine conversations and to communicate needs
P2B2	Use both social and academic learned vocabulary in context
P2B3	State basic personal information, e.g.: age, name, family members
P2B4	Participate in classroom group activities, e.g.: chants, songs, choral readings
P2B5	Retell simple stories and personal experiences using key words and phrases
P2B6	Respond to simple questions related to immediate context with single words, e.g.: yes/no, either/or, basic personal information
P2B7	Approximate pronunciation of a number of phonemes representing sounds particular to the English language and single words

Primary Intermediate Essential Learnings

P2I1	Imitate appropriate language in formal and informal settings
P2I2	Use vocabulary learned in content area lessons
P2I3	Use simple sentences to express needs and ideas about familiar topics in social and academic contexts
P2I4	Retell familiar stories and experiences using simple sentences
P2I5	Initiate conversation in social and academic settings using simple sentences
P2I6	Contribute to classroom and small group discussions by responding to and asking simple questions
P2I7	Approximate pronunciation, rhythm, stress and intonation of English

Primary Advanced Essential Learnings

P2A1	Communicate information and feelings clearly in conversations
P2A2	Contribute to classroom discussions by asking/answering questions, giving opinions, disagreeing, and sharing experiences
P2A3	Retells, narrates and paraphrases stories with descriptive detail including characters and setting
P2A4	Use both formal and informal language, e.g., interviewing, persuasive speech, with attention to grammar, vocabulary, intonation and pronunciation
P2A5	Use 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.

Primary Beginner Essential Learnings

P3B1	Recognize print carries meaning
P3B2	Recognize own name in print
P3B3	Demonstrate understanding of sound-symbol relationships appropriate to grade level
P3B4	Use illustrations and background knowledge to create meaning from read aloud stories
P3B5	Respond to simple stories read aloud using physical actions and other means of non-verbal communication, e.g.: matching objects, pointing, drawing, etc.
P3B6	Point out text features, e.g.: front and back cover, title, and author
P3B7	Show awareness of directionality
P3B8	Recognize English phonemes that students are already able to hear and produce
P3B9	Recognize patterns in written, e.g. rhyming, word families
P3B10	Recognize the difference between letters and numbers
P2B11	Demonstrate an understanding of prediction and sequence using key words and physical actions, e.g.: arranging a series of pictures into sequence

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.

Primary Intermediate Essential Learnings

P3I1	Read patterned language and familiar stories at appropriate grade level
P3I2	Has command of sound/symbol relationship and basic rules in word formation
P3I3	Show command of left/right directionality
P3I4	Recognize sight words which have been taught in context
P3I5	Use illustrations and background knowledge in combination with more complex vocabulary to create meaning and predict text
P3I6	Read and understand the meaning of words, phrases, and short sentences with familiar vocabulary and text independently
P3I7	Respond to simple stories read aloud using simple sentences
P3I8	Describe text features, e.g.: front and back cover, title, and author
P3I9	Demonstrate an understanding of prediction, main idea, and sequence using key words and simple sentences
P3I10	Demonstrate knowledge of grade-appropriate syntax by correcting some errors when reading aloud
P3I11	Comprehend key concepts of grade-appropriate content area text supported within an instructional unit
P3I12	Follow simple written directions

Primary Advanced Essential Learnings

P3A1	Use basic reading strategies to make text comprehensible and meaningful, e.g.: prior knowledge, previewing, reviewing, asking questions, predicting, self-correction
P3A2	Has command of sound/symbol relationship and basic rules of word formation in phrases, simple sentences, and simple texts
P3A3	Use knowledge of print conventions to construct meaning, e.g.: capitalization, commas, periods, questions marks
P3A4	Demonstrate ability to comprehend text and use new information to respond appropriately
P3A5	Respond appropriately to questions about main idea and story elements
P3A6	Answer questions about inferences, cause and effect, problem solving
P3A7	Summarize the essential elements of a story in logically connected sentences
P3A8	Demonstrate grade-appropriate syntax by correcting errors more consistently when reading
P3A9	Follow written directions

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.

Primary Beginners Essential Learnings

P4B1	Show awareness of directionality
P4B2	Reproduce upper and lower case letters legibly
P4B3	Write own name
P4B4	Recognize that oral language can be written
P4B5	Reproduce print seen in the environment
P4B6	Communicate prior knowledge through drawings, picture stories and captions
P4B7	Label familiar objects and pictures, including key parts of content area objects
P4B8	Write about personal experiences using pictures, letters and numbers
P4B9	Write pattern sentences with assistance
P4B10	Use familiar words presented and emphasized in content, e.g., literature, math and science area lessons.

Primary Intermediate Essential Learnings

P4I1	Demonstrate knowledge of directionality, space between words and upper/lower case letters
P4I2	Supply missing words in familiar or framed patterns
P4I3	Dictate and copy a simple sentence about a picture or experience
P4I4	Write a phrase or simple sentence about an event or character from a predictable text read aloud
P4I5	Write simple phrases/sentences about group or shared activity with assistance
P4I6	Write simple sentences with spelling approximations and accurate end punctuation
P4I7	Incorporate background knowledge into writing
P4I8	Use some sight words and familiar words correctly in writing
P4I9	Write a simple narrative with beginning, middle, and end including sequencing words, e.g., next, then with guidance
P4I10	Write a simple descriptive sentence based on observation and learned vocabulary related to content areas
P4I11	Use pre-writing strategies, e.g.: timelines, web, maps, pictures with assistance

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.

Primary Advanced Essential Learnings

P4A1	Write stories about a series of pictures sequentially and with details
P4A2	Proofread own writing
P4A3	Write a variety of sentences, e.g.: interrogative, declarative and exclamatory
P4A4	Write simple sentences and short paragraphs to demonstrate content area learning
P4A5	Write short narrative stories that include the elements of setting, characters and events
P4A6	Demonstrate effective use of organizational structures and transitional words
P4A7	Write expository compositions based on classroom activities and experiences, e.g.: science experiments, field trips
P4A8	Communicate in writing using a variety of genre, e.g.: expository, descriptive, letters, poetry, autobiography
P4A9	Use conventional spelling, capitalization, punctuation, grammar, and sentence structure

**English Language
Development
Standards
*Intermediate***

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.

Intermediate Beginner Essential Learnings

I1B1	Follow clear, one-step directions in 1:1 situations
I1B2	Respond non-verbally or in one- or two-word phrases to greetings and requests in 1:1 situations
I1B3	Respond to simple questions with one or two words in 1:1 situations, e.g.: yes/no, personal information, either/or
I1B4	Demonstrate comprehension of stories, information, and academic content by responding nonverbally, e.g.: listening, pointing, moving, matching, drawing and gesturing
I1B5	Understand key words and familiar phrases
I1B6	Recognize patterns of sound in oral language, e.g.: rhyming
I1B7	Listen for specific purposes and main ideas
I1B8	Hear and discriminate among a number of phonemes representing sounds specific to the English language

Intermediate Intermediate Essential Learnings

I1I1	Follow clear two/three-step directions in 1:1 situations
I1I2	Respond to familiar social language
I1I3	Respond to simple and some complex questions with words or phrases, e.g.: either/or, who/how
I1I4	Comprehend stories, key concepts of content area information and oral presentations with contextual support, e.g.: graphic organizers, posters, diagrams, charts
I1I5	Identify characters and sequence in a story

Intermediate Advanced Essential Learnings

I1A1	Follow multiple-step directions
I1A2	Follow meaning when working in pairs, small group, or whole class discussions on personal, social, or grade-level academic topics
I1A3	Demonstrate comprehension of read-aloud stories, content area information, and oral presentations with contextual support by paraphrasing, explaining, expressing opinions, etc.
I1A4	Respond to complex and content-related questions about newly learned information, e.g.: compare and contrast, describe
I1A5	Identify main idea and details in a story
I1A6	Demonstrate understanding of some idiomatic expressions by responding appropriately to such expressions as "hit the road."

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.

Intermediate Beginner Essential Learnings

I2B1	Use gestures, single words, and simple phrases in greetings, routine conversations and to communicate needs
I2B2	Use both social and academic learned vocabulary in context
I2B3	State basic personal information, e.g.: age, name, family members
I2B4	Participate in classroom group activities, e.g.: chants, songs, choral readings
I2B5	Retell predictable and familiar stories using single words and phrases
I2B6	Respond to simple questions related to immediate context with single words, e.g.: yes/open, either/or, basic personal information
I2B7	Approximate pronunciation of a number of phonemes and single words

Intermediate Intermediate Essential Learnings

I2I1	Use formal and informal register
I2I2	Use key content and descriptive vocabulary
I2I3	Communicate ideas using simple sentences in social and academic settings
I2I4	Retell familiar stories and identifies main idea and some details using phrases and sentences
I2I5	Initiate conversation in social and academic settings
I2I6	Contribute to classroom and small group discussions by responding to and asking simple questions
I2I7	Contribute to content area discussions in small groups by summarizing, defining, and explaining using simple sentences
I2I8	Use some humor
I2I9	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.

Intermediate Advanced Essential Learnings

I2A1	Communicate information, observations, and ideas, and expresses feelings clearly in conversations
I2A2	Engage in collaborative activities through a variety of student groupings to respond to literature and to share experiences, ideas, information and opinions
I2A3	Contribute to classroom discussions by asking/answering questions, giving opinions, disagreeing
I2A4	Retell, narrate and paraphrase stories with descriptive detail including characters, setting, plot, summary and analysis
I2A5	Use both formal and informal language, e.g.: interviewing, persuasive speech, with attention to grammar, vocabulary, intonation and pronunciation
I2A6	Use figurative language, e.g.: metaphors, similes, hyperbole
I2A7	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.

Intermediate Beginner Essential Learnings

I3B1	Demonstrates understanding of sound-symbol relationship in context and in own reading
I3B2	Uses illustrations and background knowledge to create meaning from read aloud stories
I3B3	Recognizes simple words, familiar phrases, and simple sentences
I3B4	Retells simple stories read aloud using non-verbal communication and one- or two-word responses, e.g.: matching objects, pointing, drawing, etc
I3B5	Recognizes sight words and content area vocabulary that have been taught in context
I3B6	Identifies the basic sequence of events and understands prediction in stories and information read aloud by using key words or pictures
I3B7	Follows one-step written directions; schedules, calendars
I3B8	Answers in one or two-word phrases literal questions about text

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.

Intermediate Intermediate Essential Learnings

I3I1	Has command of sound-symbol relationship and basic rules of word formation in own reading
I3I2	Understand the meaning of words, phrases, and short sentences with familiar vocabulary in text
I3I3	Retell and respond to stories/text using simple sentences
I3I4	Recognize some common root words, prefixes and suffixes when they are attached to known vocabulary
I3I5	Identify basic story elements and make predictions in stories and information using simple sentences
I3I6	Use a variety of reading strategies to interpret the meaning of unfamiliar words and gain information from text, print and media resources, e.g.: illustrations, decoding, word attack skills, background knowledge.
I3I7	Demonstrate knowledge of grade-appropriate syntax by correcting some errors when reading aloud
I3I8	Summarize and discusses text
I3I9	Comprehend key concepts of grade-appropriate content area text supported within an instructional unit
I3I10	Follow multi-step written directions

Intermediate Advanced Essential Learnings

I3A1	Apply reading strategies to understand more complex text and unfamiliar words, e.g.: decoding, previewing, skimming/scanning, problem solving, word attack skills, prior knowledge
I3A2	Comprehend grade-appropriate content area text with support
I3A3	Make inferences about information and ideas with reference to features in text
I3A4	Respond to stories/text by analyzing, summarizing, giving opinions, evaluation, justifying, examining, and explaining
I3A5	Recognize common root words, prefixes and suffixes
I3A6	Gather, read, organize, and interpret information related to academic content areas from various sources, e.g.: glossaries, indexes, reference books, magazines, textbooks, internet media presentations, charts, maps, graphs, diagrams
I3A7	Read aloud with confidence, accuracy, and fluency
I3A8	Follow multi-step written directions to complete assigned tasks independently
I3A9	Show awareness of language subtleties, e.g.: humor, common idioms, slang, and riddles

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.

Intermediate Beginners Essential Learnings

I4B1	Write the English alphabet legibly
I4B2	Write basic personal information
I4B3	Label familiar objects and pictures including key parts of content area objects
I4B4	Use print seen in the environment
I4B5	Communicate prior knowledge through drawing, picture stories and captions
I4B6	Write pattern sentences with assistance
I4B7	Write about personal experiences with support and using illustrations and simple phrases
I4B8	Use familiar words presented and emphasized in content, e.g.: literature, math and science area lessons
I4B9	Plan writing using webs, maps and pictures

Intermediate Intermediate Essential Learnings

I4I1	Respond to visual or written prompts using phrases and simple sentences
I4I2	Write simple sentences about an event or character from a predictable text
I4I3	Use standard word order and conventional spelling, punctuation, and capitalization in basic sentence patterns with support
I4I4	Use sight words correctly in writing
I4I5	Incorporate key content area vocabulary in writing
I4I6	Short descriptive and expository paragraphs for academic communication
I4I7	Use transition words to organize writing, e.g.: first, after that, in the beginning, later
I4I8	Use pre-writing strategies, e.g.: timelines, web, maps, pictures
I4I9	Write to express preferences and opinions
I4I10	Proofread and edit own writing
I4I11	Access classroom resources including electronic media to support independent writing

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.

Intermediate Advanced Essential Learnings

I4A1	Use print for social communication, e.g.: notes, invitations, e-mail, diary entries
I4A2	Respond appropriately to a prompt using narrative, expository, or persuasive writing
I4A3	Use a variety of sentence patterns with appropriate tenses and conventions
I4A4	Utilize topic sentences, supporting details, transitions, and conclusions when writing paragraphs
I4A5	Create multi-paragraphed narrative and expository compositions with a clear focus
I4A6	Use informational writing in content areas, e.g., recording a math problem-solving process, summarizing a social studies concept
I4A7	Write descriptions and comparisons, including the use of figurative language
I4A8	Use conventional spelling, capitalization, punctuation, grammar, and sentence structure
I4A9	Edit for conventions of writing and revise for appropriate word choice and organization
I4A10	Gather and organize information related to academic content areas from various sources in written reports