



KANSAS
CURRICULAR STANDARDS FOR
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Kansas State Department of Education

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Introduction

BACKGROUND AND PURPOSE

The Kansas State Department of Education (KSDE) began its review of the *Kansas Curricular Standards for English to Speakers of Other Languages (ESOL), 2004* by accepting ESOL Standards Committee member nominations that were solicited in October of 2008. By December, 25 committee members were selected to serve on the committee, along with two KSDE program consultants. The criteria used in selecting members included recommendations from peers, representation of rural and urban districts, all grade levels (including Pre-Kindergarten through post-secondary), all content areas, and all Kansas State Board of Education districts. Work to review the ESOL Standards began in February 2009 by examining recent research, nationally recognized standards, current and developing standards from other states, and Kansas content curricular standards. A twelve-member steering committee met during the summer and fall of 2009 to draft necessary revisions. By February 2010 a draft was posted on the KSDE website to solicit public input and feedback. Editing, formatting, and refining continued during the remainder of the year, instructional examples were added, and assessed indicators were discussed. A final draft was presented to the Kansas State Board of Education in February 2011. The standards were adopted at the March 2011 meeting.

The purpose of this document is to identify the ESOL standards that English learners (ELs) will be expected to master and provide a means to determine the progress of English language development. The standards focus on the language, its components and structure, and the communication skills that ELs need to access and understand the content curriculum and subject matter. These standards were written with the content standards and the Common Core Standards in mind and are to be used in conjunction with those standards. They are not meant to take the place of other standards; they are different from the others in terms of purpose and function. These standards are to be used by regular content area teachers as well as ESOL teachers to guide districts in planning local curricula, instruction, and assessments. They will serve as the basis for the development of state assessments in English language proficiency. However, this document is not a state-mandated curriculum. It does not provide lesson plans and does not present domains, clusters, or standards in any particular chronological order.

KANSAS ESOL STANDARDS DOCUMENT

The ESOL Standards document is composed of the four language domains of listening, speaking, reading, and writing. Within each domain are five to six clusters, or groups of related standards. Clusters are indicated within the document with a basic identification label such as “vocabulary”, “grammar”, “strategies”, or “comprehension of informational and literary texts.” The labels for the clusters appear in bold face in the Overview of Curricular Standards for English for Speakers of Other Languages. Within each cluster are one to eight standards - what students should be able to do with the language.

The Kansas K-12 ESOL standards are presented in five proficiency levels (Beginning, High Beginning, Intermediate, High Intermediate, and Advanced) which are based on those found in the Teachers of English to Speakers of Other Languages (TESOL) English Language Proficiency Standards. The Pre-K standards are presented in three proficiency levels (Beginning, Intermediate, and Advanced) to reflect the rapid increases in language development at that age. Descriptions of the five proficiency levels can be found in **Appendix A**. Proficiency levels indicate what could be expected of ELs and should be used to identify their current level of proficiency. The use and sophistication of vocabulary is one way that levels of proficiency are differentiated. For these vocabulary descriptions, refer to **Appendix B**. Another way that levels of proficiency are differentiated is through degrees and types of support needed. For further description of the degrees of support, refer to **Appendix C**.

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The grade groupings for the revised ESOL standards are Pre-Kindergarten (Pre-K), 1, 2, 3, 4-5 and 6-12. For the first time, Pre-K standards were created in response to the fact that several districts serve English learners in Pre-K programs. The committee determined that language and literacy expectations for Pre-K through grade three change substantially enough from year to year that, in order to describe expectations with adequate specificity, those grade levels should each have their own standards. Grades 6-12 were grouped together because, as the committee worked through the process of writing the standards, they realized that the standards being developed were identical for grades 6-8 and grades 9-12. The critical difference between those grades is the sophistication of vocabulary and depth of content and semantic knowledge. The expectation is that although the standards remain the same, instruction and assessment for grades 6-8 would be differentiated from instruction and assessment for grades 9-12 by the appropriate increase in language complexity.

ABOUT ENGLISH LEARNERS

The number of English learners in our state increases every year and is expected to continue to increase. Over the past five years, the number of ELs in Kansas has nearly doubled. The current EL population is over 45,000—almost nine percent of the entire student population in 2011. Students are identified as ELs if they have a primary language other than English or have a language other than English in the home, and are not yet proficient in English as measured by an English language proficiency assessment.

English learners are a heterogeneous group, facing many challenges as they enter school. Language is but one of them. They come to Kansas from all over the globe (including from within Kansas), with various cultural norms, literacy levels, educational experiences, and dominant languages. No two English learners are alike, even within the same culture or country of origin. Some ELs are new to the U.S. and are unfamiliar with U.S. culture and the school system in particular. They may be refugees, recent arrivals, or international adoptees. This includes students whose schooling has been interrupted for a variety of reasons, including war, poverty, or patterns of migration, as well as students coming from remote rural settings. These students may exhibit pre- or semi-literacy in their native language and perform significantly below grade level. However, many other ELs were born in the U.S. or have been living in the U.S. for many years. These ELs may be more familiar with U.S. culture in general. In addition, some children may have English as the dominant or strongest language. For others, English is a second, third or fourth language. Regardless of the additional challenges they face, ELs are expected to achieve at the same high levels in the core academic subjects and meet the same challenging state academic content and student academic achievement standards as all children, even though they may not have developed the English language skills or the vocabulary needed to function successfully at grade level in academic settings.

When students begin to learn English, they go through what is known as a “silent period.” They will be attentive and receptive, but will not produce much, if any, language. This silent period can last up to one year. When they begin producing language on their own they can be convincing in their fluency. They seem to be able to communicate very well, without searching for vocabulary, and sound near native-like in their intonation and fluency. However, in the field of second language acquisition, this is what is referred to as Basic Interpersonal Communication Skills (BICS). BICS refers to the aspects of language proficiency strongly associated with basic fluency in social interactions, including those that occur in a classroom, on the playground, or in the cafeteria. BICS is language that is informal and more dependent on face-to-face interaction, using gestures and concrete objects for reference. It is what might be referred to as the surface skills of listening or speaking. BICS generally develops within one to three years of exposure and practice with the new language.

In order to succeed in school, however, students need to know more than every day, social language. They also need to master the language used in the learning of academic content in formal schooling contexts. This includes aspects of language strongly associated with literacy and academic achievement, including specialized terms, technical language, speech registers, and general academic discourse. This language is known as Cognitive Academic Language Proficiency (CALP). It is context-reduced language, having fewer non-verbal cues and more abstract

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language. CALP generally develops after five to nine years of exposure and practice with the language. CALP requires linguistic knowledge and literacy skills necessary for academic work in combination with social language needed for communication.

One common myth about learning a second language is that younger students will have a quicker and easier time of learning a new language, while older students will find it more difficult and require more time. Contrary to this assumption, younger students do not necessarily learn a second language easier or more quickly, as they are still in the early stages of learning their first language. Frequently, young ELs are expected to learn English before they have had time to fully develop their native language. For those ELs who are not provided with first language development support, there is risk of delaying language development in both languages. It is critical that ELs be supported in developing their native language as fully as possible and not be expected to replace their native language with their new language, if supports are available to maintain and develop their first language. Older students often do not have more difficulty learning a second language as they come with generally better developed first languages and can rely on background knowledge and experience in learning a new language. Skills they have already developed are an asset that can be used to learn the new language.

It is also important to remember that language learning is not a linear process. Sometimes it is two steps forward and one step back. Often language learners will master a skill, then lose it for a time, and use it again at a later time. Although some might argue for a specific order of language learning, whereby some grammatical structures must be learned before others can be mastered, this is not always the case. Also, the first language and level of mastery of that language must be considered before we can determine whether a particular structure or feature of English will be mastered or understood easily.

In addition, ELs come to the classroom with very diverse backgrounds and academic experiences. Many newcomer students are well educated and highly literate in their first language, while others may have experienced limited or interrupted formal education, resulting in significant gaps in content knowledge and literacy skills. Some enter school at a similar level to their non-EL classmates, having similar background knowledge and formal education, ready to engage in the curriculum. Others may not have previous experience with formal schooling, written language skills (either due to the lack of schooling or the fact that their language is not a written language), or a point of reference for content area topics.

Adolescent newcomers (older students entering a U.S. school for the first time) may find themselves either ahead of or behind the lessons that are being taught. Students with limited formal schooling (LFS), also known as Students with Interrupted Formal Education (SIFE), are generally recent arrivals to the United States, whose backgrounds differ significantly from the school environment they are entering. Although not fully skilled in academics, these students possess valuable life skills that can serve as a basis for classroom learning. Instruction for this group should make use of native language when possible. Especially for these students, content lessons cannot be taught linearly; there is not enough time to begin with Kindergarten curriculum and wait for mastery before moving ahead to secondary curriculum. Likewise, language cannot be taught separate from the content; often it must be a simultaneous process. For students with no or limited literacy in any language, learning beginning reading skills such as alphabetic principles and basic phonics will be necessary. Standards that address these skills will not be found with the needed specificity of skills at the secondary level, but do exist in the earlier grades. Teachers who are working with adolescents needing basic literacy development are encouraged to look to the K-3 standards for guidance when planning instruction. These standards can also be used to guide beginning English literacy instruction for students who are literate in languages that do not use a Latin alphabet, such as Russian, Arabic, or Chinese.

Teachers should be explicit about the language demands of the content in their instruction. ELs do not have to wait to understand the language before the concept is introduced; they can learn language through content. They may already have knowledge about the concept but lack the language to talk about it. Teachers should consider the language proficiency of the student to determine the degree of support needed in order for

the student to understand the lesson and the content objective. It is especially important for ELs to have access to reading material that is both interesting and comprehensible to them. They should not be underexposed to the content material and the academic language that they are expected to learn. Therefore, when planning lessons for ELs, there will be two objectives for each lesson: one for content and one for language. An instructional example template, as found in **Appendix D**, is designed to show how teachers can plan for explicit language instruction through content-based learning. It is the responsibility of all teachers to ensure that ELs have the language they need in order to meaningfully access the content curriculum they are expected to master.

The education of ELs is the responsibility of all teachers and staff. As ELs are in classes all day outside of the ESOL classroom, their education and success are not solely the responsibility of the ESOL teacher or the ESOL department. All staff should know their students' learning styles, background, and how to tap in to their prior knowledge in order to build on it and transfer it to what they are learning across all content areas.

Document Publication

This document is available on the [Kansas State Dept. of Education website](http://www.ksde.org/Default.aspx?tabid=4694) at <http://www.ksde.org/Default.aspx?tabid=4694>.

Overview

Kansas Curricular Standards for English for Speakers of Other Languages (ESOL)

DOMAIN 1: LISTENING. English learners will listen to English to acquire language, comprehend and interpret meaning, and respond appropriately in interpersonal and academic contexts.

- Demonstrate comprehension of **vocabulary** presented orally and in context.
- Identify and differentiate **pronunciation and intonation patterns** to interpret meaning.
- Demonstrate **comprehension of oral instructions, questions, and prompts.**
- Demonstrate **comprehension of information presented orally.**
- Listen to and participate in **conversations and discussions.**

DOMAIN 2: SPEAKING. English learners will speak English fluently for a variety of interpersonal and academic purposes using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies.

- Use **vocabulary** to communicate effectively in speaking.
- Use Standard English **grammar** to speak clearly and accurately.
- Speak clearly using comprehensible **pronunciation, intonation,** and fluency.
- Express **personal information** and ideas.
- Communicate **academic information** with clarity and fluency.
- Participate in **conversations and discussions** on a variety of topics.

DOMAIN 3: READING. English learners will read English to acquire language and comprehend, analyze, interpret, and evaluate a variety of literary and informational texts.

- **Connect written text and spoken language.**
- Recognize and interpret meaning of **vocabulary and symbols** in print.
- Demonstrate **comprehension of informational and literary texts.**
- Demonstrate reading **fluency.**
- Use **strategies** to derive meaning from text.

DOMAIN 4: WRITING. English learners will write in English for a variety of interpersonal and academic purposes using appropriate vocabulary, grammar, and Standard English writing conventions.

- Use **vocabulary** to communicate effectively in writing.
- Use Standard English **grammar** to communicate clearly and accurately in writing.
- Use **writing conventions** of Standard English to communicate clearly and accurately.
- Write to express **personal information** and ideas.
- Write to convey **academic information.** (K-12)

Standards by Domain

Listening.....	9
Speaking	22
Reading.....	54
Writing.....	76

1. Listening

Pre-Kindergarten

Beginning	Intermediate	Advanced
Vocabulary		
1. Demonstrate comprehension of age-appropriate vocabulary within familiar, basic questions and simple academic directions, supported by simplified speech, repetition, and visual or non-verbal cues.	1. Demonstrate comprehension of age-appropriate vocabulary within familiar, basic questions and simple academic directions, supported by simplified speech, repetition, and visual or non-verbal cues.	1. Demonstrate comprehension of age-appropriate vocabulary, with minimal support.
2. Demonstrate recognition of word structures within familiar, simple speech to determine the meaning of words, supported by simplified language, repetition, and visual or non-verbal cues.	2. Demonstrate recognition of word structures to determine the meaning of words within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words, with minimal support.
Pronunciation and Intonation Patterns		
3. Distinguish common phonemes and phonemic patterns in initial and final consonant sounds.	3. Distinguish phonemes and phonemic patterns in initial and final positions and long vowel sounds.	3. Distinguish phonemes and phonemic patterns including blends and digraphs in initial, medial, and final positions.
4. Distinguish intonation patterns in familiar questions and statements.	4. Distinguish intonation patterns that affect meaning in less familiar questions, statements, and exclamations.	4. Distinguish intonation patterns and word stress that affect meaning in questions, statements, exclamations, and commands.
Comprehension of Oral Instructions, Questions, and Prompts		
5. Respond appropriately to classroom commands and instructions to complete age-appropriate tasks containing modeled one-step directions, supported by visual and/or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete age-appropriate tasks containing modeled directions, with repetition and visual or non-verbal support.	5. Respond appropriately to classroom commands and instructions to complete age-appropriate tasks, with minimal support.
6. Respond appropriately to short, simply-phrased questions about familiar topics, with support including repetition and visual cues.	6. Respond appropriately to a variety of age-appropriate questions that have simple language structures, with support including repetition and visual cues.	6. Respond appropriately to a variety of questions that contain age-appropriate vocabulary and language structures, with minimal support.
Comprehension of Information Presented Orally		
7. Demonstrate listening comprehension of content-related vocabulary about familiar information presented with simplified speech and visual support.	7. Demonstrate listening comprehension of topic, details and main idea about familiar and unfamiliar information presented in normal speech, with visual support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with minimal support.
Conversations and Discussions		
8. Demonstrate active listening strategies about personal topics by attending to the speaker nonverbally, making eye contact, and using appropriate gestures.	8. Demonstrate active listening strategies in social and age-appropriate academic settings by asking on-topic questions, with support.	8. Demonstrate active listening strategies by attending to the speaker and responding appropriately to deepen understanding, with minimal support.

1. Listening

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Demonstrate comprehension of grade-level vocabulary within familiar, basic questions and simple academic directions, supported by simplified speech, repetition, and visual or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary within simple questions and academic instruction, supported by repetition, visual and/or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary within most everyday conversations and academic instruction, with visual or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary, with minimal support.
2. Demonstrate recognition of word structures within familiar, simple speech to determine the meaning of words, when supported by simplified language, repetition, and visual or non-verbal cues.	2. Demonstrate recognition of word structures within simple questions and academic instruction to determine the meaning of words, when supported by repetition, visual and/or non-verbal cues.	2. Demonstrate recognition of word structures to determine the meaning of words within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words within most everyday conversations and academic instruction, with occasional visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words, with minimal support.
Pronunciation and Intonation Patterns				
3. Distinguish common phonemes and phonemic patterns in initial and final consonant sounds.	3. Distinguish phonemes and phonemic patterns in initial and final consonant sounds and short vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial and final positions and long vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial, medial, and final positions.	3. Distinguish phonemes and phonemic patterns including blends and digraphs in initial, medial, and final positions.
4. Distinguish intonation patterns in familiar questions and statements.	4. Distinguish intonation patterns that affect meaning in familiar questions, exclamations, and statements.	4. Distinguish intonation patterns that affect meaning in less familiar questions, statements, and exclamations.	4. Distinguish intonation patterns that affect meaning in questions, statements, exclamations, and commands.	4. Distinguish intonation patterns and word stress that affect meaning in questions, statements, exclamations, and commands.

1. Listening

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Oral Instructions, Questions, and Prompts				
5. Respond appropriately to simple classroom commands and instructions to complete grade-level tasks containing modeled, one-step directions, supported by visual and/or non-verbal cues.	5. Respond appropriately to simple classroom commands and instructions to complete grade-level tasks containing modeled two-step directions, supported by simplified speech, repetition, and visual or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled directions, with repetition and visual or non-verbal support.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing directions, with visual or non-verbal support.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks with minimal support.
6. Respond appropriately to short, simply-phrased questions about familiar topics, with support, including repetition and visual cues.	6. Respond appropriately to grade-level questions that contain simple language structures, with support, including repetition and visual cues.	6. Respond appropriately to a variety of grade-level questions that have simple language structures, with support, including repetition and visual cues.	6. Respond appropriately to grade-level questions that contain varied language structures, with support, including visual cues.	6. Respond appropriately to a variety of questions that contain grade-level vocabulary and language structures, with minimal support.
Comprehension of Information Presented Orally				
7. Demonstrate listening comprehension of content-related vocabulary about familiar information, presented with simplified speech and visual support.	7. Demonstrate listening comprehension of topic and details about familiar information presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic, details and main idea about familiar and unfamiliar information presented in normal speech, with visual support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with occasional support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with minimal support.
Conversations and Discussions				
8. Demonstrate active listening strategies about personal topics by attending to the speaker nonverbally, making eye contact, and using appropriate gestures.	8. Demonstrate active listening strategies in routine social and grade-level academic interactions by responding appropriately, with support.	8. Demonstrate active listening strategies in social and grade-level academic settings by asking on-topic questions, with support.	8. Demonstrate active listening strategies in social and grade-level academic settings by asking on-topic questions, with occasional support.	8. Demonstrate active listening strategies by attending to the speaker and responding appropriately to deepen understanding, with minimal support.

1. Listening

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Demonstrate comprehension of grade-level vocabulary within familiar, basic questions and simple academic directions, including multiple-meaning words and idioms, with simplified speech, repetition, and visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary within simple questions and academic instruction, including multiple-meaning words and idioms, with repetition, visual, and/or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms, within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms within most everyday conversations and academic instruction, with visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary, including multiple-meaning words and idioms, with minimal support.
2. Demonstrate recognition of word structures within familiar, simple speech to determine the meaning of words, when supported by simplified speech, repetition, and visual or non-verbal clues.	2. Demonstrate recognition of word structures within simple questions and academic instruction to determine the meaning of words, with repetition, visual and/or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words within most everyday conversations and academic instruction, with visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words, with minimal support.
Pronunciation and Intonation Patterns				
3. Distinguish common phonemes and phonemic patterns in initial and final consonant sounds.	3. Distinguish phonemes and phonemic patterns in initial and final consonant sounds and short vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial and final positions and long vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial, medial, and final positions.	3. Distinguish phonemes and phonemic patterns including blends and digraphs in initial, medial, and final positions.
4. Distinguish intonation patterns in familiar questions and statements.	4. Distinguish intonation patterns that affect meaning in familiar questions, exclamations, and statements.	4. Distinguish intonation patterns that affect meaning in less familiar questions, statements, and exclamations.	4. Distinguish intonation patterns that affect meaning in questions, statements, exclamations, and commands.	4. Distinguish intonation patterns and word stress that affect meaning in questions, statements, exclamations, and commands.

1. Listening

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Oral Instructions, Questions, and Prompts				
5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled one-step directions, with visual and/or non-verbal support.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled two-step directions, with simplified speech, repetition, and visual or non-verbal support.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled multi-step directions, with repetition and visual or non-verbal support.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing multi-step directions, with visual or non-verbal support.	5. Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes, with minimal support.
6. Respond appropriately to short, simply-phrased questions about familiar topics, with support.	6. Respond appropriately to grade-level questions that contain simple language structures, with support.	6. Respond appropriately to a variety of factual and inferential grade-level questions that have simple language structures, with support.	6. Respond appropriately to grade-level questions that contain complex language structures, with occasional support.	6. Respond appropriately to lengthy questions that contain grade-level vocabulary and language structures, with minimal support.
Comprehension of Information Presented Orally				
7. Demonstrate listening comprehension of content-related vocabulary about familiar information presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic and details about familiar information presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic, details and main idea about familiar and unfamiliar information presented in normal speech, with visual support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with occasional support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with minimal support.
Conversations and Discussions				
8. Demonstrate active listening strategies about personal topics by attending to the speaker nonverbally, making eye contact, and using appropriate gestures.	8. Demonstrate active listening strategies in routine social and grade-level academic interactions by responding appropriately, with support.	8. Demonstrate active listening strategies in social and grade-level academic settings by asking on-topic questions, with support.	8. Demonstrate active listening strategies in social and grade-level academic settings by asking on-topic questions, with occasional support.	8. Demonstrate active listening strategies by attending to the speaker and responding appropriately to deepen understanding, with minimal support.

1. Listening

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Demonstrate comprehension of grade-level vocabulary within familiar, basic questions and simple academic directions, including multiple-meaning words and idioms, supported by simplified speech, repetition, and visual or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary within simple questions and academic instruction, including multiple-meaning words and idioms, supported by repetition, visual and/or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms within most everyday conversations and academic instruction, with visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms, with minimal support.
2. Demonstrate recognition of word structures within familiar, simple speech to determine the meaning of words, supported by simplified speech, repetition, and visual or non-verbal cues.	2. Demonstrate recognition of word structures within simple questions and academic instruction to determine the meaning of words, supported by repetition, visual and/or non-verbal cues.	2. Demonstrate recognition of word structures to determine the meaning of words within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words within most everyday conversations and academic instruction, with visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words, with minimal support.
Pronunciation and Intonation Patterns				
3. Distinguish common phonemes and phonemic patterns in initial and final consonant sounds.	3. Distinguish phonemes and phonemic patterns in initial and final consonant sounds and short vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial and final positions and long vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial, medial and final positions.	3. Distinguish phonemes and phonemic patterns including blends and digraphs in initial, medial and final positions.
4. Distinguish intonation patterns in familiar questions and statements.	4. Distinguish intonation patterns that affect meaning in familiar questions, exclamations, and statements.	4. Distinguish intonation patterns that affect meaning in less familiar questions, statements, and exclamations.	4. Distinguish intonation patterns that affect meaning in questions, statements, exclamations, and commands.	4. Distinguish intonation patterns and word stress that affect meaning in questions, statements, exclamations, and commands.

Grade 2

1. Listening

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Oral Instructions, Questions, and Prompts				
5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled one-step directions, supported by visual and/or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled two-step directions, supported by simplified speech, repetition, and visual or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled multi-step directions, with repetition and visual or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing multi-step directions, with visual or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete multi-step grade-level tasks.
6. Respond appropriately to short, simply phrased questions about familiar topics.	6. Respond appropriately to grade-level questions that contain simple language structures.	6. Respond appropriately to a variety of factual and inferential grade-level questions that have simple language structures.	6. Respond appropriately to grade-level questions that contain complex language structures.	6. Respond appropriately to a variety of factual and inferential grade-level questions and prompts.
Comprehension of Information Presented Orally				
7. Demonstrate listening comprehension of content presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic and details about familiar information presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic, details and main idea about familiar and unfamiliar information presented in normal speech, with visual support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with occasional support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with minimal support.
Conversations and Discussions				
8. Demonstrate active listening strategies about familiar topics by attending to the speaker nonverbally, making eye contact and using appropriate gestures.	8. Demonstrate active listening strategies in routine social and grade-level academic interactions by responding appropriately, with support.	8. Demonstrate active listening strategies in social and grade-level academic interactions by asking on-topic questions, with support.	8. Demonstrate active listening strategies in social and grade-level academic interactions by asking on-topic questions.	8. Demonstrate active listening strategies by attending to the speaker and responding appropriately to clarify and understand, and retelling.

1. Listening

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Demonstrate comprehension of grade-level vocabulary within familiar, basic questions and simple academic directions, including multiple-meaning words and idioms, supported by simplified speech, repetition, and visual or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary within simple questions and academic instruction, including multiple-meaning words and idioms, when supported by repetition, visual and/or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary, including multiple-meaning words and idioms, within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary, including multiple-meaning words and idioms, within most everyday conversations and academic instruction, with occasional visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary, including multiple-meaning words and idioms, with minimal support.
2. Demonstrate recognition of word structures within familiar, simple speech to determine the meaning of words, when supported by simplified speech, repetition, and visual or non-verbal cues.	2. Demonstrate recognition of word structures within simple questions and academic instruction to determine the meaning of words, when supported by repetition, visual and or non-verbal cues.	2. Demonstrate recognition of word structures to determine the meaning of words within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words within most everyday conversations and academic instruction, with occasional support cues.	2. Demonstrate recognition of word structures to determine the meaning of words, with minimal support.
Pronunciation and Intonation Patterns				
3. Distinguish common phonemes and phonemic patterns in initial and final consonant sounds.	3. Distinguish phonemes and phonemic patterns in initial and final consonant sounds and short vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial and final positions and long vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial, medial and final positions.	3. Distinguish phonemes and phonemic patterns including blends and digraphs in initial, medial and final positions.
4. Distinguish intonation patterns in familiar questions and statements.	4. Distinguish intonation patterns that affect meaning in familiar questions, exclamations, and statements.	4. Distinguish intonation patterns that affect meaning in less familiar questions, statements, and exclamations.	4. Distinguish intonation patterns that affect meaning in questions, statements, exclamations, and commands.	4. Distinguish intonation patterns and word stress that affect meaning in questions, statements, exclamations, and commands.

1. Listening

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Oral Instructions, Questions, and Prompts				
5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled one-step directions, supported by visual and or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled two-step directions, when supported by simplified speech, repetition, and visual or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled multi-step directions, with repetition and visual or non-verbal support.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing multi-step directions, with occasional support.	5. Respond appropriately to classroom commands and instructions to complete multi-step grade-level tasks, with minimal support.
6. Respond appropriately to short, simply phrased questions about familiar topics.	6. Respond appropriately to grade-level questions that contain simple language structures.	6. Respond appropriately to a variety of factual and inferential grade-level questions that have simple language structures.	6. Respond appropriately to grade-level questions that contain complex language structures.	6. Respond appropriately to a variety of factual and inferential grade-level questions and prompts.
Comprehension of Information Presented Orally				
7. Demonstrate listening comprehension of content presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic and details about familiar information, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic, details and main idea about familiar and unfamiliar information presented in normal speech, with visual support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with occasional support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with minimal support.
Conversations and Discussions				
8. Demonstrate active listening strategies about familiar topics by attending to the speaker nonverbally, making eye contact and using appropriate gestures.	8. Demonstrate active listening strategies in routine social and grade-level academic interactions by responding appropriately, with support.	8. Demonstrate active listening strategies in social and grade-level academic interactions by asking on-topic questions, with support.	8. Demonstrate active listening strategies in social and grade-level academic interactions by asking on-topic questions, with occasional support.	8. Demonstrate active listening strategies by attending to the speaker and responding appropriately to clarify and understand, and retelling, with minimal support.

1. Listening

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Demonstrate comprehension of grade-level vocabulary within familiar, basic questions and simple academic instruction, including multiple-meaning words and idioms, when supported by simplified speech, repetition, and visual or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary within simple questions and academic instruction, including multiple-meaning words and idioms, when supported by repetition, visual and/or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms within most everyday conversations and academic instruction, with visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms, with minimal support.
2. Demonstrate recognition of word structures within familiar, simple speech to determine the meaning of words, when supported by simplified speech, repetition, and visual or nonverbal cues.	2. Demonstrate recognition of word structures within simple questions and academic instruction to determine the meaning of words, when supported by repetition, visual and/or non-verbal cues.	2. Demonstrate recognition of word structures to determine the meaning of words within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words within most everyday conversations and academic instruction, with visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words, with minimal support.
Pronunciation and Intonation Patterns				
3. Distinguish common phonemes and phonemic patterns in initial and final consonant sounds.	3. Distinguish phonemes and phonemic patterns in initial and final consonant sounds and short vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial and final positions and long vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial, medial, and final positions.	3. Distinguish phonemes and phonemic patterns including blends and digraphs in initial, medial, and final positions.
4. Distinguish intonation patterns in familiar questions and commands.	4. Distinguish intonation patterns that affect meaning in familiar questions, exclamations, and commands.	4. Distinguish intonation patterns that affect meaning in less familiar questions, exclamations, commands and statements.	4. Distinguish intonation patterns that affect meaning in questions, exclamations, commands, and statements.	4. Distinguish intonation patterns and word stress that affect meaning in questions, exclamations, commands, and statements.

1. Listening

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Oral Instructions, Questions, and Prompts				
5. Respond appropriately to classroom commands or instructions to complete grade-level tasks containing modeled one-step directions, supported by visual and/or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled two-step directions, supported by simplified speech, repetition, and visual or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled multi-step directions, with repetition and visual or non-verbal support.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing multi-step directions, with visual or non-verbal support.	5. Respond appropriately to multi-step instructions with minimal support to complete grade-level tasks.
6. Respond appropriately to short, simply-phrased questions about familiar topics.	6. Respond appropriately to grade-level questions that contain simple language structures.	6. Respond appropriately to a variety of factual and inferential grade-level questions that have simple language structures.	6. Respond appropriately to grade-level questions that contain complex language structures, with occasional support.	6. Respond appropriately to lengthy questions that contain grade-level vocabulary and language structures, with minimal support.
Comprehension of Information Presented Orally				
7. Demonstrate listening comprehension of content-related vocabulary about familiar information presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic and details about familiar information presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic, details and main idea about familiar and unfamiliar information presented in normal speech, with visual support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with occasional support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with minimal support.
Conversations and Discussions				
8. Demonstrate active listening strategies about personal topics by attending to the speaker nonverbally, making eye contact and using appropriate gestures.	8. Demonstrate active listening strategies in routine social and grade-level academic interactions by responding appropriately with support.	8. Demonstrate active listening strategies in social and grade-level academic interactions by asking on-topic questions with support.	8. Demonstrate active listening strategies in social and grade-level academic interactions by asking on-topic questions.	8. Demonstrate active listening strategies by attending to the speaker, summarizing main point, and responding appropriately to clarify and understand.

1. Listening

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Demonstrate comprehension of high-frequency, concrete vocabulary, including cognates, with support of pictures, gestures, and realia.	1. Demonstrate comprehension of high-frequency vocabulary, including multiple-meaning words, with support of graphic organizers and modeling.	1. Demonstrate comprehension of grade-level and content-specific vocabulary, including commonly used idioms and multiple-meaning words, with support of visuals, outlines, and context clues.	1. Demonstrate comprehension of grade-level and content-specific vocabulary, including idiomatic and figurative language, with context clues.	1. Demonstrate comprehension of grade-level and content-specific vocabulary, including idiomatic and figurative language, with minimal support.
2. Demonstrate recognition of word structure to determine the meaning of words, with support of pictures, gestures, and repetition.	2. Demonstrate recognition of word structure to determine the meaning of words, with support of visuals, actions, and modeling.	2. Demonstrate recognition of word structure to determine the meaning of words, with visual support and context clues.	2. Demonstrate recognition of word structure to determine the meaning of words, using context clues.	2. Use word structure to determine the meaning of words.
Pronunciation and Intonation Patterns				
3. Demonstrate recognition of regular phonemes, phonemic patterns, and minimal pairs.	3. Demonstrate recognition of regular and irregular phonemes and phonemic patterns in context.	3. Distinguish regular and irregular phonemic patterns.	3. Apply knowledge of phonemes and phonemic patterns to decode multisyllabic words.	3. Apply knowledge of phonemes and phonemic patterns to comprehend and infer meaning.
4. Demonstrate recognition of pronunciation patterns that affect meaning including rising or falling intonation in questions and statements.	4. Demonstrate recognition of pronunciation patterns that affect meaning including stress, rhythm, and intonation in simple statements, questions, and exclamations.	4. Demonstrate recognition of pronunciation patterns that affect meaning including stress, rhythm, and intonation in a variety of verbal messages.	4. Demonstrate recognition of pronunciation patterns that affect meaning including pacing, intonation, and pitch in a variety of verbal messages.	4. Analyze pronunciation patterns that convey meaning and expression.

1. Listening

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Oral Instructions, Questions, and Prompts				
5. Respond appropriately to simple instructions containing modeled one-step directions to complete grade-level tasks, supported by visual and/or non-verbal cues.	5. Respond appropriately to instructions given orally to complete grade-level tasks containing modeled two-step directions, supported by simplified speech, repetition, and visual or non-verbal cues.	5. Respond appropriately to multi-step instructions and ask questions to complete grade-level tasks, with support.	5. Respond appropriately to complex instructions, questions and prompts to complete grade-level tasks, with occasional support.	5. Respond appropriately to lengthy and complex instructions, questions and prompts to complete grade-level tasks, with minimal support.
Comprehension of Information Presented Orally				
6. Demonstrate listening comprehension of familiar content, presented with simplified speech and visual support, by responding non-verbally or performing tasks with pictures and single words.	6. Demonstrate listening comprehension of a topic and details about familiar information, presented with simplified speech and visual support.	6. Demonstrate listening comprehension of topic, details, and main idea about familiar and unfamiliar information, presented in normal speech, with visual support.	6. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with occasional support.	6. Demonstrate comprehension skills for a variety of listening purposes and settings, including figurative language and idiomatic expressions, by performing grade-level tasks, with minimal support.
Conversations and Discussions				
7. Demonstrate comprehension of routine social interactions by attending to the speaker nonverbally.	7. Demonstrate comprehension of social interactions by attending to the speaker and responding verbally and non-verbally.	7. Demonstrate comprehension of social and grade-level academic interactions by attending to the speaker, asking for clarification, and offering opinions during discussions.	7. Demonstrate comprehension of social grade-level academic interactions by attending to the speaker, contributing relevant comments, and relating prior knowledge during discussions.	7. Demonstrate comprehension of academic interactions in small group and whole-class discussions by listening critically for the argument, drawing conclusions, and summarizing and/or paraphrasing.

2. Speaking

Pre-Kindergarten

Beginning	Intermediate	Advanced
Vocabulary		
1. Use basic, concrete age-appropriate content-specific vocabulary, about familiar information, within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use age-appropriate content specific vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use age-appropriate content specific vocabulary within academic discussions, with minimal support.
2. Use general vocabulary terms from all parts of speech about familiar topics, with visual, non-verbal and text support.	2. Use general vocabulary terms from all parts of speech within scaffolded academic discussions, with visual, non-verbal and text support.	2. Use expressive age-appropriate vocabulary within academic discussions, with minimal support.
Grammar		
3. Repeat correct word order in modeled short phrases, highly patterned statements, and questions, with repetition and visual or non-verbal cues.	3. Use correct word order in simple statements and questions, with visual or non-verbal support.	3. Use correct word order in varied simple statements and questions, with minimal support.
4. Use subject-verb agreement in highly patterned simple statements, with visual support.	4. Use simple sentences and questions with subject-verb agreement, with support.	4. Use subject-verb agreement and personal noun and pronoun agreement, with minimal support.
5. Use noun-pronoun agreement in simple statements, with visual support.	5. Use noun-pronoun agreement in simple statements and questions, with support.	5. Use personal noun and pronoun agreement, with minimal support.
6. Use present progressive tense of common verbs within short phrases, highly patterned statements, and learned questions, with modeling and visual support.	6. Use verb tenses within simple statements and questions to indicate present, past, and future events, with modeling and visual support.	6. Use verb tenses to indicate present, past, and future events, with minimal support.
Pronunciation, Intonation		
7. Use comprehensible pronunciation, enunciation, intonation, and fluency in age-appropriate oral language tasks, using words, phrases, and simple sentences when repeating after a model.	7. Use comprehensible pronunciation, enunciation, intonation, and fluency in age-appropriate oral language tasks and presentations, with modeling and support.	7. Speak clearly enough to be heard and understood in a variety of settings, using verbal and non-verbal techniques useful in communication.
Personal Information		
8. Express personal information and ideas, using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	8. Express personal information and ideas, using sentences that include details, with support such as sentence frames and modeled presentations.	8. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
9. Express opinions and feelings, using words, with support such as modeled vocabulary, props, and visual cues.	9. Express opinions and feelings, using simple modeled sentences, with support such as props and visual cues.	9. Express opinions and feelings using sentences that include reasons and/or details, with minimal support.
10. Express needs and wants, using words, with support such as modeled language, props, and visual cues.	10. Express needs and wants, using simple modeled sentences, with support such as props and visual cues.	10. Express needs and wants in a variety of situations, providing reasons and/or details, and using verbal and non-verbal techniques, with minimal support.

2. Speaking

Pre-Kindergarten

Beginning	Intermediate	Advanced
Academic Information		
11. Explain age-appropriate academic procedures, using gestures, pictures, single words, and modeled phrases.	11. Explain age-appropriate two-step academic procedures, using simple sentences.	11. Explain multi-step academic procedures, using age-appropriate language and structures, with minimal support.
12. Retell events, stories, and experiences, using gestures, pictures, single words, and modeled phrases.	12. Retell events, stories, and experiences, using simple sentences with support.	12. Retell main ideas and details of events, stories, and experiences, using age-appropriate language and structures, with minimal support.
13. Describe attributes of people, places, and things, using gestures, pictures, and basic adjectives.	13. Describe and compare attributes and characteristics of people, places, and things, using simple language structures, with support.	13. Describe and compare attributes and characteristics of people, places, and things, using age-appropriate language and structures, with minimal support.
14. Express predictions of future events, using gestures, pictures, single words, and modeled phrases.	14. Express predictions, probability, and future events, using simple sentences, with support.	14. Express predictions, probability, and future events, using age-appropriate language and structures, with minimal support.
15. Express cause-effect relationships using gestures, pictures, single words, and modeled phrases.	15. Express cause-effect relationships, using simple sentences including <i>because</i> and <i>if/then</i> statements, with support.	15. Express cause-effect relationships, using appropriate signal words, with minimal support.
Conversations and Discussions		
16. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, in short conversations and simple discussions.	16. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in age-appropriate academic discourse and small-group discussions.	16. Use organization and delivery strategies to participate in conversations and age-appropriate academic discussions.
17. Repeat and ask modeled questions to gain basic information.	17. Ask simple questions to gain information and clarify academic content.	17. Ask a variety of questions to gain information and clarify academic content.

2. Speaking

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use basic, concrete, grade-level, content-specific vocabulary, about familiar information within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete, grade-level, content-specific vocabulary within simple questions and statements, when supported by repetition, visual, non-verbal and text support.	1. Use content-specific, grade-level vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use content-specific, grade-level vocabulary within academic discussions, with occasional visual and text support.	1. Use content-specific grade level vocabulary within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions, within phrases, one-word responses, and memorized responses about familiar topics, with visual, non-verbal, and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, supported by visual, non-verbal, and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions with visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions with occasional visual and text support.	2. Use general academic vocabulary within academic discussions with minimal support.
3. Use general vocabulary terms, from all parts of speech, about familiar topics, with visual, non-verbal and text support.	3. Use general vocabulary terms, from all parts of speech, within simple questions and statements, supported by visual, non-verbal, and text support.	3. Use general vocabulary terms, from all parts of speech, within scaffolded interpersonal discussions, with visual, non-verbal, and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional visual and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

2. Speaking

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
4. Repeat correct word order in modeled short phrases, highly patterned statements, and questions, with repetition and visual and/or non-verbal cues.	4. Use correct word order in modeled short phrases, highly patterned statements, and questions, with repetition and visual and/or non-verbal cues.	4. Use correct word order in simple statements and questions, with visual and/or non-verbal support.	4. Use correct word order in simple statements and questions, with occasional support.	4. Use correct word order in varied simple statements and questions, with minimal support.
5. Use subject-verb agreement in highly patterned simple statements, with support.	5. Use subject-verb agreement in simple statements and questions, with support.	5. Use simple sentences and questions with subject-verb agreement, with support.	5. Use sentences with subject-verb agreement, with occasional support.	5. Use subject-verb agreement, with minimal support.
6. Use noun-pronoun agreement in simple statements, with visual support.	6. Use noun-pronoun agreement in simple statements and questions, with visual support.	6. Use noun-pronoun agreement in simple statements and questions, with support.	6. Use sentences with noun-pronoun agreement, with occasional support.	6. Use personal noun and pronoun agreement, with minimal support.
7. Use present progressive tense of common verbs within short phrases, highly patterned statements, and learned questions, with modeling and visual support.	7. Use verb tenses within simple statements and questions to indicate present and future events, with modeling and visual support.	7. Use verb tenses within simple statements and questions to indicate present, past, and future events, with modeling and visual support.	7. Use verb tenses to indicate present, past, and future events, with occasional support.	7. Use verb tenses to indicate present, past, and future events, with minimal support.
Pronunciation, Intonation				
8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks, using words, phrases, and simple sentences, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks, such as reciting sentences to retell a story, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks and presentations, with modeling and support.	8. Use comprehensible pronunciation, enunciation, intonation, fluency, and verbal/non-verbal techniques in spontaneous situations and grade-level oral presentations, with modeling and occasional support.	8. Speak clearly enough to be heard and understood in a variety of settings, using verbal and non-verbal techniques useful in communication, with minimal support.

2. Speaking

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Personal Information				
9. Express personal information and ideas, using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas, using simple modeled sentences, with support such as props and visual cues.	9. Express personal information and ideas, using sentences that include details, with support such as sentence frames and modeled presentations.	9. Express personal information and ideas in a variety of situations, with support such as modeling and prompting for additional detail.	9. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
10. Express opinions and feelings, using words, with support such as modeled vocabulary, props, and visual cues.	10. Express opinions and feelings, using words, phrases, and memorized patterns, with support such as modeling, props, and visual cues.	10. Express opinions and feelings, using simple modeled sentences, with support such as props and visual cues.	10. Express opinions and feelings, using sentences that include reasons and/or details, with support such as sentence stems, sentence frames, and visual cues.	10. Express opinions and feelings, using sentences that include reasons and/or details, with minimal support.
11. Express needs and wants, using words, with support such as modeled language, props, and visual cues.	11. Express needs and wants, using words, phrases, and memorized patterns, with support such as modeled language, props, and visual cues.	11. Express needs and wants, using simple modeled sentences, with support such as props and visual cues.	11. Express needs and wants, using sentences and providing details, with support such as sentence stems, sentence frames, and visual cues.	11. Express needs and wants in a variety of situations, providing reasons and/or details, and using verbal and non-verbal techniques, with minimal support.

2. Speaking

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
12. Explain grade-level academic procedures, using gestures, pictures, single words, and modeled phrases.	12. Explain grade-level academic procedures, using short phrases.	12. Explain grade-level two-step academic procedures, using simple sentences.	12. Explain grade-level multi-step academic procedures, using simple sentences.	12. Explain multi-step academic procedures, using grade-level language and structures, with minimal support.
13. Retell events, stories, and experiences, using gestures, pictures, single words, and modeled phrases.	13. Retell events, stories, and experiences, using short phrases and modeled simple sentences with support.	13. Retell events, stories, and experiences, using simple sentences with support.	13. Retell the main idea and details of events, stories, and experiences, using simple sentences, with occasional support.	13. Retell main ideas and details of events, stories, and experiences, using grade-level language and structures, with minimal support.
14. Describe attributes of people, places, and things, using gestures, pictures, and basic adjectives.	14. Describe and compare attributes of people, places, and things, using adjectives in phrases and modeled simple sentences, with support.	14. Describe and compare attributes and characteristics of people, places, and things, using simple language structures, with support.	14. Describe and compare attributes and characteristics of people, places, and things, using simple language structures, with occasional support.	14. Describe and compare attributes and characteristics of people, places, and things, using grade-level language and structures, with minimal support.
15. Express predictions of future events, using gestures, pictures, single words, and modeled phrases.	15. Express predictions and future events, using phrases and modeled simple sentences, with support.	15. Express predictions, probability, and future events, using simple sentences, with support.	15. Express predictions, probability, and future events, using simple sentences, with occasional support.	14. Express predictions, probability, and future events, using grade-level language and structures, with minimal support.
16. Express cause-effect relationships, using gestures, pictures, single words, and modeled phrases.	16. Express cause-effect relationships, using phrases and modeled simple sentences, including <i>because</i> , with support.	16. Express cause-effect relationships, using simple sentences, including <i>because</i> and <i>if/then</i> statements, with support.	16. Express cause-effect relationships, using simple sentences, including <i>because</i> and <i>if/then</i> statements, with occasional support.	16. Express cause-effect relationships, using appropriate signal words, with minimal support.

2. Speaking

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Conversations and Discussions				
17. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, in short conversations and simple discussions.	17. Use verbal and non-verbal communication techniques, including volume and proximity, in short paired or small-group discussions.	17. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in grade-level academic discourse and small-group discussions.	17. Use verbal and non-verbal communication techniques, including appropriate register, to participate in grade-level academic discourse and large group discussions.	17. Use organization and delivery strategies to participate in conversations and grade-level academic discourse and discussions.
18. Repeat and ask modeled questions to gain basic information.	18. Ask simple questions to gain basic information and clarify academic content, with support of modeling.	18. Ask simple questions to gain information and clarify academic content.	18. Ask questions to gain information and clarify academic content.	18. Ask a variety of questions to gain information and clarify academic content.

Grade 1

2. Speaking

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use basic concrete grade-level content-specific vocabulary, about familiar information within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete grade-level content-specific vocabulary within simple questions and statements, supported by repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with occasional support.	1. Use grade-level content-specific, vocabulary within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions within phrases, one-word responses, and memorized responses about familiar topics, with visual, non-verbal and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, supported by visual, non-verbal and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions, with visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions, with occasional support.	2. Use general academic vocabulary within academic discussions, with minimal support.
3. Use general vocabulary terms from all parts of speech about familiar topics, with visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within simple questions and statements, supported by visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within scaffolded interpersonal discussions, with visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

Grade 1

2. Speaking

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
4. Repeat correct word order in modeled short phrases, highly patterned statements, and questions, with repetition and visual and/or non-verbal support.	4. Use correct word order in modeled short phrases, highly patterned statements, and questions, with repetition and visual and/or non-verbal support.	4. Use correct word order in simple statements and questions, with visual and/or non-verbal support.	4. Use correct word order in simple statements and questions, with occasional support.	4. Use correct word order in varied simple statements and questions, with minimal support.
5. Use subject-verb agreement in highly patterned simple statements, with visual support.	5. Use subject-verb agreement in simple statements and questions, with visual support.	5. Use simple sentences and questions with subject-verb agreement, with support.	5. Use sentences with subject-verb agreement, with occasional support.	5. Use subject-verb agreement and personal noun and pronoun agreement, with minimal support.
6. Use noun-pronoun agreement in simple statements, with visual support.	6. Use noun-pronoun agreement in simple statements and questions, with visual support.	6. Use noun-pronoun agreement in simple statements and questions, with support.	6. Use sentences with noun-pronoun agreement, with occasional support.	6. Use personal noun and pronoun agreement, with minimal support.
7. Use present progressive tense of common verbs within short phrases, highly patterned statements, and learned questions, with modeling and visual support.	7. Use verb tenses within simple statements and questions to indicate present and future events, with modeling and visual support.	7. Use verb tenses within simple statements and questions to indicate present, past, and future events, with modeling and visual support.	7. Use verb tenses to indicate present, past, and future vents, with occasional support.	7. Use verb tenses to indicate present, past, and future events, with minimal support.
Pronunciation, Intonation				
8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks using words, phrases, and simple sentences, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks such as reciting sentences to retell a story, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks and presentations, with modeling and support.	8. Use comprehensible pronunciation, enunciation, intonation, fluency, and verbal/non-verbal techniques in spontaneous situations and grade-level oral presentations, with modeling and occasional support.	8. Speak clearly enough to be heard and understood in a variety of settings, using verbal and non-verbal techniques useful in communication, with minimal support.

2. Speaking

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Personal Information				
9. Express personal information and ideas using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas using simple modeled sentences, with support such as props and visual cues.	9. Express personal information and ideas using sentences that include details, with support such as sentence frames and modeled presentations.	9. Express personal information and ideas in a variety of situations, with support such as modeling and prompting for additional detail.	9. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
10. Express opinions and feelings using words, with support such as modeled vocabulary, props, and visual cues.	10. Express opinions and feelings using words, phrases, and memorized patterns, with support such as modeling, props, and visual cues.	10. Express opinions and feelings using simple modeled sentences, with support such as props and visual cues.	10. Express opinions and feelings using sentences that include reasons and/or details, with support such as sentence stems, sentence frames, and visual cues.	10. Express opinions and feelings using sentences that include reasons and/or details, with minimal support.
11. Express needs and wants using words, with support such as modeled language, props, and visual cues.	11. Express needs and wants using words, phrases, and memorized patterns, with support such as modeled language, props, and visual cues.	11. Express needs and wants using simple modeled sentences, with support such as props and visual cues.	11. Express needs and wants using sentences and providing details, with support such as sentence stems, sentence frames, and visual cues.	11. Express needs and wants in a variety of situations providing reasons and/or details, and using verbal and non-verbal techniques, with minimal support.

2. Speaking

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
12. Explain grade-level academic procedures, using gestures, pictures, single words, and modeled phrases.	12. Explain grade-level academic procedures, using short phrases.	12. Explain grade-level two-step academic procedures, using simple sentences.	12. Explain grade-level multi-step academic procedures, using simple sentences.	12. Explain multi-step academic procedures, using grade-level language and structures, with minimal support.
13. Retell events, stories, and experiences, using gestures, pictures, single words, and modeled phrases.	13. Retell events, stories, and experiences, using short phrases and modeled simple sentences, with support.	13. Retell events, stories, and experiences, using simple sentences, with support.	13. Retell the main idea and details of events, stories, and experiences, using simple sentences, with occasional support.	13. Retell main ideas and details of events, stories, and experiences, using grade-level language and structures, with minimal support.
14. Describe attributes of people, places, and things, using gestures, pictures, and basic adjectives.	14. Describe and compare attributes of people, places, and things, using adjectives in phrases and modeled simple sentences, with support.	14. Describe and compare attributes and characteristics of people, places, and things, using simple language structures, with support.	14. Describe and compare attributes and characteristics of people, places, and things, using simple language structures, with occasional support.	14. Describe and compare attributes and characteristics of people, places, and things, using grade-level language and structures, with minimal support.
15. Express predictions of future events, using gestures, pictures, single words, and modeled phrases.	15. Express predictions and future events, using phrases and modeled simple sentences, with support.	15. Express predictions, probability, and future events, using simple sentences, with support.	15. Express predictions, probability, and future events, using simple sentences, with occasional support.	15. Express predictions, probability, and future events, using grade-level language and structures, with minimal support.
16. Express cause-effect relationships, using gestures, pictures, single words, and modeled phrases.	16. Express cause-effect relationships, using phrases and modeled simple sentences, including because, with support.	16. Express cause-effect relationships, using simple sentences, including because and if/then statements, with support.	16. Express cause-effect relationships, using simple sentences, including because and if/then statements, with occasional support.	16. Express cause-effect relationships, using appropriate signal words, with minimal support.

Grade 1

2. Speaking

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Conversations and Discussions				
17. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, in short conversations and simple discussions.	17. Use verbal and non-verbal communication techniques, including volume and proximity, in short paired or small-group discussions.	17. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in grade-level academic discourse and small-group discussions.	17. Use verbal and non-verbal communication techniques, including appropriate register, to participate in grade-level academic discourse and large-group discussions.	17. Use organization and delivery strategies to participate in conversations and grade-level academic discourse and discussions.
18. Repeat and ask modeled questions to gain basic information.	18. Ask simple questions to gain basic information and clarify academic content, with support of modeling.	18. Ask simple questions to gain information and clarify academic content.	18. Ask questions to gain information and clarify academic content.	18. Ask a variety of questions to gain information and clarify academic content.

Grade 2

2. Speaking

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use basic, concrete grade-level content-specific vocabulary about familiar information, within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete grade-level content-specific vocabulary within simple questions and statements, supported by repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with occasional visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions within phrases, one-word responses, and memorized responses about familiar topics, with visual, non-verbal and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, supported by visual, non-verbal and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions, with visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions, with occasional support	2. Use general academic vocabulary within academic discussions, with minimal support.
3. Use general vocabulary terms from all parts of speech, about familiar topics, with visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech, within simple questions and statements, supported by visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech, within scaffolded interpersonal discussions, with visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

2. Speaking

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
4. Use appropriate word order in modeled short phrases, highly patterned statements, and questions, with visual support.	4. Use appropriate word order in simple statements and questions, with visual support.	4. Use appropriate word order in simple and compound statements and questions, with visual support.	4. Use appropriate word order in complete and correct statements and questions, with support.	4. Use appropriate word order in complete and correct declarative, interrogative, imperative, and exclamatory sentences, with minimal support.
5. Use subject-verb agreement in highly patterned simple statements, with visual support.	5. Use subject-verb agreement in simple statements and questions, with visual support.	5. Use subject-verb agreement in simple and compound statements and questions, with visual support.	5. Use subject-verb agreement in a variety of statements and questions, with support.	5. Use singular subjects with singular verbs and plural subjects with plural verbs, with minimal support.
6. Use present tense of common verbs, with modeling and visual support.	6. Use verb tenses to indicate present and future events, with modeling and visual support.	6. Use verb tenses to indicate present, past, and future events, with modeling and visual support.	6. Use verb tenses to indicate present, past, and future events, with support.	6. Use verb tenses to indicate present, past, and future events, with minimal support.
7. Use simple transitional words to communicate a message, with visual support.	7. Use basic transitional words among sentences to communicate a logical message, with visual support.	7. Use grade-level transitional words and phrases to communicate a cohesive and logical message, with visual text support.	7. Use grade-level transitional words and phrases to create cohesive and logical messages, with occasional support.	7. Use a variety of grade-level transitions to communicate cohesive and logical messages and presentations, with minimal support.
Pronunciation, Intonation				
8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks, using words, phrases, and simple sentences, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks such as reciting sentences to retell a story, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks and presentations, with modeling and multimedia support.	8. Use comprehensible pronunciation, enunciation, intonation, fluency, and verbal/non-verbal techniques in spontaneous situations and grade-level oral presentations, with modeling and multimedia support.	8. Speak clearly enough to be heard and understood in a variety of situations for a variety of purposes, using appropriate non-verbal techniques to enhance communication, with minimal support.

2. Speaking

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Personal Information				
9. Express personal information and ideas using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas using simple modeled sentences, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas including stating a position and supporting it with reasons, with support such as sentence stems and sentence frames.	9. Express personal information and ideas including delivering oral presentations, with support such as modeling and prompting for additional detail.	9. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
10. Express opinions and feelings using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	10. Express opinions and feelings using simple sentences, with support such as modeling, props, and visual cues.	10. Express opinions and feelings including stating a position and supporting it with reasons, with support of sentence stems and sentence frames.	10. Express opinions and feelings while engaging in one-on-one and small group discussions, with support such as modeling and prompting for additional detail.	10. Express opinions and feelings while engaging in a variety of discussions, with minimal support.
11. Express needs and wants using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	11. Express needs and wants using simple sentences, with support such as restating modeled sentences, props, and visual cues.	11. Express needs and wants, including a reason, with support such as props, sentence stems, and sentence frames.	11. Express needs and wants, including multiple reasons, with support such as modeling and prompting for additional detail.	11. Express needs and wants, including multiple reasons using appropriate verbal and non-verbal techniques, with minimal support.

2. Speaking

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
12. Explain familiar grade-level academic procedures using single words or short phrases, with support.	12. Explain grade-level academic procedures using sentences, with support.	12. Explain grade-level two-step academic procedures using complex sentences, with support.	12. Explain grade-level multi-step academic procedures using complex sentences, with occasional support.	12. Explain grade-level multi-step academic procedures using complex language structures, with minimal support.
13. Retell events, stories, and experiences using pictures, words, and short phrases, with support.	13. Retell events, stories, and experiences using simple sentences, with support.	13. Retell events, stories and experiences using sentences, with support.	13. Retell the main idea and details of events, stories, and experiences using multiple sentences, with occasional support.	13. Retell main ideas and details of events, stories, and experiences using grade-level language structures, with minimal support.
14. Describe attributes of people, places, and things using simple words and short phrases, and basic adjectives, with support.	14. Describe and compare attributes of people, places, and things using adjectives in phrases and simple sentences, with support.	14. Describe and compare attributes and characteristics of people, places, and things using sentences, with support.	14. Describe and compare factual attributes and characteristics of people, places, and things using multiple sentences, with occasional support.	14. Describe and compare factual and implied attributes and characteristics of people, places, and things using grade-level language structures, with minimal support.
15. Express predictions of future events using simple words and short phrases, with support.	15. Express predictions and future events using phrases and simple sentences, with support.	15. Express predictions, probability, and future events using sentences, with support.	15. Express predictions, probability, and future events using multiple sentences, with occasional support.	15. Express predictions, probability, and future events using grade-level language structures, with minimal support.
16. Express cause-effect relationships using simple words or phrases, with pictures or graphic organizers for support.	16. Express cause-effect relationships using phrases and simple sentences, including because, with support.	16. Express cause-effect relationships using sentences, including because and if/then statements, with support.	16. Express cause-effect relationships using multiple sentences, including because, so, and if/then statements, with occasional support.	16. Express cause-effect relationships using signal words and grade-level language structures, with minimal support.

Grade 2

2. Speaking

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Conversations and Discussions				
17. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, to participate in short conversations and simple discussions.	17. Use verbal and non-verbal communication techniques, including volume and proximity, in short paired or small-group discussions.	17. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in grade-level academic discourse and small-group discussions.	17. Use verbal and non-verbal communication techniques, including register, in grade-level academic discourse and large-group discussions.	17. Use organization and delivery strategies to participate in conversations and academic discourse and discussions.
18. Repeat and ask modeled questions to gain basic information.	18. Ask simple questions to gain basic information and clarify academic content, with support of modeling.	18. Ask simple questions to gain basic information and clarify academic content, with support.	18. Ask questions to gain information and clarify academic content, with occasional support.	18. Ask a variety of questions to gain information and clarify academic content, with minimal support.

Grade 3

2. Speaking

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use basic, concrete grade-level content-specific vocabulary, about familiar information within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete grade-level content-specific vocabulary within simple questions and statements, supported by repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with occasional visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary, within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions within phrases, one-word responses, and memorized responses about familiar topics, with visual, non-verbal and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, supported by visual, non-verbal and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions, with visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions, with occasional visual, non-verbal and text support.	2. Use general academic vocabulary within academic discussions, with minimal support.
3. Use general vocabulary terms from all parts of speech about familiar topics, with visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within simple questions and statements, supported by visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within scaffolded interpersonal discussions, with visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

Grade 3

2. Speaking

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
4. Use appropriate word order in modeled short phrases, highly patterned statements, and questions, with support.	4. Use appropriate word order in simple statements and questions, with support.	4. Use appropriate word order in simple and compound statements and questions, with support.	4. Use appropriate word order in complete and correct statements and questions, with occasional support.	4. Use appropriate word order in complete and correct declarative, interrogative, imperative, and exclamatory sentences, with minimal support.
5. Use subject-verb agreement in highly patterned simple statements, with support.	5. Use subject-verb agreement in simple statements and questions, with support.	5. Use subject-verb agreement in simple and compound statements and questions, with support.	5. Use subject-verb agreement in a variety of statements and questions, with occasional support.	5. Use singular subjects with singular verbs and plural subjects with plural verbs, with minimal support.
6. Use present tense of common verbs, with modeling and visual support.	6. Use verb tenses to indicate present and future events, with modeling and visual support.	6. Use verb tenses to indicate present, past, and future events, with modeling and visual support.	6. Use verb tenses to indicate present, past, and future events, with occasional support.	6. Use verb tenses to indicate present, past, and future events, with minimal support.
7. Use simple transitional words to communicate a message, with support.	7. Use basic transitional words among sentences to communicate a logical message, with support.	7. Use grade-level transitional words and phrases to communicate a cohesive and logical message, with support.	7. Use grade-level transitional words and phrases to create cohesive and logical messages, with occasional support.	7. Use a variety of grade-level transitions to communicate cohesive and logical messages and presentations, with minimal support.
Pronunciation, Intonation				
8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks, using words, phrases, and simple sentences, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks such as reciting sentences to retell a story, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks and presentations, with modeling and multimedia support.	8. Use comprehensible pronunciation, enunciation, intonation, fluency, and verbal/non-verbal techniques in spontaneous situations and grade-level oral presentations, with modeling and multimedia support.	8. Speak clearly enough to be heard and understood in a variety of situations for a variety of purposes, using appropriate non-verbal techniques to enhance communication, with minimal support.

2. Speaking

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Personal Information				
9. Express personal information and ideas using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas using simple modeled sentences, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas, including stating a position and supporting it with reasons, with support such as sentence stems and sentence frames.	9. Express personal information and ideas, including delivering oral presentations, with support such as modeling and prompting for additional details.	9. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
10. Express opinions and feelings using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	10. Express opinions and feelings using simple sentences, with support such as modeling, props, and visual cues.	10. Express opinions and feelings, including stating a position and supporting it with reasons, with support of sentence stems and sentence frames.	10. Express opinions and feelings while engaging in one-on-one and small group discussions, with support such as modeling and prompting for additional details.	10. Express opinions and feelings within a variety of discussions, with minimal support.
11. Express needs and wants using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	11. Express needs and wants using simple sentences, with support such as restating modeled sentences, props, and visual cues.	11. Express needs and wants, with support such as props, sentence stems, and sentence frames.	11. Express needs and wants, including multiple reasons, with support such as modeling and prompting for additional details.	11. Express needs and wants, including multiple reasons, using appropriate verbal and non-verbal techniques, with minimal support.

2. Speaking

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
12. Explain familiar grade-level academic procedures using single words or short phrases, with support.	12. Explain grade-level academic procedures using sentences, with support.	12. Explain grade-level two-step academic procedures using complex sentences, with support.	12. Explain grade-level multi-step academic procedures using complex sentences, with occasional support.	12. Explain grade-level multi-step academic procedures using complex language structures, with minimal support.
13. Retell events, stories, and experiences using pictures, words, and short phrases, with support.	13. Retell events, stories, and experiences using simple sentences, with support.	13. Retell events, stories and experiences using sentences, with support.	13. Retell the main idea and details of events, stories, and experiences using multiple sentences, with occasional support.	13. Retell main ideas and details of events, stories, and experiences using grade-level language structures, with minimal support.
14. Describe attributes of people, places, and things using simple words and short phrases, and basic adjectives, with support.	14. Describe and compare attributes of people, places, and things using adjectives in phrases and simple sentences, with support.	14. Describe and compare attributes and characteristics of people, places, and things using sentences, with support.	14. Describe and compare factual attributes and characteristics of people, places, and things using multiple sentences, with occasional support.	14. Describe and compare factual and implied attributes and characteristics of people, places, and things using grade-level language structures, with minimal support.
15. Express predictions of future events using simple words and short phrases, with support.	15. Express predictions and future events using phrases and simple sentences, with support.	15. Express predictions, probability, and future events using sentences, with support.	15. Express predictions, probability, and future events using multiple sentences, with occasional support.	15. Express predictions, probability, and future events using grade-level language structures, with minimal support.
16. Express cause-effect relationships using simple words or phrases, with pictures or graphic organizers for support.	16. Express cause-effect relationships using phrases and simple sentences, including because, with support.	16. Express cause-effect relationships using sentences, including because and if/then statements, with support.	16. Express cause-effect relationships using multiple sentences, including because, so, and if/then statements, with occasional support.	16. Express cause-effect relationships using signal words and grade-level language structures, with minimal support.

Grade 3

2. Speaking

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Conversations and Discussions				
17. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, to participate in short conversations and simple discussions.	17. Use verbal and non-verbal communication techniques, including volume and proximity, in short paired or small-group discussions.	17. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in grade-level academic discourse and small-group discussions.	17. Use verbal and non-verbal communication techniques, including register, in grade-level academic discourse and large-group discussions.	17. Use organization and delivery strategies to participate in conversations and academic discourse and discussions.
18. Repeat and ask modeled questions to gain basic information.	18. Ask simple questions to gain basic information and clarify academic content, with support of modeling.	18. Ask simple questions to gain basic information and clarify academic content, with support.	18. Ask questions to gain information and clarify academic content, with occasional support.	18. Ask a variety of questions to gain information and clarify academic content, with minimal support.

2. Speaking

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use basic, concrete, grade-level content-specific vocabulary, about familiar information within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete grade-level content-specific vocabulary within simple questions and statements, with repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within scaffolded academic discussions, with repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with occasional visual and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions within phrases, one-word responses, and memorized responses about familiar topics, with repetition, visual, non-verbal and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, with repetition, visual, non-verbal and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions, with repetition, visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions, with occasional visual and text support.	2. Use general academic vocabulary within academic discussions, with minimal support.
3. Use general vocabulary terms from all parts of speech about familiar topics, with repetition, visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within simple questions and statements, with repetition, visual, non-verbal and text support.	3. Use expressive vocabulary terms from all parts of speech within scaffolded interpersonal discussions, with repetition, visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional visual and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

2. Speaking

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
4. Use appropriate word order in modeled short phrases, highly patterned statements, and questions, with support.	4. Use appropriate word order in simple statements and questions, with support.	4. Use appropriate word order in simple and compound statements and questions, with support.	4. Use appropriate word order in simple, compound, and complex statements and questions, with occasional support.	4. Use appropriate word order in conversations or presentations using simple to complex statements and questions, with minimal support.
5. Use subject-verb agreement in highly patterned simple statements, with support.	5. Use subject-verb agreement in simple statements and questions, with support.	5. Use subject-verb agreement in simple and compound statements and questions, with support.	5. Use subject-verb agreement in simple, compound, and complex statements and questions, with occasional support.	5. Use subject-verb agreement in conversations or presentations using simple to complex statements and questions with compound subjects and verbs, with minimal support.
6. Use present tense of common verbs, with support.	6. Use past, present, and future verb tenses, with support.	6. Use past, present, future, and progressive verb tenses of regular and high-frequency irregular verbs, with support.	6. Use past, present, future, progressive, and conditional verb forms in conversations and presentations, with occasional support.	6. Use past, present, future, progressive, and conditional verb tenses in conversations and presentations, with minimal support.
7. Use simple transitional words and phrases, with support.	7. Use grade-level transitional words and phrases to create a logical message, with support.	7. Use grade-level transitional words and phrases to create a cohesive and logical message, with support.	7. Use grade-level transitional words and phrases to create cohesive and logical messages, with occasional support.	7. Use grade-level transitional words, phrases, and appositives to communicate cohesive and logical messages and presentations, with minimal support.
Pronunciation, Intonation				
8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks using words, phrases, and simple sentences, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks and presentations, with modeling and multimedia support.	8. Use comprehensible pronunciation, enunciation, intonation, fluency, and verbal/non-verbal techniques in spontaneous situations and grade-level oral language tasks and presentations, with occasional modeling and multimedia support.	8. Demonstrate appropriate volume, articulation, pronunciation, enunciation, intonation, pacing, timing, and stress on grade-level tasks and presentations, with minimal support.

2. Speaking

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Personal Information				
9. Express personal/ autobiographical information and ideas using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	9. Express personal/ autobiographical information and ideas using simple sentences, with support such as modeling, props, and visual cues.	9. Express personal/ autobiographical information and ideas, supported by sentence stems, sentence frames, props, and visual cues.	9. Express personal/ autobiographical information and ideas, including delivering oral presentations, with support such as modeling and prompting for additional detail.	9. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
10. Express opinions and feelings using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	10. Express opinions and feelings using simple sentences, with support such as modeling, props, and visual cues.	10. Express opinions and feelings, including stating a position and supporting it with reasons, with support of sentence stems, sentence frames, props, and visual cues.	10. Express opinions and feelings while engaging in one-on-one and small group discussions, with support such as modeling and prompting for additional detail.	10. Express opinions and feelings while engaging in a variety of discussions, with minimal support.
11. Express needs and wants using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	11. Express needs and wants using simple sentences, with support such as modeling, props, and visual cues.	11. Express needs and wants in sentences, including a reason, supported by sentence stems, sentence frames, props, and visual cues.	11. Express needs and wants in sentences, including multiple reasons, with support such as modeling and prompting for additional detail.	11. Express needs and wants, including multiple reasons and using appropriate non-verbal techniques such as posture, eye contact, facial expressions, and gestures.

2. Speaking

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
12. Explain grade-level academic procedures using single words or short phrases, with support.	12. Explain grade-level academic procedures using simple sentences, with support.	12. Explain grade-level two-step academic procedures using complex sentences, with support.	12. Explain grade-level multi-step academic procedures using complex sentences, with occasional support.	12. Explain grade-level multi-step academic procedures using complex language structures, with minimal support.
13. Retell events, stories, and experiences using pictures, words, and short phrases, with support.	13. Retell events, stories, and experiences using simple sentences, with support.	13. Retell events, stories and experiences using complex sentences, with support.	13. Retell the main idea and details of events, stories, and experiences using complex sentences, with occasional support.	13. Retell main ideas and details of events, stories, and experiences using complex language structures, with minimal support.
14. Describe attributes of people, places, and things, using simple words, short phrases, and basic adjectives, with support.	14. Describe and compare attributes of people, places, and things, using adjectives in phrases and simple sentences, with support.	14. Describe and compare attributes and characteristics of people, places, and things, using complex sentences, with support.	14. Describe and compare factual attributes and characteristics of people, places, and things, using complex sentences, with occasional support.	14. Describe and compare factual and implied attributes and characteristics of people, places, and things, using simple to complex sentences, with minimal support.
15. Express predictions of future events using simple words and short phrases, with support.	15. Express predictions and future events using phrases and simple sentences, with support.	15. Express predictions, probability, and future events using complex sentences, with support.	15. Express predictions, probability, and future events using complex sentences, with occasional support.	15. Express predictions, probability, and future events using complex language structures, with minimal support.
16. Express cause-effect relationships using simple words or phrases, with pictures or graphic organizers for support.	16. Express cause-effect relationships using phrases and simple sentences, including because, with support.	16. Express cause-effect relationships using complex language structures, including because and if/then statements, with support.	16. Express cause-effect relationships using complex sentences, including because, so, and if/then statements, with occasional support.	16. Express cause-effect relationships using complex language structures, including because, so, and if/then statements, with minimal support.
17. Justify positions and persuades others to agree using simple words or phrases, with pictures or graphic organizers for support.	17. Justify positions and persuades others to agree using phrases and simple sentences, with support.	17. Justify positions and persuades others to agree using varied and complex sentences, with support.	17. Justify positions and persuades others to agree using details and rhetorical structures, with occasional support.	17. Justify positions and persuades others to agree using a variety of language and rhetorical structures, with minimal support.

2. Speaking

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Conversations and Discussions				
18. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, to participate in short conversations and simple discussions.	18. Use verbal and non-verbal communication techniques, including volume and proximity, to participate in short paired or small-group discussions.	18. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, to participate in grade-level academic discourse and small-group discussions.	18. Use verbal and non-verbal communication techniques, including register, in grade-level academic discourse and large-group discussions.	18. Use organization and delivery strategies to participate in conversations and academic discourse and discussions.
19. Ask modeled questions to gain basic information and clarify academic content.	19. Ask simple questions to gain basic information and clarify academic content.	19. Ask modeled complex questions to gain basic information and clarify academic content.	19. Ask complex questions to gain information and clarify academic content.	19. Ask a variety of questions to gain information, clarify academic content, and participate in discussions.

2. Speaking

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use basic, concrete grade-level content-specific vocabulary about familiar information within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete grade-level content-specific vocabulary within simple questions and statements, supported by repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with occasional visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions, within phrases, one-word responses, and memorized responses about familiar topics, with visual, non-verbal and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, supported by visual, non-verbal and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions, with visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions, with occasional visual, non-verbal and text support.	2. Use general academic vocabulary within academic discussions, with minimal support.
3. Use general vocabulary terms from all parts of speech about familiar topics, with visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within simple questions and statements, supported by visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within scaffolded interpersonal discussions, with visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

2. Speaking

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
4. Use correct word order in modeled short phrases, highly patterned statements, and questions, with support.	4. Use correct word order in simple statements and questions, with support.	4. Use correct word order in simple and compound statements and questions, with support.	4. Control language by using correct word order in extemporaneous conversations and academic presentations, with occasional support.	4. Control language by using correct word order in a variety of complex sentences and extemporaneous conversations and academic presentations, with minimal support.
5. Use subject-verb agreement in highly patterned simple statements, with support.	5. Use subject-verb agreement in simple statements and questions with a single subject and verb, with support.	5. Use subject-verb agreement in simple and compound statements and questions, with support.	5. Control language in conversations and academic presentations by using subject-verb agreement in simple, compound, and complex statements and questions, with occasional support.	5. Control language by using subject-verb agreement with compound subjects and verbs in conversations, conditional clauses, and academic presentations, with minimal support.
6. Use simple present tense of common verbs, with support.	6. Use past, present, future, and progressive verb tenses, with support.	6. Use past, present, future, and progressive verb tenses of regular and irregular verbs, with support.	6. Control language by using past, present, future, progressive and conditional verb forms in extended discourse, with occasional support.	6. Control language by using past, present, future, progressive and conditional verb forms in active and passive voice in extended discourse, with minimal support.
7. Use simple adjectives and regular plural forms of common nouns, with support.	7. Use regular and irregular plural forms of common nouns, with support.	7. Use adjectives, including comparative and superlative forms, with support.	7. Control language by using compound adjective and complex noun structures appropriately in extended discourse, with occasional support.	7. Control language by using compound adjective comparisons (more, less, most, least) with multisyllabic adjectives, with minimal support.
8. Use simple transitional words and phrases to create a logical message within simple sentences, with support.	8. Use grade-level transitional words and phrases to create a logical message within sentences, with support.	8. Use grade-level transitional words and phrases to create a cohesive and logical message within sentences, with support.	8. Use grade-level transitional words and phrases to create cohesive and logical messages within and among sentences, with occasional support.	8. Use transitional words, phrases, and appositives to communicate cohesive and logical grade-level messages in conversations and presentations, with minimal support.

2. Speaking

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Pronunciation, Intonation				
9. Use comprehensible pronunciation, enunciation, intonation, and fluency in words, phrases, and simple sentences when repeating after a model.	9. Use comprehensible pronunciation, enunciation, intonation, and fluency in phrases and sentences when repeating after a model.	9. Use comprehensible pronunciation, enunciation, intonation, and fluency when repeating or reciting sentences in structured oral language tasks.	9. Use proper pronunciation, enunciation, intonation, fluency, and non-verbal techniques in controlled and spontaneous oral language tasks, with modeling and multimedia support.	9. Employ proper eye contact, speaking rate, volume, pronunciation, enunciation, and gestures to communicate ideas clearly and effectively, with minimal support.
Personal Information				
10. Express personal/ autobiographical information and ideas using short phrases and memorized patterns, with support such as modeled language and visual cues.	10. Express personal/ autobiographical information and ideas using simple sentences, with support such as restating modeled sentences and visual cues.	10. Express personal/ autobiographical information and ideas using sentences, with support such as sentence stems, sentence frames, and notes.	10. Express personal/ autobiographical information and ideas, including delivering oral presentations, with support such as modeling and prompting for additional detail.	10. Express personal/ autobiographical information and ideas in extemporaneous conversations and oral presentations.
11. Express opinions and feelings using short phrases and memorized patterns, with support such as modeled language and visual cues.	11. Express opinions and feelings using simple sentences, with support such as restating modeled sentences and visual cues.	11. Express opinions and feelings using sentences, with support such as sentence stems, sentence frames, and notes.	11. Express opinions and feelings with details while engaging in discussions, with support of modeling and prompting.	11. Support assertions and judgments with sound evidence.
12. Express needs and wants using short phrases and memorized patterns, with support of modeled language and visual cues.	12. Express needs and wants using simple sentences, with support of modeled sentences and visual cues.	12. Express needs and wants in sentences including a reason, with support such as sentence stems and sentence frames.	12. Express needs and wants in sentences with detail and multiple reasons supported by modeling and prompting.	12. Extemporaneously express detailed needs and wants in extended discourse using appropriate non-verbal techniques.

2. Speaking

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
13. Explain grade-level academic procedures using single words or short phrases, with support.	13. Explain grade-level academic procedures using simple sentences, with support.	13. Explain grade-level two-step academic procedures using complex sentences, with support.	13. Explain grade-level multi-step academic procedures using complex language structures, with occasional support.	13. Extemporaneously explain grade-level multi-step academic procedures using varied language and vocabulary, with minimal support.
14. Retell events, stories, and experiences using pictures, words, and short phrases, with support.	14. Retell events, stories, and experiences using simple sentences, with support.	14. Retell events, stories and experiences using complex sentences, with support.	14. Retell the main idea and details of events, stories, and experiences using complex sentences, with occasional support.	14. Retell main ideas and details of events, stories, and experiences using complex language structures, with minimal support.
15. Describe attributes of people, places, and things using simple words, short phrases, and basic adjectives, with support.	15. Describe and compare attributes of people, places, and things using adjectives in phrases and simple sentences, with support.	15. Describe and compare attributes and characteristics of people, places, and things using complex sentences, with support.	15. Describe and compare factual attributes and characteristics of people, places, and things using varied language and vocabulary, with occasional support.	15. Describe and compare factual and implied attributes and characteristics of people, places, and things using complex language structures, with minimal support.
16. Express predictions of future events using simple words and short phrases, with support.	16. Express predictions and future events using phrases and simple sentences, with support.	16. Express predictions, probability, and future events using multiple and varied sentences, with support.	16. Express predictions, probability, and future events using details and rhetorical structures, with occasional support.	16. Express predictions, probability, and future events in extended discourse with varied language and rhetorical structures, with minimal support.
17. Express cause-effect relationships using simple words or phrases, with pictures or graphic organizers for support.	17. Express cause-effect relationships using phrases and simple sentences, with support.	17. Express cause-effect relationships using varied and complex sentences, with support.	17. Express cause-effect relationships using details, signal words, and rhetorical structures, with occasional support.	17. Express cause-effect relationships in detail utilizing a variety of language and rhetorical structures, with minimal support.
18. Justify positions and persuades others to agree, using simple words or phrases, with pictures or graphic organizers for support.	18. Justify positions and persuades others to agree, using phrases and simple sentences, with support.	18. Justify positions and persuades others to agree, using varied and complex sentences, with support.	18. Justify positions and persuades others to agree, using details and rhetorical structures, with occasional support.	18. Justify positions and persuades others to agree, using a variety of language and rhetorical structures, with minimal support.

2. Speaking

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Conversations and Discussions				
19. Use basic communication strategies, including taking turns and eye contact, to participate in short interpersonal interactions and simple discussions.	19. Use communication strategies, including voice volume and proximity, to participate in short paired or small-group discussions.	19. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in grade-level academic discourse and small-group discussions.	19. Use verbal and non-verbal communication techniques, including register, in grade-level academic discourse and discussions.	19. Participate in and contributes to large-and small-group collaboration for a variety of assigned and self-selected purposes.
20. Ask modeled questions to gain basic information and clarify academic content.	20. Ask simple questions to gain basic information and clarify academic content.	20. Ask modeled complex questions to gain basic information and clarify academic content.	20. Initiate questions to gain information and clarify academic content.	20. Ask appropriate questions for clarification and extension.

3. Reading

Pre-Kindergarten

Beginning	Intermediate	Advanced
Connect Written Text and Spoken Language		
1. Match identical letters, with support.	1. Identify some letters of the alphabet, with support.	1. Identify some letters of the alphabet in known and unknown words, with support.
2. Repeat consonant sounds, with modeling.	2. Recognize consonant sounds, with visual support.	2. Identify some letter sounds including initial and final consonants, with support.
3. Repeat rhyming words, with support.	3. Identify rhyming words in a sentence, with support.	3. Produce sentences with rhyming and alliteration, with support.
Vocabulary and Symbols		
4. Recognize environmental print, with support of illustrations.	4. Recognize environmental print and symbols, with support of illustrations.	4. Recognize signs, symbols, labels, and environmental print, with support of illustrations, charts, and visuals.
5. Identify pictures of common words, with support of gestures, actions, and modeling.	5. Identify and categorize pictures of common words such as colors, numbers, and letters, with modeling.	5. Identify and categorize age-appropriate words with pictures into categories, with modeling.
Comprehension of Informational and Literary Texts		
6. Repeat a fact in informational texts, with support.	6. Identify a fact in informational texts, with support.	6. Identify the topic in informational texts, with support.
7. Identify an event in literary texts, with support.	7. Identify events in literary texts, with support.	7. Identify the events in sequence (beginning, middle and end) in literary texts, with support.
8. Identify the characters of a story, with support.	8. Identify the characters and setting of a story, with support.	8. Identify elements of literary texts including characters and setting, with minimal support.
Fluency		
9. Demonstrate understanding of correct book position, with support.	9. Demonstrate understanding of basic concepts of print including looking at pages left to right and top to bottom, with support.	9. Point to words in and runs finger along text pretending to read.
Strategies		
10. Prepare for reading by demonstrating connections to the text using non-verbal and simple verbal responses, with support.	10. Prepare for reading by demonstrating connections to the text and making predictions, using non-verbal, simple verbal responses and phrases, with support.	10. Prepare for reading by demonstrating connections to the text and making predictions using a variety of responses, with minimal support.
11. During reading, demonstrate connections to the text using non-verbal and simple verbal responses, with support.	11. During reading, demonstrate connections to the text using non-verbal, simple verbal responses and phrases, with support.	11. During reading, demonstrate connections to the text using a variety of responses, with minimal support.
12. After reading, demonstrate understanding of the text using non-verbal and simple verbal responses, with support.	12. After reading, demonstrate understanding of the text using non-verbal, simple verbal responses and phrases, with support.	12. After reading, demonstrate understanding of the text using a variety of responses, with minimal support.

3. Reading

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Connect Written Text and Spoken Language				
1. Match identical letters, with support.	1. Identify some uppercase and lowercase letters, with cues and visual support.	1. Identify all uppercase and lowercase letters, with cues and visual support.	1. Identify all uppercase and lowercase letters, with occasional support.	1. Identify in isolation all upper and lower case letters, with minimal support.
2. Repeat letter sounds including the sounds in the student's own name, with support.	2. Identify initial consonant sounds, with repetition and visual cues.	2. Identify initial and final consonant letter sounds, with repetition and visual cues.	2. Identify letter sounds including short vowels in one syllable words, with repetition and visual cues.	2. Identify consonant sounds and short vowels in grade appropriate words, with minimal support.
3. Repeat rhyming words, with support.	3. Distinguish between rhyming and non-rhyming words, with support.	3. Identify rhyming words in a sentence or short poem, with support.	3. Identify and produce rhyming words in a variety of contexts, with occasional support.	3. Produce rhyming words in a variety of contexts, with minimal support.
4. Recognize student's own first name, with support.	4. Recognize student's own first and last name, with support.	4. Identify known grade-level high-frequency words.	4. Identify grade-level high-frequency words in a sentence.	4. Read grade-level high-frequency words automatically.
Vocabulary and Symbols				
5. Recognize signs, labels and environmental print by examining illustrations, with support.	5. Recognize signs, symbols, labels, and environmental print, with support.	5. Use text and illustrations to identify meaning of familiar words, with support.	5. Determine the meaning of grade-level vocabulary by repeated listening and/or re-reading a variety of texts, using context clues, and examining illustrations, with occasional support.	5. Determine the meaning of grade-level vocabulary by repeated listening and re-reading a variety of texts, using context clues, and examining illustrations, with minimal support.
6. Use names and labels of basic concepts with support of pictures, gestures, actions, and modeling.	6. Identify and sort pictures of common words into basic categories such as colors, numbers, and letters with modeling.	6. Sort grade-appropriate words with or without pictures into categories with modeling.	6. Categorize grade-level words including basic antonyms and synonyms with support of pictures, picture dictionaries, and modeling.	6. Demonstrate knowledge of word relationships and categories to determine the meaning of grade-level vocabulary with visual support.
7. No descriptor at this level.	7. No descriptor at this level.	7. Use word structure to determine meanings of words, including the plural -s, with support of pictures, gestures, actions, and modeling.	7. Use word structure to determine meanings of words, including inflectional endings, with support of pictures, gestures, actions, and modeling.	7. Use word structure to determine meanings of words using grade-appropriate affixes, with support of pictures, gestures, actions, and modeling.

3. Reading

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Informational and Literary Texts				
8. Identify a fact in informational texts with support.	8. Identify important facts in informational texts with support.	8. Identify the topic in informational texts with support.	8. Identify the main idea and one to two supporting details in informational texts with occasional support.	8. Identify the main idea and supporting details in informational texts with minimal support.
9. Identify the important events in patterned literary texts with support.	9. Identify the important events and ideas in patterned literary texts with support.	9. Identify the important events and ideas in literary texts with support.	9. Identify the important events and ideas in literary texts with support.	9. Identify the important events and ideas in literary texts with minimal support.
10. Identify the characters in a familiar story with repeated reading and visual or non-verbal cues.	10. Identify the characters in an unfamiliar story with support of visual or non-verbal cues.	10. Identify the characters and setting in an unfamiliar story with support of visual or non-verbal cues.	10. Identify characters, setting, and sequence of events (beginning, middle and end) with occasional support.	10. Identify characters, setting and sequence of events with minimal support.
Fluency				
11. Demonstrate understanding of correct book positions and the front/back of a book, with support.	11. Demonstrate understanding of basic concepts of print, including looking at pages left to right and top to bottom, with support.	11. Demonstrate understanding of directionality of print by pointing to words (tracking) while reading, with support.	11. Demonstrate understanding that spaces indicate where words end and begin.	11. Recognize that letters build words and words build sentences.
12. No descriptor for this level.	12. No descriptor for this level.	12. Recognize how periods guide expression, with support.	12. Recognize how end punctuation, including periods and question marks, guides expression.	12. Recognize how end punctuation, including periods, question marks, and exclamation marks, guides expression.

3. Reading

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Strategies				
13. Prepare for reading, including making connections to the text from prior knowledge, with support.	13. Prepare for reading, including making predictions and connections to the text from prior knowledge, by examining the text and illustrations, with support.	13. Prepare for reading, including sharing prior knowledge, and making predictions, using whole-group graphic organizers, with support.	13. Prepare for reading, including sharing prior knowledge and making predictions and connections to the text, using graphic organizers to make predictions, with occasional support.	13. Prepare for reading, including activating prior knowledge and making predictions, with minimal support.
14. During reading, demonstrate comprehension of text, including answering questions by making gestures or pointing to show understanding, with support.	14. During reading, demonstrate comprehension of text, including giving short answers to questions or indicating the need for clarification, with support.	14. During reading, demonstrate comprehension of text, including making comments and asking relevant questions, with support.	14. During reading, demonstrate comprehension of text, including recalling and discussing understanding, with minimal support.	14. During reading, demonstrate comprehension of text, including making, confirming, or adjusting predictions, with minimal support.
15. Use resources to assist with reading tasks, including environmental print and illustrated word banks, with support.	15. Use resources to assist with reading tasks, including environmental print, word walls, and illustrated word banks, with support.	15. Use resources to assist with reading tasks, including environmental print, picture dictionaries, word walls, and illustrated word banks, with support.	15. Use resources to assist with reading tasks, including environmental print, picture dictionaries, word walls, and illustrated word banks, with occasional support.	15. Use resources to assist with reading tasks, including environmental print, picture dictionaries, word walls, and illustrated word banks, with minimal support.
16. Use text features, including illustrations and photographs, to make meaning from text, with support.	16. Use text features, including illustrations and photographs, to make meaning from text, with support.	16. Use text features, including illustrations, photographs, and labels, to make meaning from text, with support.	16. Use text features, including illustrations, photographs, and labels, to make meaning from text, with occasional support.	16. Identify and use grade-appropriate text features to facilitate understanding of texts, with minimal support.
17. After reading, demonstrate understanding of the text, including responding to the text by drawing, speaking, dramatizing, or writing, with support.	17. After reading, demonstrate understanding of the text, including answering simple questions, with support.	17. After reading, demonstrate understanding of the text, including describing what the text is about, with support.	17. After reading, demonstrate understanding of the text, including describing details and what is directly stated in the text, using the text as a support.	17. After reading, demonstrate understanding of the text, including retelling a story or summarizing the text as a support.

3. Reading

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Connect Written Text and Spoken Language				
1. Identify some uppercase and lowercase letters, with support.	1. Identify all uppercase and lowercase letters, with minimal support.	1. Maintain mastery of skill.	1. Maintain mastery of skill.	1. Maintain mastery of skill.
2. Identify initial consonant sounds, with support.	2. Identify initial and final consonant sounds, with support.	2. Identify initial and final consonant sounds, blends, and short vowels, with support.	2. Identify letter sounds including long vowel sounds in one-syllable words, with occasional support.	2. Identify letter sounds including digraphs and r-controlled vowels in one-syllable words, with minimal support.
3. Repeat rhyming words, with support.	3. Identify rhyming words, with support.	3. Identify rhyming words in text, with support.	3. Identify rhyme and alliteration in text, with support.	3. Identify rhyme and alliteration in text, with minimal support.
4. Read some high-frequency grade-level words, including students' first and last names, with support.	4. Read some high-frequency grade-level words in isolation, with support.	4. Read some high-frequency grade-level words in a sentence, with support.	4. Read high-frequency grade-level words in a sentence, with occasional support.	4. Read high-frequency grade-level words within text, using minimal support.
Vocabulary and Symbols				
5. Determine the meaning of environmental print by examining illustrations, with support.	5. Read signs, labels, and environmental print, with support.	5. Use text and illustrations to identify meaning of unknown words with support.	5. Determine the meaning of vocabulary by listening to and re-reading a variety of texts, using context clues, and examining illustrations, with occasional support.	5. Determine the meaning of grade-level vocabulary by listening to and re-reading a variety of texts, using context clues, and examining illustrations, with minimal support.
6. Identify common names and labels with support of pictures, gestures, actions, and modeling.	6. Identify and sort pictures of common words into basic categories such as colors, numbers, and letters with modeling.	6. Sort grade-appropriate words with or without pictures into categories, with modeling.	6. Identify antonyms and synonyms, with support of pictures, picture dictionaries, and modeling.	6. Demonstrate ability to use word relationships and categories to determine the meaning of grade-level vocabulary, with support.
7. Use word structure to determine meanings of words, including the plural -s, with support.	7. Use word structure to determine meanings of words, including inflectional endings, with support.	7. Use word structure to determine meanings of words, including compound words, with support.	7. Use word structure to determine meanings of words, including contractions, with support.	7. Use word structure to determine meanings of words, including contractions, inflectional endings, and compound nouns, with minimal support.

3. Reading

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Informational and Literary Texts				
8. Identify a topic in informational texts, with support.	8. Identify a topic and a detail in informational texts, with support.	8. Identify the topic and supporting details in informational texts, with support.	8. Identify the main idea and supporting details in informational texts, with occasional support.	8. Determine the main idea and supporting details in informational texts, with minimal support.
9. Identify the character and setting of a familiar story, with support.	9. Identify elements of literary texts including characters, sequence of events, and setting of a familiar story, with support.	9. Identify and explain elements of literary texts including characters, setting, and problem and resolution, with support.	9. Identify and explain elements of literary texts including character, setting, problem and resolution, with occasional support.	9. Use elements of literary texts including characters, setting, problem, resolution and sequence of events to retell a literary text, with minimal support.
Fluency				
10. Demonstrate understanding of basic concepts or print including identifying the parts of a book, with support.	10. Demonstrate understanding of directionality of print by pointing to words (tracking) while reading, with support.	10. Read words fluently by accurately decoding at a consistent rate, with support.	10. Begins to read sentences fluently by accurately decoding words at an increasing rate, using occasional support.	10. Begins to read fluently by accurately decoding words within short passages at a reasonable rate, with minimal support.
11. Use periods to guide expression, with support.	11. Use end punctuation to guide expression, with support.	11. Use end punctuation and commas to guide expression, with support.	11. Use punctuation, including quotation marks, to guide expression, with occasional support.	11. Use all grade-appropriate punctuation to guide expression, with minimal support.

3. Reading

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Strategies				
12. Prepare for reading, including making connections by examining the text and illustrations, using modeled sentence frames.	12. Prepare for reading, including making connections to the text from prior knowledge and making predictions, with support.	12. Prepare for reading, including sharing prior knowledge, asking questions, and making predictions, with support.	12. Prepare for reading, including sharing prior knowledge, asking questions, and making predictions, with occasional support.	12. Prepare for reading including activating prior knowledge, making predictions, and setting a purpose for reading, with minimal support.
13. During reading, demonstrate comprehension of text, including illustrating to recall understanding, with support.	13. During reading, demonstrate understanding of text, including re-reading sentences when meaning is not clear, with support.	13. During reading, demonstrate understanding of text, including sharing ideas from the text and asking relevant questions, with support.	13. During reading, demonstrate understanding of text including recalling and discussing understanding, with occasional support.	13. During reading, demonstrate understanding of text, including making, confirming, or adjusting predictions, with minimal support.
14. Use text features, including illustrations, photographs, numbered steps, and labels, to make meaning from text, with support.	14. Use text features, including illustrations, photographs, captions, numbered steps, and labels, to make meaning from text, with support.	14. Use text features, including illustrations, photographs, captions, numbered steps, labels, and diagrams, to make meaning from text, with support.	14. Use text features, including illustrations, photographs, captions, numbered steps, labels, diagrams, graphs, and charts, to make meaning from text, with occasional support.	14. Identify and use text features to facilitate understanding of texts, with minimal support.
15. After reading, demonstrate understanding of the text, including responding to the text by drawing, speaking, dramatizing, or writing, with support.	15. After reading, demonstrate understanding of the text, including answering simple questions, with support.	15. After reading, demonstrate understanding of the text, including describing what the text is about, with support.	15. After reading, demonstrate understanding of the text, including describing details and what is directly stated in the text, with support.	15. After reading, demonstrate understanding of the text, including retelling a story or summarizing a text, with support.

3. Reading

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Connect Written Text and Spoken Language				
1. Identify letters and their corresponding sounds, with support.	1. Apply phonics to decode one-syllable words with consonant and vowel patterns, with support.	1. Apply phonics to decode words with consonant and vowel patterns, including blends, digraphs and diphthongs, with support.	1. Apply phonics to decode words and break words into familiar parts, with occasional support.	1. Use a variety of phonetic skills to read unfamiliar words, with minimal support.
2. Identify basic high-frequency words, with support.	2. Identify grade-level high-frequency words, with support.	2. Identify grade-level high-frequency words in a sentence, with support.	2. Identify grade-level high-frequency words in a sentence, with occasional support.	2. Read grade-level sight words automatically, with minimal support.
3. Identify rhyming words, with support.	3. Identify rhyming words in a sentence, with support.	3. Identify and produce rhyming words in a sentence, with support.	3. Identify onsets and rimes in spoken words, with occasional support.	3. Manipulates onsets and rimes in spoken words and syllables, with minimal support.
Vocabulary and Symbols				
4. Determine the meaning of cognates, new vocabulary, and environmental print by examining illustrations, with support.	4. Determine the meaning of new vocabulary by using context clues, with support.	4. Use context to determine the meanings of words by using dictionaries and textbook glossaries, with support.	4. Determine the meanings of unknown words by re-reading, using context clues, and reading on, with occasional support.	4. Determine the meaning of grade-level vocabulary by using effective strategies, with minimal support.
5. Classify and categorize words into sets and groups, with support.	5. Demonstrate knowledge of word relationships by identifying antonyms and synonyms, with support.	5. Identify and explain common antonyms, synonyms, and homophones, with support.	5. Identify and classify common words into conceptual categories to determine the meaning of grade-level vocabulary, with occasional support.	5. Demonstrate knowledge of word relationships and categories to determine the meaning of grade-level vocabulary with minimal support.
6. Use word structure to determine meanings of words, including basic compound words and inflectional endings, with support.	6. Use word structure to determine meanings of words including grade-appropriate compound words, with support.	6. Use word structure to determine meanings of words, including base words, inflectional endings and contractions, with support.	6. Use word structure to determine meanings of words including grade-appropriate base words and inflectional endings, with occasional support.	6. Use grade appropriate word structure to determine meanings of words, with minimal support.

3. Reading

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Informational and Literary Texts				
7. Identify the organization and features of texts, including sentences and short, simplified paragraphs, with support.	7. Identify the organization and formats of grade-level texts, including sentences, paragraphs, and personal letters, with support.	7. Identify the organization and forms of grade-level texts including dialogues and poems, with support.	7. Identify the organization and formats of grade-level texts, including newspapers and articles, with occasional support.	7. Identify the organization and formats of texts and their purposes, with minimal support.
8. Identify the organizational structure of words and phrases in short, simplified informational text, with support.	8. Identify the organizational structure of short informational text, with support.	8. Identify the organizational structure of informational text by using signal words and context clues, with support.	8. Identify the organizational structure of informational text by using signal words and context clues, with occasional support.	8. Identify and analyze the organization of texts, with minimal support.
9. Identify important facts in short, simplified informational text, with support.	9. Identify the topic and important facts in simplified informational text, with support.	9. Identify and explain the main idea and factual supporting details in simplified informational text, with support.	9. Identify, explain, and paraphrase the main idea and factual supporting details in informational text, with occasional support.	9. Summarize or paraphrase the text or a portion of the text, with minimal support.
10. Identify elements of familiar narrative texts including characters, setting, and events, with support.	10. Identify and explain the elements of a familiar narrative text, including the problem, the sequence of events, and the solution to the problem, with support.	10. Identify and explain elements of an unfamiliar narrative text, including problem and solution, with support.	10. Identify and explain elements of unfamiliar narrative text, including problem and solution, with occasional support.	10. Identify and explain relationships between and among characters, with minimal support
11. Follow short, simple written directions, with support.	11. Follow short, simple, two-step written directions and prompts, with support.	11. Follow simple multi-step written directions and prompts, with support.	11. Follow multi-step written directions and procedures, with occasional support.	11. Follow multi-step written directions and procedures, with minimal support.

3. Reading

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Fluency				
12. Recognize word order in simple sentence patterns.	12. Demonstrate understanding of how word order affects meaning in simple affirmative and negative sentences.	12. Demonstrate understanding of how word order affects meaning in simple and compound sentences and questions.	12. Demonstrate understanding of how word order affects meaning in compound and complex sentences and questions.	12. Demonstrate understanding of how word order affects meaning in a variety of sentences and questions.
13. Use end punctuation to guide meaning and expression, with support.	13. Use end punctuation to guide meaning and expression, with support.	13. Use end punctuation and commas to guide meaning and expression, with support.	13. Use punctuation marks to guide meaning and expression, including commas, quotation marks and apostrophes, with minimal support.	13. Use grade-level punctuation cues to guide meaning and expression, with minimal support.
14. Imitate the rhythm of speech in short familiar phrases when repeating after a model.	14. Imitate the rhythm of speech in familiar text when reading orally.	14. Read with appropriate pace, phrasing, intonation and rhythm of speech in familiar text, with support.	14. Read with appropriate pace, phrasing, intonation and rhythm of speech in familiar text, with occasional support.	14. Read grade-level text expressively with appropriate pace, phrasing, intonation and rhythm of speech, with minimal support.

3. Reading

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Strategies				
15. Prepare for reading (including previewing and surveying the text, making connections and predictions) by answering simple questions using non-verbal responses, familiar words and phrases, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering simple questions about the topic and illustrations, using modeled sentence frames and illustrations.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by making comments and asking questions about the text, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with occasional support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with minimal support.
16. During reading, demonstrate comprehension of simplified text about familiar content by using non-verbal or simple verbal responses, with support.	16. During reading, demonstrate comprehension of simplified text, including using modeled sentence frames or graphic organizers to periodically summarize, with support.	16. During reading, demonstrate comprehension of modified text, including confirming and adjusting predictions or asking and answering questions about the text, with support.	16. During reading, demonstrate comprehension of grade-appropriate text, including confirming or adjusting predictions, with occasional support.	16. During reading, demonstrate comprehension of grade-appropriate text, including periodically paraphrasing important ideas or information, with minimal support.
17. Use resources to assist with reading tasks, including environment print, word walls, picture dictionaries, and illustrated word banks, with modeling and non-verbal cues.	17. Use resources to assist with reading tasks, including environment print, word walls, picture dictionaries, and illustrated word banks, with support.	17. Use resources to assist with reading tasks, including environment print, word walls, word banks, picture dictionaries, and textbook glossaries, with support.	17. Use grade-appropriate resources to determine meaning of unknown words, with occasional support.	17. Use grade-appropriate resources to determine the meaning of words, with minimal support.
18. Use text features, including illustrations, photographs, titles, and labels, to make meaning from text, with support.	18. Use text features, including bold print, font size, captions, and headings, to make meaning from text, with support.	18. Use text features, including tables of contents, graphs, and charts/tables, to make meaning from text, with support.	18. Use grade-appropriate text features, including print features, graphic and informational aids, to make meaning from text, with support.	18. Identify and use grade-appropriate text features to facilitate understanding of texts, with minimal support.
19. After reading, respond to simplified text using non-verbal and simple verbal responses, with modeling and support.	19. After reading, respond to simplified text, including using modeled sentence frames, with support.	19. After reading, respond to modified text, including making comments and asking questions, with support.	19. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with occasional support.	19. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with minimal support.

3. Reading

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Connect Written Text and Spoken Language				
1. Identify letters and their corresponding sound, with modeled support.	1. Apply phonics to decode one-syllable words with consonant and vowel patterns, with modeled support.	1. Apply phonics to decode words with consonant and vowel patterns, including blends, digraphs and diphthongs, with support.	1. Apply phonics to decode words and break words into familiar parts, with occasional support.	1. Use a variety of phonetic skills to read unfamiliar words, with minimal support.
2. Identify basic high-frequency words, with teacher support.	2. Identify grade level high-frequency words, with support.	2. Identify grade-level high-frequency words in a sentence, with support.	2. Identify grade-level high-frequency words in a sentence, with occasional support.	2. Read grade-level sight words automatically, with minimal support.
Vocabulary and Symbols				
3. Determine the meaning of new vocabulary and environmental print by examining illustrations and using text features, with support.	3. Determine the meaning of basic vocabulary, with support such as illustrations and text features.	3. Determine the meanings of grade-level words, with support such as illustrations, text features and textbook glossaries.	3. Determine the meanings of new vocabulary by re-reading, using context clues with guidance, and using text features.	3. Develop and apply new vocabulary from a variety of texts, using support such as re-reading, context clues, text features and dictionaries.
4. Classify and categorize words into sets and groups, with support of pictures, picture dictionaries, charts, diagrams, and posters.	4. Demonstrate knowledge of word relationships by identifying antonyms and synonyms, with support of pictures and dictionaries.	4. Identify and explain common antonyms and synonyms, with support of visuals, dictionaries and textbook glossaries.	4. Identify and sort common words into conceptual categories, with support.	4. Demonstrate knowledge of word relationships and categories to determine the meaning of grade-level vocabulary, with minimal support.
5. Use word structure to determine meanings of words, including basic compound words and inflectional endings, with support.	5. Use word structure to determine meanings of words, including contractions and compound words, with support of visuals and illustrated dictionaries.	5. Use word structure to determine meanings of words, including prefixes, suffixes, root/ base words, and grade-appropriate compound words, with support of visuals and illustrated dictionaries.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes, suffixes, and root/base words, with support of dictionaries.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes, suffixes and root/base words, with minimal support.
6. Demonstrate comprehension of multiple-meaning words, with support of visuals, and illustrated dictionaries.	6. Demonstrate comprehension of multiple-meaning words and homophones, with support of visuals and illustrated dictionaries.	6. Demonstrate comprehension of common idioms, homophones and grade-level multiple-meaning words, with support of visuals and illustrated dictionaries and glossaries.	6. Demonstrate comprehension of common idioms, figurative language, and grade-level multiple-meaning words, with support of visuals, glossaries and dictionaries.	6. Use context to determine the meanings of idioms and figurative language, with minimal support.

3. Reading

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Informational and Literary Texts				
7. Identify simple authentic text including stories, menus, letters, articles, etc., with visual and non-verbal support.	7. Identify the different purposes of text such as narratives, articles, letters, etc., with visual and non-verbal support.	7. Identify the author's purpose of text, with support.	7. Identify, analyze and explain the author's purpose of text, with occasional support.	7. Identify, analyze and explain the author's purpose of texts, with minimal support.
8. Identify important facts in simplified informational text, with repeated readings and visual support.	8. Identify the topic and important facts in simplified informational text, with visual support.	8. Identify and explain the main idea and factual supporting details in simplified informational text, with visual support.	8. Identify, explain, and paraphrase the main idea and factual supporting details in informational text, with occasional support.	8. Summarize or paraphrase the text or a portion of the text, with minimal support.
9. Identify elements of familiar narrative texts, including characters, setting, and events, with support.	9. Identify and explain the elements of a familiar story, including the problem, the solution, and the sequence of events, with support.	9. Identify and explain elements of an unfamiliar story, including problem and solution, with support.	9. Identify and explain relationships between and among characters, setting, and events, with occasional support.	9. Identify and distinguish literary elements among types of narrative texts, with minimal support.
10. Follow simple one-step written directions, with visual cues.	10. Follow written directions and prompts given one step at a time with simple language structures and modeling or visual cues.	10. Follow written multi-step directions and prompts with simple language structures and modeling or visual cues.	10. Follow multi-step written directions and procedures, with occasional support.	10. Follow multi-step written directions and procedures, with minimal support.
Fluency				
11. Recognize word order in simple sentence patterns.	11. Demonstrate understanding of how word order affects meaning in simple affirmative and negative sentences.	11. Demonstrate understanding of how word order affects meaning in simple and compound sentences and questions.	11. Demonstrate understanding of how word order affects meaning in compound and complex sentences and questions.	11. Demonstrate understanding of how word order affects meaning in a variety of sentences and questions.
12. Use end punctuation to guide meaning and expression, with support of modeling.	12. Use end punctuation to guide meaning and expression.	12. Use end punctuation and commas to guide meaning and expression.	12. Use punctuation marks to guide meaning and expression, including commas, quotation marks and apostrophes.	12. Use grade-level punctuation cues to guide meaning and expression.
13. Imitate the rhythm of speech in short familiar phrases when repeating after a model.	13. Imitate the rhythm of speech in familiar text when reading orally.	13. Read with appropriate pace, phrasing, intonation and rhythm of speech in familiar text, with support.	13. Read with appropriate pace, phrasing, intonation and rhythm of speech in familiar text, with occasional support.	13. Read grade-level text expressively with appropriate pace, phrasing, intonation and rhythm of speech, with minimal support.

3. Reading

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Strategies				
14. Prepare for reading (including previewing and surveying the text, making connections and predictions) by answering simple questions using non-verbal responses, familiar words and phrases, with support.	14. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering simple questions about the topic and illustrations, using modeled sentence frames and illustrations.	14. Prepare for reading (including surveying and previewing the text and making connections and predictions) by making comments and asking questions about the text, with support.	14. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with occasional support.	14. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with minimal support.
15. During reading, demonstrate comprehension of simplified text about familiar content by using non-verbal or simple verbal responses, with support.	15. During reading, demonstrate comprehension of simplified text, including using modeled sentence frames or graphic organizers to periodically summarize, with support.	15. During reading, demonstrate comprehension of modified text, including confirming and adjusting predictions or asking and answering questions about the text, with support.	15. During reading, demonstrate comprehension of grade-appropriate text, including confirming or adjusting predictions, with occasional support.	15. During reading, demonstrate comprehension of grade-appropriate text, including periodically paraphrasing important ideas or information, with minimal support.
16. Use resources to assist with reading tasks, including environment print, word walls, picture dictionaries, and illustrated word banks, with modeling and non-verbal cues.	16. Use resources to assist with reading tasks, including environment print, word walls, picture dictionaries, and illustrated word banks, with support.	16. Use resources to assist with reading tasks, including environment print, word walls, picture dictionaries, and textbook glossaries, with support.	16. Use grade-appropriate resources to determine meaning of unknown words, with occasional support.	16. Use grade-appropriate resources to determine the meaning of words, with minimal support.
17. Use text features, including illustrations, photographs, titles, and labels, to make meaning from text, with support.	17. Use text features, including bold print, font size, captions, and headings, to make meaning from text, with support.	17. Use text features, including tables of contents, graphs, and charts/tables, to make meaning from text, with support.	17. Use grade-appropriate text features, including print features, graphic and informational aids, to make meaning from text, with occasional support.	17. Identify and use grade-appropriate text features to facilitate understanding of texts, with minimal support.
18. After reading, respond to simplified text using non-verbal and simple verbal responses, with modeling and support.	18. After reading, respond to simplified text, including using modeled sentence frames, with support.	18. After reading, respond to modified text, including making comments and asking questions, with support.	18. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with occasional support.	18. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with minimal support.

3. Reading

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Connect Written Text and Spoken Language				
1. Identify letters and corresponding sounds, with support.	1. Apply phonics to decode words with consonant and vowel patterns, including words with blends and long vowel patterns, with support.	1. Apply phonics to decode words with consonant and vowel patterns, including blends, digraphs and diphthongs, with support.	1. Apply phonetic skills to decode words and break words into familiar parts, with minimal support.	1. Use a variety of phonetic skills to read unfamiliar words, with minimal support.
2. Read basic high-frequency words, with support.	2. Read grade-level high-frequency words, with support.	2. Read grade-level high-frequency words in a sentence, with support.	2. Read grade-level high-frequency words in a sentence, with occasional support.	2. Read and comprehends grade-level high-frequency-words automatically, with minimal support.
Vocabulary and Symbols				
3. Determine the meaning of new vocabulary and environmental print by examining illustrations and using text features, with support.	3. Determine the meaning of basic vocabulary, with support.	3. Determine the meanings of grade-level vocabulary, including re-reading and using context clues, with support.	3. Determine the meaning of grade-level vocabulary by re-reading, using context clues, and using text features, with occasional support.	3. Develop and apply new vocabulary from a variety of texts using strategies, such as re-reading, context clues, text features and dictionaries, with minimal support.
4. Demonstrate knowledge of word relationships and categories by sorting vocabulary into sets and groups, with support.	4. Classify and categorize increasingly complex vocabulary into sets and groups, with support.	4. Identify and explain antonyms and synonyms, with support.	4. Identify and explain relationships between and among vocabulary, with occasional support.	4. Demonstrate knowledge of word relationships and categories to determine the meaning of grade-level vocabulary, with minimal support.
5. Use word structure to determine meanings of words, including basic compound words and inflectional endings, with support.	5. Use word structure to determine meanings of words, including inflectional endings, contractions and compound words, with support.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes/suffixes and root/base words, with support.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes/suffixes, root/base words, and inflectional endings, with occasional support.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes/suffixes, root/base words, and inflectional endings, with minimal support.
6. Demonstrate comprehension of multiple-meaning words, with support.	6. Demonstrate comprehension of homophones and multiple-meaning words, with support.	6. Demonstrate comprehension of common idioms, homophones and grade-level multiple-meaning words, with support.	6. Demonstrate comprehension of idioms, figurative language, and grade-level multiple-meaning words, with occasional support.	6. Use context to determine the meanings of idioms and figurative language, with minimal support.

3. Reading

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Informational and Literary Texts				
7. Identify simple authentic text, including stories, menus, letters, articles, etc., with support.	7. Identify the different purposes of text such as narratives, articles, letters, etc., with support.	7. Identify the author's purpose of text, with support.	7. Identify, analyze and explain the author's purpose of text, with occasional support.	7. Identify, analyze and explain the author's purpose of text, with minimal support.
8. Identify important facts in simplified informational text, support.	8. Identify the topic and important facts in simplified informational text, with support.	8. Identify and explain the main idea and factual supporting details in modified informational text, with support.	8. Identify, explain, and paraphrase the main idea and factual supporting details in informational text, with occasional support.	8. Summarize the text or a portion of the text, with minimal support.
9. Identify elements of familiar narrative texts, including characters, setting, and events, with support.	9. Identify and explain the elements of a familiar narrative text, including the problem, the solution, and the sequence of events, with support.	9. Identify and explain elements of an unfamiliar narrative text, including plot elements, with support.	9. Identify and explain relationships between and among characters, setting, and events of unfamiliar narrative text, with occasional support.	9. Identify and distinguish literary elements among narrative texts, with minimal support.
10. Identify important ideas in modified literary texts, with support.	10. Identify the main idea or message in modified literary text, with support.	10. Identify and explain main ideas and universal themes in modified literary text, with support.	10. Identify and explain universal themes across multiple literary texts, with occasional support.	10. Identify and explain universal themes across multiple literary texts, with minimal support.
11. Follow simple one-step written directions, with visual cues.	11. Follow written directions and prompts given one step at a time, with simple language structures and modeling or visual cues.	11. Follow written multi-step directions and prompts, with simple language structures and modeling or visual cues.	11. Follow written multi-step directions and procedures, with occasional support.	11. Follow written multi-step directions and procedures, with minimal support.

3. Reading

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Fluency				
12. Recognize word order in simple sentence patterns.	12. Demonstrate understanding of how word order affects meaning in simple affirmative and negative sentences.	12. Demonstrate understanding of how word order affects meaning in simple and compound sentences, and questions.	12. Demonstrate understanding of how word order affects meaning in compound and complex sentences, and questions.	12. Demonstrate understanding of how word order affects meaning in a variety of sentences and questions.
13. Imitate the use of end punctuation to convey meaning and expression, with support.	13. Use end punctuation to convey meaning and expression, with support.	13. Use end punctuation and commas to guide meaning and expression, with support.	13. Use punctuation cues to guide meaning and expression, including commas, and quotation marks, with occasional support.	13. Use punctuation cues to guide meaning and expression, with minimal support.
14. Imitate the rhythm of speech in short familiar phrases, with modeling.	14. Imitate the rhythm of speech in familiar text when reading orally.	14. Read with appropriate pace, phrasing, intonation and rhythm of speech, with familiar text and modeling.	14. Read with appropriate pace, phrasing, intonation and rhythm of speech with familiar text.	14. Read grade-level text expressively with appropriate pace, phrasing, intonation and rhythm of speech.

3. Reading

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Strategies				
15. Prepare for reading (including surveying and previewing the text, making connections and predictions) by answering simple questions using non-verbal responses, familiar words and phrases, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering simple questions about the topic and illustrations, using modeled sentence frames and illustrations.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by making comments and asking questions about the text, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with occasional support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with minimal support.
16. Demonstrate comprehension of simplified text about familiar content during reading by using non-verbal or simple verbal responses.	16. Demonstrate comprehension of simplified text during reading, including using modeled sentence frames or graphic organizers to periodically summarize.	16. Demonstrate comprehension of modified text during reading, including confirming and adjusting predictions, or asking and answering questions about the text, with support.	16. Demonstrate comprehension of grade-appropriate text during reading, including confirming or adjusting predictions, with occasional support.	16. Demonstrate comprehension of grade-appropriate text during reading, including periodically paraphrasing important ideas or information, with minimal support.
17. Use resources to assist with reading tasks, including environmental print, word walls, picture dictionaries, and illustrated word banks, with support.	17. Use resources to assist with reading tasks, including environmental print, word walls, picture dictionaries, and illustrated word banks, with support.	17. Use resources to assist with reading tasks, including environmental print, word walls, word banks, picture dictionaries, and textbook glossaries, with support.	17. Use grade-appropriate resources to determine meaning of unknown words, with occasional support.	17. Use grade-appropriate resources to determine the meanings of words, with minimal support.
18. Use text features, including illustrations, photographs, titles, and labels, to make meaning from text, with support.	18. Use text features, including bold print, font size, captions, and headings, to make meaning from text, with support.	18. Use text features, including tables of contents, graphs, and charts/tables, to make meaning from text, with support.	18. Use grade-appropriate text features, including print features, graphic and informational aids, to make meaning from text, with occasional support.	18. Identify and use grade-appropriate text features to facilitate understanding of texts, with minimal support.
19. After reading, respond to modified text using non-verbal and simple verbal responses, with support.	19. After reading, respond to modified text, including using modeled sentence frames, with support.	19. After reading, respond to modified text, including making comments and asking questions, with support.	19. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with occasional support.	19. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with minimal support.

3. Reading

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Connect Written Text and Spoken Language				
1. Apply phonics to decode words with letter combinations, including rhymes, digraphs, blends, and special vowel patterns.	1. Apply phonetic skills to decode words and break words into familiar parts.	1. Apply a variety of phonetic skills to read unfamiliar words.	1. Maintain mastery of skills.	1. Maintain mastery of skills.
2. Read high-frequency words, and simple phrases, with support.	2. Read high-frequency words within simple text, with occasional support.	2. Read and comprehends grade-level high-frequency words automatically, with minimal support.	2. Maintain mastery of skills.	2. Maintain mastery of skills.
Vocabulary and Symbols				
3. Determine the meaning of cognates and new vocabulary/ phrases in literary and informational text by examining illustrations and text features, with support.	3. Determine the meaning of new content-specific vocabulary in literary and informational text by examining illustrations, text features, and re-reading, with support.	3. Determine the meaning of new content-specific vocabulary in literary and informational texts by using text features, re-reading, and using context clues, with support.	3. Acquire new vocabulary through independent reading, re-reading, using context clues, and using dictionaries within a variety of literary and informational texts, with occasional support.	3. Develop and apply new vocabulary by using appropriate and effective strategies within a variety of literary and informational texts, with minimal support.
4. Identify and sort common words into categories, with visual support.	4. Identify common antonyms, synonyms, and homophones, with support of visuals and dictionaries.	4. Classify and categorize increasingly complex words, with occasional support.	4. Demonstrate knowledge of word relationships and categories to determine the meaning of content-specific vocabulary, with support of visuals, glossaries, and dictionaries.	4. Demonstrate knowledge of word relationships and categories to determine the meaning of content-specific vocabulary, with minimal support.
5. Use word structure to determine meanings of words, including singular/plural and present/past tense, with support.	5. Use word structure to determine meanings of words, basic compound words and contractions, with support.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes/suffixes and root words, with support.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes/suffixes and root words, with occasional support.	5. Use word structure to determine the meanings of words, with minimal support.
6. Demonstrate comprehension of multiple-meaning words, with support.	6. Determine the meaning of common idioms and multiple-meaning words, with support.	6. Use idioms and grade-level multiple-meaning words to interpret meaning, with support.	6. Determine the meaning of idioms, figurate language, and grade-level multiple-meaning words in context, with occasional support.	6. Use context to determine the meanings of words and phrases, with minimal support.

3. Reading

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Informational and Literary Texts				
7. Identify the organization and format of common texts, including letters and e-mails.	7. Identify the organization and format of common texts, including short stories and personal narratives.	7. Identify the organization and formats of common texts, including newspaper, magazine, and online articles.	7. Identify the organization and formats of common texts, including dialogues and poems.	7. Identify the organization and formats of texts and their purposes.
8. Identify the organizational patterns of words and phrases in informational text, with support.	8. Identify the organizational patterns of short informational text, with support.	8. Identify the organizational patterns of informational text using signal words and context clues within a variety of text structures, with support.	8. Identify the main idea and organizational pattern of informational texts, with occasional support.	8. Identify and analyze the organizational patterns of texts such as text structures, main idea, and supporting details, with minimal support.
9. Match key vocabulary related to the main idea in simplified informational text, using visual support, cognates, and dictionaries.	9. Identify facts in simplified informational text, using visual support, cognates, and dictionaries.	9. Identify main ideas in informational text, using visual support, cognates, and dictionaries.	9. Restates the main idea and supporting details in informational texts.	9. Summarize or paraphrase in informational text or a portion of the text.
10. Identify elements of simplified literary texts, including characters and setting, with support.	10. Identify elements of literary texts, including the sequence of events, with support.	10. Identify relationships between and among characters, setting, and sequence of events of literary texts, with support.	10. Identify and explain structural features and universal themes of literary text, with occasional support.	10. Distinguish features among types of grade-appropriate narrative texts, with minimal support.
11. Follow short, simple written directions with visual cues.	11. Follow written directions and prompts with simple language structures.	11. Follow written multi-step directions and prompts with simple language structures.	11. Follow multi-step written directions, with occasional support.	11. Follow multi-step directions, with minimal support.

3. Reading

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Fluency				
12. Identify word order in simple sentence patterns.	12. Recognize how word order affects meaning in simple affirmative and negative sentences.	12. Demonstrate how word order affects meaning in simple and compound sentences and questions.	12. Interpret how word order affects meaning in declarative, interrogative, imperative, and exclamatory sentences.	12. Interpret how word order affects meaning in compound and complex sentences and questions.
13. Recognize how end punctuation conveys meaning, with modeling.	13. Recognize how end punctuation and commas conveys meaning, with modeling.	13. Use punctuation cues to guide meaning and expression, with modeling.	13. Use punctuation cues, including quotation marks and apostrophes, to guide meaning and expression, with modeling.	13. Apply punctuation cues to guide meaning and expression.
14. Imitate the rhythm of speech in emergent oral reading of familiar text, with modeling.	14. Imitate the rhythm of speech in emergent oral reading with familiar text.	14. Read expressively with appropriate pace, phrasing, intonation, and rhythm of speech with familiar text and modeling.	14. Read expressively with appropriate pace, phrasing, intonation, and rhythm of speech with familiar text.	14. Read expressively with appropriate pace, phrasing, intonation, and rhythm of speech.

3. Reading

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Strategies				
15. Prepare for reading (including surveying and previewing the text, making connections and predictions) by answering simple questions using non-verbal responses, familiar words and phrases, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering simple questions about the topic and illustrations using modeled sentence frames and illustrations, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by making comments and asking questions about the text, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions about the text, with occasional support.	15. Select and apply appropriate strategies to prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with minimal support.
16. During reading, demonstrate comprehension of simplified text about familiar content, including visualizing what was read by dramatizing and illustrating.	16. During reading, demonstrate comprehension of simplified text, including using modeled sentence frames, graphic organizers or other note-taking techniques, to record important ideas or information.	16. During reading, demonstrate comprehension of modified text by asking and answering questions about the text, and making, confirming, or adjusting predictions, with support.	16. During reading, demonstrate comprehension of grade-level text, including periodically paraphrasing important ideas or information, with occasional support.	16. During reading, select and apply appropriate strategies to demonstrate comprehension of grade-level text, including periodically paraphrasing important ideas or information, with minimal support.
17. Use resources to assist with reading tasks, including illustrated word banks, and dictionaries, with support.	17. Use resources to assist with reading tasks, including dictionaries, with support.	17. Use resources to assist with reading tasks, including footnotes, glossaries, and dictionaries, with support.	17. Use resources, including thesauruses and dictionaries, to assist with reading tasks, with occasional support.	17. Use a variety of resources to confirm definitions and gather further information about words and concepts, with minimal support.
18. Use text features, including illustrations, photographs, titles, and labels, to make meaning from text, with support.	18. Use text features, including bold print, font size, italics, captions, and headings, to make meaning from text, with support.	18. Use text features, including tables of contents, maps, timelines, graphs, and charts/tables, to make meaning from text, with support.	18. Use text features, including print features, graphics, and information aids, to make meaning from text, with occasional support.	18. Analyze text features to facilitate and extend understanding of texts, with minimal support.
19. After reading, demonstrate understanding of the text by identifying what is directly stated in the text, with support.	19. Demonstrate understanding of the text by answering factual questions, with support.	19. Demonstrate understanding of the text by identifying and explaining the main idea, with support.	19. Demonstrate understanding of the text by identifying and explaining the main idea, and drawing inferences and/or conclusions, with occasional support.	19. Demonstrate understanding of the text by summarizing, paraphrasing, drawing inferences and/or conclusions, with minimal support.

4. Writing

Pre-Kindergarten

Beginning	Intermediate	Advanced
Vocabulary		
1. Illustrate and labels concrete nouns and plural nouns, with support.	1. Use concrete age-appropriate singular and plural nouns and subject pronouns in student-dictated or shared writing, with support.	1. Use age-appropriate vocabulary in student-dictated or shared writing, with support.
2. Illustrate and labels verbs to express action by drawing and labeling, with support.	2. Use verbs to express action or state of being in student-dictated or shared writing, with support.	2. Use age-appropriate verbs to express action or state of being in student-dictated or shared writing, with support.
Grammar		
3. Repeat correct word order in modeled short phrases and highly patterned statements and basic questions, with support.	3. Repeat correct word order in modeled simple statements and basic questions, with support.	3. Use correct word order in simple statements and basic questions within sentence stems and sentence frames and student-dictated or shared writing, with support.
4. Repeat correct subject-verb agreement in highly patterned simple statements, with support.	4. Repeat subject-verb agreement in highly patterned simple sentence and sentence frames, with support.	4. Use subject-verb agreement correctly in student-dictated or shared writing, with support.
5. Repeat verb tense to indicate present events in highly patterned simple statements, with support.	5. Repeat developmentally appropriate verb tenses to indicate present, future, and past events in simple statements and phrases, with support.	5. Use developmentally appropriate verb tenses to indicate present, future, and past events in statements, with support.
Writing Conventions		
6. Demonstrate beginning control of drawing and writing tools.	6. Use curved, straight, and diagonal lines, and recognize the difference between writing and drawing, with support.	6. Copy or write familiar words, with support.
7. Write some recognizable letters, with support.	7. Demonstrate an understanding that letters are combined to make words and knows how print is written (i.e., left to right, top to bottom, front to back), with support.	7. Demonstrate an understanding that once an oral message is written, it read the same every time, and that words are separated by spaces, with support.
Personal Information		
8. Dictate or draw to express personal information using drawings, symbols, letters, or words, with support.	8. Dictate, draw, or write to express personal information using drawings, symbols, letters, or words, with support.	8. Write to express personal information and ideas using drawings, symbols, letters, and words, with support.
9. Dictate or draw to express opinions and feelings using drawings, symbols, letters, and words, with support.	9. Dictate, draw, or write to express opinions and feelings using drawings, symbols, letters, or words, with support.	9. Write to express opinions and feelings using drawings, symbols, letters, or words, with support.

4. Writing

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Illustrate and labels concrete nouns and pronouns, with support.	1. Use concrete age-appropriate nouns and pronouns in student-dictated and shared writing, with support.	1. Use concrete age-appropriate nouns and pronouns in student-dictated and shared writing, with support.	1. Use concrete age-appropriate nouns and pronouns in sentence frames, student-dictated and shared writing, with occasional support.	1. Use age-appropriate nouns and pronouns in sentence frames, student-dictated and shared writing, with minimal support.
2. Illustrate and labels verbs to express action, with support.	2. Use verbs to express action or state of being by drawing and labeling in student-dictated and shared writing, with support.	2. Use verbs to express action or state of being in student-dictated and shared writing, with support.	2. Use verbs to express action or state of being in sentence frames, student-dictated and shared writing, with occasional support.	2. Use age-appropriate verbs to express action or state of being in sentence frames, student-dictated and shared writing, with minimal support.
3. Illustrate and labels adjectives, with support.	3. Use articles and basic adjectives by drawing and labeling student-dictated and shared writing, with support.	3. Use articles and basic adjectives in student-dictated and shared writing, with support.	3. Use articles and basic adjectives in sentence frames, student-dictated and shared writing, with occasional support.	3. Use age-appropriate articles and basic adjectives in sentence frames, sentences and student-dictated or shared writing, with minimal support.
4. Copy basic words to indicate time, sequence, and location (i.e., before, after, next, under, on) by labeling and matching pictures, with support.	4. Copy basic words to indicate time, sequence, and location in phrases (i.e., before the game, after school, next to the box, under the table, on the desk) by labeling and matching pictures, with support.	4. Use basic words to indicate time, sequence, and location in phrases and sentence frames (i.e., 'The dog ran ____: under the bed, around the tree, behind the bush.') by labeling and matching pictures, with support.	4. Use basic words to indicate time, sequence, and location in phrases and sentence frames, with occasional support.	4. Use age-appropriate words to indicate direction, time, sequence, and location in phrases and sentence stems and sentence frames, with minimal support.

4. Writing

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
5. Repeat correct word order in modeled short phrases, highly patterned statements, with support.	5. Repeat correct word order in modeled simple statements, with support.	5. Use correct word order in modeled simple statements using sentence stems and sentence frames, with support.	5. Use correct word order in simple statements using sentence stems and sentence frames, with occasional support.	5. Use correct word order in statements using sentence stems and sentence frames, with minimal support.
6. Repeat correct word order in modeled basic questions, with support.	6. Repeat correct word order in basic questions, with support.	6. Use correct word order in modeled basic questions using sentence stems and sentence frames, with support.	6. Use correct word order in basic questions using sentence stems and sentence frames, with occasional support.	6. Use correct word order in questions using sentence stems and sentence frames, with minimal support.
7. Recognize the use of subject-verb agreement in highly patterned simple statements by drawing and labeling, with support.	7. Recognize the use of subject-verb agreement in highly patterned simple statements and sentence frames by drawing and labeling, with support.	7. Recognize the correct use of subject-verb agreement in sentence stems and sentence frames, with support.	7. Demonstrate the use of correct subject-verb agreement in sentence stems and sentence frames, with occasional support.	7. Use sentences with correct subject-verb agreement in sentence stems and sentence frames, with minimal support.
8. Recognize the use of noun-pronoun agreement in highly patterned simple statements by drawing and labeling, with support.	8. Recognize the use of noun-pronoun agreement in highly patterned simple statements and sentence frames by drawing and labeling, with support.	8. Recognize the correct use of noun-pronoun agreement in sentence stems and sentence frames, with support.	8. Demonstrate the use of correct noun-pronoun agreement in sentence stems and sentence frames, with occasional support.	8. Use sentences with correct noun-pronoun agreement in sentence stems and sentence frames, with minimal support.
9. Recognize verb tense to indicate present events in highly patterned simple statements, with support.	9. Recognize verb tense to indicate present, past, and future events in simple statements and phrases, with support.	9. Recognize verb tense to indicate present, past, and future events in phrases and sentence stems and sentence frames, with support.	9. Use verb tense to indicate present, past, and future events in phrases and sentence stems and sentence frames, with occasional support.	9. Use verb tense to indicate present, past, and future events in sentence stems and sentence frames, with minimal support.

4. Writing

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Writing Conventions				
10. Demonstrate an understanding that shapes or pictures convey meaning, with support.	10. Write or copy some recognizable letters, with support.	10. Write or copy letters in groups to form words, with support.	10. Copy or write familiar words, with occasional support.	10. Write familiar words, with minimal support.
11. Identify periods in shared writing activities, with support.	11. Copy periods within dictated or shared writing, with support.	11. Use periods within shared writing or sentence frames, with support.	11. Use end punctuation within shared writing or sentence frames, with occasional support.	11. Use end punctuation in a variety of writing activities with minimal support.
12. Identify capital letters in names, with support.	12. Copy capital letters at the beginning of sentences in shared writing activities, with support.	12. Use capital letters at the beginning of sentences and names in shared writing, with support.	12. Use capitalization to begin sentences and names in shared writing and sentence frames, with occasional support.	12. Use capital letters at the beginning of sentences and names with minimal support.
13. Copy first name correctly, with support.	13. Copy first and last names, with support.	13. Write first and last names, words with invented spelling, and phonetically regular high-frequency words, with support.	13. Write grade-level high-frequency words and correct initial consonants of words, with occasional support.	13. Spell grade-level high-frequency words and c-v-c words, with minimal support.
Personal Information				
14. Express personal information using drawings, symbols, letters, or words, with support.	14. Express personal information in dictated or shared writing, with support.	14. Complete sentence frames to express personal information and ideas, with support.	14. Use sentence frames to express personal information and ideas, with occasional support.	14. Express personal information and ideas, with minimal support.
15. Express opinions and feelings using drawings, symbols, letters, or words, with support.	15. Express opinions and feelings in dictated or shared writing, with support.	15. Complete sentence frames to express opinions and feelings, with support.	15. Use sentence frames to express opinions and feelings, with occasional support.	15. Express opinions and feelings, with minimal support.

4. Writing

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
16. Use shared writing or dictation to retell events, stories, and experiences using pictures, words, and modeled phrases.	16. Use shared writing or dictation to retell events, stories, and experiences using pictures, words, and/or short phrases.	16. Use shared writing or dictation to retell events, stories, and experiences using pictures, words, phrases, and simple guided sentences.	16. Use shared writing or dictation to retell events, stories, and experiences using pictures, phrases, and sentences with detail.	16. Use shared writing or dictation to retell events, stories, and experiences using details in a short paragraph with support.
17. Use shared writing or dictation to describe attributes of people, places, and things using pictures, words, and modeled phrases.	17. Use shared writing or dictation to describe and compare attributes of people, places, and things using pictures, words, and adjectives in short phrases.	17. Use shared writing or dictation to describe and compare attributes and characteristics of people, places, and things using pictures, words, and adjectives in phrases and simple guided sentences.	17. Use shared writing or dictation to describe and compare attributes and characteristics of people, places, and things using pictures and adjectives in phrases and sentences with detail.	17. Use shared writing or dictation to write descriptive words and other details to expand and improve writing.
18. Use shared writing or dictation to express predictions and future events using pictures, words, and modeled phrases.	18. Use shared writing or dictation to express predictions and future events using pictures, words, and/or short phrases.	18. Use shared writing or dictation to express predictions and future events using pictures, words, phrases, and simple guided sentences.	18. Use shared writing or dictation to express predictions, probability, and future events using pictures, phrases, and sentences with detail.	18. Use shared writing or dictation to express predictions, probability, and future events using details in a short paragraph with support.

Grade 1

4. Writing

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use concrete grade-level nouns and subject pronouns by drawing and labeling, with support.	1. Use concrete grade-level singular and plural nouns and subject pronouns in phrases and sentence frames, with support.	1. Use grade-level vocabulary including possessive pronouns in short sentences, with support.	1. Use grade-level vocabulary including demonstrative pronouns in sentences, with occasional support.	1. Use grade-level vocabulary including nouns and pronouns, with minimal support.
2. Identify verbs to express action by drawing and labeling, with support.	2. Identify verbs to express action or state of being by drawing and labeling, with support.	2. Identify verbs and helping verbs in phrases and sentences, with support.	2. Use grade-level verbs and helping verbs in short sentences, with occasional support.	2. Use grade-level verbs and helping verbs in sentences, with minimal support.
3. Use basic words to indicate time, sequence, and location by labeling picture stories, with support.	3. Use basic words to indicate time, sequence, and location in phrases and sentence frames, with support.	3. Use grade-level words to indicate direction, time, sequence, and location in sentences, with support.	3. Use grade-level words to indicate direction, time, sequence, and location, with occasional support.	3. Use grade-level words to indicate direction, time, sequence, and location in short paragraphs, with minimal support.
Grammar				
4. Choose correct word order in modeled short phrases and highly patterned statements, with support.	4. Choose correct word order in modeled simple statements, with support.	4. Use correct word order in simple statements, with support.	4. Use correct word order in simple statements, with occasional support.	4. Compose simple sentences using correct word order, with minimal support.
5. Choose correct word order in modeled simple questions, with support.	5. Choose correct word order in simple questions, with support.	5. Use correct word order in simple questions, with support.	5. Use correct word order in simple questions, with occasional support.	5. Compose simple questions using correct word order, with minimal support.
6. Use subject-verb agreement in highly patterned simple statements, with support.	6. Use subject-verb agreement in simple statements, with support.	6. Use subject-verb agreement in simple sentences, with support.	6. Use subject-verb agreement to compose sentences and questions, with occasional support.	6. Use subject-verb agreement consistently in sentences and questions, with minimal support.
7. Use noun-pronoun agreement in highly patterned simple statements, with support.	7. Use noun-pronoun agreement in simple statements, with support.	7. Use noun-pronoun agreement in simple sentences and questions, with support.	7. Use noun-pronoun agreement to compose sentences and questions, with occasional support.	7. Use noun-pronoun agreement consistently in sentences and questions, with minimal support.
8. Use verb tenses to indicate present events in highly patterned simple statements, with support.	8. Use verb tenses to indicate present, past, and future events in phrases, with support.	8. Use verb tenses to indicate present, past, and future events in sentence stems and sentence frames, with support.	8. Use verb tenses to indicate present, past, and future events in sentences, with occasional support.	8. Use verb tenses to indicate present, past, and future events in several connected sentences, with minimal support.

Grade 1

4. Writing

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Writing Conventions				
9. Use grade-level punctuation, including periods at the end of sentences, with the support.	9. Use end punctuation, including periods and question marks, with support.	9. Use end punctuation, with support.	9. Use end punctuation, with occasional support.	9. Consistently use end punctuation, with minimal support.
10. Use capital letters to begin sentences, with support.	10. Use grade-level capitalization, including capital letters to begin sentences, with support.	10. Use grade-level capitalization, with support.	10. Use grade-level capitalization, with occasional support.	10. Use grade-level capitalization, with minimal support.
11. Spell first and last names correctly and use letters to represent phonemes in words, with support.	11. Spell first and last names and phonetically regular high-frequency words, with support.	11. Spell grade-level high-frequency words and pattern words, with support.	11. Spell grade-level high-frequency words, pattern words, and words with simple inflectional endings, with occasional support.	11. Apply conventional spelling in written language, including spelling high-frequency words, words that follow regular spelling patterns, and words with simple inflectional endings, with minimal support.
Personal Information				
12. Write to express personal information and ideas using drawings, symbols, letters, or words, with support.	12. Write to express personal information and ideas using drawings, symbols, letters, or words, with support.	12. Write to express personal information and ideas using drawings, symbols, letters, words, and sentences, with support.	12. Write to express personal information and ideas using words and sentences, with occasional support.	12. Write to express personal ideas using drawings, symbols, letters, words, and sentences, with minimal support.
13. Write to express opinions and feelings using drawings, symbols, letters, or words, with support.	13. Dictate, draw, or write to express opinions and feelings, with support.	13. Write to express opinions and feelings using drawings, symbols, letters, words, and sentences, with support.	13. Write to express opinions and feelings, including writing a response to text using words and sentences, with occasional support.	13. Write to express opinions and feelings, including writing a response to text using words and sentences, with minimal support.

4. Writing

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
14. Write to explain familiar routines or procedures, using pictures, words, and modeled phrases, with support.	14. Write to explain familiar routines or procedures, using pictures, words, and/or short phrases, with support.	14. Write to explain academic procedures, using pictures, words, phrases, and simple guided sentences, with support.	14. Write to explain academic procedures, using words, phrases, and simple sentences with detail, with occasional support.	14. Write to explain academic procedures, using details in sentences, with minimal support.
15. Write to retell events, stories, and experiences, using pictures, words, and modeled phrases, with support.	15. Write to retell events, stories, and experiences, using pictures, words, and short phrases, with support.	15. Write to retell events, stories, and experiences, using pictures, words, phrases, and simple guided sentences, with support.	15. Write to retell events, stories, and experiences, using pictures, phrases, and sentences, with occasional support.	15. Write to retell events, stories, and experiences in connected sentences, with minimal support.
16. Write to describe attributes of people, places, and things, using pictures, words, and modeled phrases, with support.	16. Write to describe and compare attributes of people, places, and things, using pictures, and words in short phrases, with support.	16. Write to describe and compare attributes and characteristics of people, places, and things, using pictures, and words in phrases and simple guided sentences, with support.	16. Write to describe and compare attributes and characteristics of people, places, and things, using pictures and words in phrases and sentences, with occasional support.	16. Use descriptive words and other details to expand and improve writing, with minimal support.
17. Write to express predictions and future events, using pictures, words, and modeled phrases, with support.	17. Write to express predictions and future events, using pictures, words, and/or short phrases, with support.	17. Write to express predictions and future events, using pictures, words, phrases, and simple guided sentences, with support.	17. Write to express predictions, probability, and future events, using pictures, phrases, and sentences, with occasional support.	17. Write to express predictions, probability, and future events in sentences, with minimal support.
18. Write to explain cause-effect relationships, using pictures, words, and modeled phrases, with support.	18. Write to explain cause-effect relationships, using pictures, words, and/or short phrases, with support.	18. Write to explain cause-effect relationships, using pictures, words, phrases, and simple guided sentences, with support.	18. Write to explain cause-effect relationships using phrases and sentences, including signal words, with occasional support.	18. Write to explain cause-effect relationships in connected sentences, including signal words and phrases, with minimal support.

4. Writing

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use concrete grade-level nouns and subject pronouns by drawing and labeling, with support.	1. Use concrete grade-level singular and plural nouns and subject pronouns in phrases and sentence frames, with support.	1. Use grade-level vocabulary including possessive pronouns in sentences, with support.	1. Use grade-level vocabulary including demonstrative pronouns in short paragraphs, with occasional support.	1. Use grade-level vocabulary including nouns and pronouns in short paragraphs, with minimal support.
2. Use verbs to express action or state of being by drawing and labeling, with support.	2. Use verbs and helping verbs to express action and state of being in phrases and sentence frames, with support.	2. Use grade-level verbs and helping verbs in sentences, with support.	2. Use grade-level verbs and helping verbs in simple paragraphs, with occasional support.	2. Use grade-level verbs and helping verbs in simple paragraphs, with minimal support.
3. Use adjectives by drawing and labeling, with support.	3. Use articles and adjectives in phrases and sentence frames, with support.	3. Use articles, quantifiers, determiners, and grade-level adjectives and adverbs in sentences, with support.	3. Use articles, quantifiers, determiners, and grade-level adjectives and adverbs in simple paragraphs, with occasional support.	3. Use articles, quantifiers, determiners, and grade-level adjectives and adverbs in simple paragraphs, with minimal support.
4. Use basic words to indicate time, sequence, and location by labeling picture stories, with support.	4. Use basic words to indicate direction, time, sequence, and location in phrases and sentence frames, with support.	4. Use grade-level words to indicate direction, time, sequence, and location in sentences, with support.	4. Use grade-level words to indicate direction, time, sequence, and location in simple paragraphs, with occasional support.	4. Use grade-level words to indicate direction, time, sequence, and location in simple paragraphs, with minimal support.
5. Use basic phrasal verbs by matching pictures to text, with support.	5. Use basic phrasal verbs in phrases and sentence frames, with support.	5. Use idioms and grade-level multiple-meaning words, with support.	5. Use idioms, figurative expressions, and grade-level multiple-meaning words, with occasional support.	5. Use idioms, figurative expressions, and grade-level multiple-meaning words, with minimal support.

4. Writing

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
6. Use correct word order in modeled short phrases and highly patterned statements, with support.	6. Use correct word order to compose complete modeled statements, with support.	6. Use correct word order in simple and compound statements, with support.	6. Use correct word order in simple and compound sentences, with occasional support.	6. Compose complete correct simple and compound declarative, imperative, and exclamatory sentences, with minimal support.
7. Use correct word order in modeled yes/no and choice questions, with support.	7. Use correct word order to compose complete modeled yes/no and choice questions, with support.	7. Use correct word order in yes/no, choice and modeled tag questions, and complete modeled simple and compound interrogatives, with support.	7. Use correct word order in yes/no, choice, and tag questions, and interrogatives, with occasional support.	7. Compose complete correct yes/no, choice, and tag questions, and interrogatives, with minimal support.
8. Use subject-verb agreement in highly patterned simple statements, with support.	8. Use subject-verb agreement in simple statements and questions, with support.	8. Use subject-verb agreement in simple and compound statements and questions, with support.	8. Use subject-verb agreement in a variety of statements and questions, with occasional support.	8. Use correct subject-verb agreement in a variety of sentences, with minimal support.
9. Use present and present progressive tenses of common verbs in highly patterned simple statements, with support.	9. Use past, present and present progressive tenses of common verbs in phrases and sentence frames, with support.	9. Use past, present and future tenses of regular and common irregular verbs, with support.	9. Use past, present and future tenses of regular and irregular verbs, with occasional support.	9. Apply consistent and appropriate use of verb tenses, with minimal support.
10. Use basic transitional words in a sentence to create a message, with support.	10. Use basic transitional words among sentences to create a logical message, with support.	10. Use grade-level transitional words and phrases among sentences to create a cohesive and logical message, with support.	10. Use grade-level transitional words and phrases within and among sentences to create cohesive and logical messages, with occasional support.	10. Use a variety of grade-level transitions within and among sentences to create cohesive and logical messages, with minimal support.

Grade 2

4. Writing

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Writing Conventions				
11. Use end punctuation, with support.	11. Use grade-level end punctuation, with support.	11. Use grade-level end punctuation and commas, with support.	11. Use grade-level punctuation, with occasional support.	11. Use grade-level punctuation consistently, with minimal support.
12. Use capital letters to begin sentences, names, and the pronoun <i>I</i> , with support.	12. Use grade-level capitalization, including capital letters to begin sentences, names, and the pronoun <i>I</i> , with support.	12. Use grade-level capitalization, including capital letters to begin sentences and to identify proper nouns, with support.	12. Use grade-level capitalization, including capital letters to begin sentences and to identify proper nouns, with occasional support.	12. Use grade-level capitalization, with minimal support.
13. Spell grade-level high-frequency words and words that follow regular spelling patterns, with support.	13. Spell grade-level high-frequency words, words that follow regular spelling patterns, and words with simple prefixes, with support.	13. Spell grade-level words, including words with simple prefixes, suffixes, and inflectional endings, with support.	13. Spell grade-level words, including non-phonetic high-frequency words and grade-level appropriate pattern words, with support.	13. Apply conventional grade-level spelling, with minimal support.
Personal Information				
14. Use words, phrases, and simple sentences to express personal information and ideas, with support.	14. Use sentences to express personal information and ideas in journals, with support.	14. Use sentences and simple paragraphs to express personal information and ideas in short narratives, with support.	14. Write to express personal information and ideas using a variety of forms such as journals, narrative, and letters, with occasional support.	14. Express personal information and ideas, using a variety of forms such as journals, narratives, and letters, with minimal support.
15. Express opinions and feelings, using words, phrases, and sentences, with support.	15. Express opinions and feelings with relevant reasons, using complete sentences, with support.	15. Express opinions and feelings with relevant reasons, using sentences and simple paragraphs, with support.	15. Express opinions and feelings using relevant reasons, with support.	15. Express opinions and feelings using significant, relevant reasons, with minimal support.

4. Writing

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
16. Explain grade-level academic procedures using single words, short phrases, and/or illustrations, with support.	16. Explain grade-level academic procedures using simple sentences, with support.	16. Explain two-step academic procedures using a variety of sentences, with support.	16. Explain multi-step academic procedures using details in a simple paragraph, with support.	16. Explain multi-step academic procedures using grade-level language structures, with minimal support.
17. Write narrative text using single words, short phrases, and/or illustrations, with support.	17. Write narrative text using simple sentences, with support.	17. Write narrative text using details in sentences, with support.	17. Write narrative text in a simple paragraph using details in sentences, with occasional support.	17. Write simple narrative text using details in sentences, with minimal support.
18. Describe attributes of people, places, and things using basic adjectives and short phrases, with support.	18. Describe and compare attributes of people, places, and things using adjectives in phrases and simple sentences.	18. Describe and compare attributes and characteristics of people, places, and things in short paragraphs, with support.	18. Describe and compare factual attributes and characteristics of people, places and things using sensory words and details, with occasional support.	18. Describe by using sensory details and vivid language, with minimal support.
19. Express predictions and future events using single words, short phrases, and/or illustrations, with support.	19. Express predictions and future events using phrases and simple sentences, with support.	19. Express predictions and future events using compound sentences, with support.	19. Express predictions, probability, and future events using a variety of sentences, with occasional support.	19. Express predictions, probability and future events using grade-level language structures in a paragraph, with minimal support.
20. Express cause-effect relationships using single words or phrases, with support.	20. Express cause-effect relationships in phrases and sentences, with support.	20. Express cause-effect relationships using signal words, with support.	20. Express cause-effect relationships using signal words and phrases, with occasional support.	20. Express cause-effect relationships in a simple paragraph using appropriate signal words or phrases, with minimal support.
21. Summarize short passages of speech or text using words, phrases, or illustrations, with support.	21. Summarize short passages of speech or text using phrases and sentences, with support.	21. Summarize and paraphrase short passages of speech or text, with support.	21. Summarize and paraphrase short passages of speech or text using examples, with occasional support.	21. Summarize and paraphrase information from various sources, with minimal support.

Grade 3

4. Writing

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use concrete grade-level nouns and subject pronouns by drawing and labeling, with support such as word banks, sentence frames, and picture dictionaries.	1. Use concrete grade-level singular and plural nouns and subject pronouns in phrases and sentence frames, with support such as models, graphic organizers, and text resources.	1. Use grade-level vocabulary including possessive pronouns in sentences, with support of graphic organizers, modeling and sentence stems and sentence frames.	1. Use grade-level vocabulary including demonstrative pronouns in short paragraphs, with support of graphic organizers, modeling and paragraph frames.	1. Use grade-level vocabulary including nouns and pronouns in short paragraphs, with minimal support.
2. Use verbs to express action or state of being by drawing and labeling, with support such as word banks, sentence frames, and picture dictionaries.	2. Use verbs and helping verbs to express action and state of being in phrases and sentence frames, with support such as models, graphic organizers, and text resources.	2. Use grade-level verbs and helping verbs in sentences, with support of graphic organizers, modeling and sentence stems and sentence frames.	2. Use grade-level verbs and helping verbs in short paragraphs, with support of graphic organizers, modeling and paragraph frames.	2. Use grade-level verbs and helping verbs in short paragraphs, with minimal support.
3. Use adjectives by drawing and labeling, with support such as word banks, sentence frames, and picture dictionaries.	3. Use articles and adjectives in phrases and sentence frames, with support such as models, graphic organizers, and text resources.	3. Use articles, grade-level adjectives, and adverbs in sentences, with support of graphic organizers, modeling and sentence stems/ frames.	3. Use articles, quantifiers, grade-level adjectives and adverbs in short paragraphs, with support of graphic organizers, modeling and paragraph frames.	3. Use articles, quantifiers, grade-level adjectives and adverbs in short paragraphs, with minimal support.
4. Use basic words to indicate time, sequence, and location by labeling picture stories, with support such as word banks, sentence frames, and picture dictionaries.	4. Use basic words to indicate direction, time, sequence, and location in phrases and sentence frames, with support such as models, graphic organizers, and text resources.	4. Use grade-level words to indicate direction, time, sequence, and location in sentences, with support of graphic organizers, modeling and sentence stems and sentence frames.	4. Use grade-level words to indicate direction, time, sequence, and location in short paragraphs, with support of graphic organizers, modeling and paragraph frames.	4. Use grade-level words to indicate direction, time, sequence, and location in short paragraphs, with minimal support.
5. Use basic phrasal verbs by matching pictures to text, with support such as word banks, sentence frames, and picture dictionaries.	5. Use basic phrasal verbs in phrases and sentence frames, with support such as models, graphic organizers, and text resources.	5. Use idioms and grade-level multiple-meaning words, with support of graphic organizers, modeling and sentence stems and sentence frames.	5. Use idioms, figurative expressions, and grade-level multiple-meaning words, with support of graphic organizers, modeling and paragraph frames.	5. Use idioms, figurative expressions, and grade-level multiple-meaning words, with minimal support.

4. Writing

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
6. Use correct word order in modeled short phrases and highly patterned statements, with support.	6. Use correct word order to compose complete modeled statements, with support.	6. Use correct word order in simple and compound statements, with support.	6. Use correct word order in simple, compound, and complex sentences, with occasional support.	6. Compose complete and correct declarative, imperative, and exclamatory sentences, with minimal support.
7. Use correct word order in modeled yes/no and choice questions, with support.	7. Use correct word order to compose complete modeled yes/no and choice questions, with support.	7. Use correct word order in yes/no, choice and modeled tag questions, and complete modeled simple and compound interrogatives, with support.	7. Use correct word order in yes/no, choice, and tag questions, and interrogatives, with occasional support.	7. Compose complete correct yes/no, choice, and tag questions, and interrogatives, with minimal support.
8. Use subject-verb agreement in highly patterned simple statements, with support.	8. Use subject-verb agreement in simple statements and questions, with support.	8. Use subject-verb agreement in simple and compound statements and questions, with support.	8. Use subject-verb agreement in a variety of statements and questions, with occasional support.	8. Recognize and use correct subject-verb agreement, with minimal support.
9. Use noun-pronoun agreement in highly patterned simple statements, with support.	9. Use noun-pronoun agreement in simple statements and questions, with support.	9. Use noun-pronoun agreement in simple and compound statements and questions, with support.	9. Use noun-pronoun agreement in a variety of statements and questions, with occasional support.	9. Recognize and use correct noun-pronoun agreement, with minimal support.
10. Use present and present progressive verb tenses of common verbs in highly patterned simple statements, with support.	10. Use present and present progressive verb tenses of common verbs in phrases and sentence frames, with support.	10. Use past, present and future verb tenses of regular and common irregular verbs, with support.	10. Use past, present and future verb tenses of regular and irregular verbs, with support.	10. Apply consistent and appropriate use of verb tenses such as past, present and future, with minimal support.
11. Use basic transitional words in a sentence to create a message, with support.	11. Use basic transitional words among sentences to create a logical message, with support.	11. Use grade-level transitional words and phrases among sentences to create a cohesive and logical message, with support.	11. Use grade-level transitional words and phrases within and among sentences to create cohesive and logical messages, with occasional support.	11. Use a variety of grade-level transitions within and among sentences to create cohesive and logical messages, with minimal support.

4. Writing

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Writing Conventions				
12. Use end punctuation, with support.	12. Use grade-level end punctuation, with support.	12. Use grade-level punctuation, including end punctuation, commas and quotation marks, with support.	12. Use grade-level punctuation, including end punctuation, commas, apostrophes, and quotation marks, with occasional support.	12. Use grade-level punctuation consistently, with minimal support.
13. Use capital letters to begin sentences, names, and the pronoun I, with support.	13. Use grade-level capitalization, including capital letters to begin sentences, names, and the pronoun I, with support.	13. Use grade-level capitalization, including capital letters to begin sentences and to identify proper nouns, with support.	13. Use grade-level capitalization, including capital letters to begin sentences and to identify proper nouns, with occasional support.	13. Use grade-level capitalization, with minimal support.
14. Spell grade-level high-frequency words and words that follow regular spelling patterns, with support.	14. Spell grade-level high-frequency words, words that follow regular spelling patterns, and words with simple prefixes, with support.	14. Spell grade-level words, including words with simple prefixes, suffixes, and inflectional endings, with support.	14. Spell grade-level words, including non-phonetic high-frequency words and grade-level appropriate pattern words, with occasional support.	14. Apply conventional grade-level spelling, with minimal support.
Personal Information				
15. Express personal information and ideas using words, phrases, and simple sentences, with support.	15. Express personal information and ideas using complete sentences, with support.	15. Express personal information and ideas using sentences and simple paragraphs, with support.	15. Express personal information and ideas, using a variety of forms such as paragraphs, journals, narratives, letters, and reports, with occasional support.	15. Express personal information and ideas, using a variety of forms such as paragraphs, journals, narratives, letters, and reports, with minimal support.
16. Express opinions and feelings, using words, phrases, and simple sentences, with support.	16. Express opinions and feelings with relevant reasons, using complete sentences, with support.	16. Express opinions and feelings with relevant reasons, using sentences and simple paragraphs, with support.	16. Express opinions and feelings with detailed reasons, with occasional support.	16. Express opinions and feelings using significant, relevant reasons, with minimal support.

4. Writing

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
17. Explain grade-level academic procedures using single words, short phrases, and/or illustrations, with support.	17. Explain grade-level academic procedures using simple sentences, with support.	17. Explain two-step academic procedures using a variety of sentences, with support.	17. Explain multi-step academic procedures using details in a paragraph, with occasional support.	17. Explain multi-step academic procedures using grade-level language structures, with minimal support.
18. Compose narrative text using single words, short phrases, and/or illustrations, with support.	18. Compose narrative text using simple sentences, with support.	18. Compose narrative text using details in simple and compound sentences, with support.	18. Compose narrative text in a paragraph using details within complex sentences, with occasional support.	18. Compose narrative text using details within complex language structures, with minimal support.
19. Describe attributes of people, places, and things using simple words, short phrases, and basic adjectives, with support.	19. Describe and compare attributes of people, places, and things using adjectives in phrases and simple sentences, with support.	19. Describe and compare attributes and characteristics of people, places, and things in short paragraphs, with support.	19. Describe and compare factual attributes and characteristics of people, places, and things using sensory words and details, with occasional support.	19. Describe and compare by using sensory details and vivid language, with minimal support.
20. Express predictions and future events using simple words, short phrases, and/or illustrations, with support.	20. Express predictions and future events using phrases and simple sentences, with support.	20. Express predictions and future events using simple and compound sentences, with support.	20. Express predictions, probability, and future events using appropriate verb tenses and a variety of sentences, with occasional support.	20. Express predictions, probability, and future events using grade-level language structures in a paragraph, with minimal support.
21. Express cause-effect relationships using simple words or phrases, with support.	21. Express cause-effect relationships in phrases and sentences, with support.	21. Express cause-effect relationships using signal words, with support.	21. Express cause-effect relationships using signal words and phrases, with occasional support.	21. Express cause-effect relationships in paragraphs using appropriate signal words and phrases, with minimal support.
22. Summarize short passages of speech or text using words, phrases, or illustrations, with support.	22. Summarize short passages of speech or text using phrases and sentences, with support.	22. Summarize and paraphrase short passages of speech or text, with support.	22. Summarize and paraphrase short passages of speech or text using examples, with occasional support.	22. Summarize and paraphrase information from various sources, with minimal support.

4. Writing

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use grade-level content nouns and subject pronouns by drawing and labeling, with support.	1. Use grade-level singular and plural nouns and subject pronouns in phrases and sentence frames, with support.	1. Use grade-level vocabulary, including possessive and demonstrative pronouns, in sentences, with support.	1. Use precise grade-level vocabulary, including relative pronouns, in paragraphs, with occasional support.	1. Use precise vocabulary, including abstract nouns, with minimal support.
2. Express action or state of being by drawing and labeling, with support.	2. Incorporate verbs and helping verbs to express action or state of being in phrases and sentence frames, with support.	2. Incorporate grade-level verbs and helping verbs in sentences, with support.	2. Incorporate a variety of grade-level verbs and helping verbs in paragraphs, with occasional support.	2. Incorporate a variety of vivid verbs, with minimal support.
3. Use adjectives by drawing and labeling, with support.	3. Use articles and grade-level adjectives in phrases and sentence frames, with support.	3. Use articles and grade-level adjectives and adverbs in sentences, with support.	3. Use articles and vivid grade-level adjectives and adverbs in paragraphs, with occasional support.	3. Use articles and vivid grade-level adjectives and adverbs, with minimal support.
4. Use basic words to indicate time, sequence, and location by drawing and labeling picture stories, with support.	4. Use basic words to indicate direction, time, sequence, and location in phrases and sentence frames, with support.	4. Use grade-level words to indicate direction, time, sequence, and location in sentences, with support.	4. Use precise grade-level words to indicate direction, time, sequence, and location in paragraphs, with occasional support.	4. Use precise grade-level words to indicate direction, time, sequence, and location, with minimal support.
5. Use basic phrasal verbs by matching pictures to text, with support.	5. Use basic phrasal verbs in sentence frames, with support.	5. Use idioms and multiple-meaning words in sentences to clarify, extend or elaborate on ideas, with support.	5. Use idioms, figurative expressions, and multiple-meaning words in paragraphs to clarify, extend or elaborate on ideas, with occasional support.	5. Use idioms and figurative language to clarify, extend or elaborate on ideas, with minimal support.

4. Writing

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
6. Use correct word order in modeled short phrases and highly patterned statements and questions, with support.	6. Use correct word order to form modeled simple statements and questions, with support.	6. Use correct word order in simple and compound statements and questions, with support.	6. Use correct word order in simple, compound, and complex sentences, with occasional support.	6. Compose simple, compound, and complex sentences using independent and dependent clauses, transitions, and conjunctions to connect ideas, with minimal support.
7. Use noun-pronoun agreement in highly patterned simple statements, with support.	7. Use noun-pronoun agreement in simple statements and questions, with support.	7. Use noun-pronoun agreement in simple and compound statements and questions, with support.	7. Use noun-pronoun agreement in simple, compound, and complex statements and questions, with occasional support.	7. Use noun-pronoun agreement when composing in a variety of modes, with minimal support.
8. Use subject-verb agreement in highly patterned simple statements, with support	8. Use subject-verb agreement in simple statements and questions, with support	8. Use subject-verb agreement in simple and compound statements and questions, with support.	8. Use subject-verb agreement in simple, compound, and complex statements and questions, with occasional support.	8. Use subject-verb agreement when composing in a variety of modes, with minimal support.
9. Use present and present progressive tenses of common verbs in highly patterned simple statements, with support	9. Use past, present, future, and progressive verb tenses of common verbs in phrases and sentence frames.	9. Use past, present, future, and progressive verb tenses of regular and common irregular verbs in simple and compound statements and questions, with support.	9. Use past, present, future, progressive, and conditional verb forms of regular and irregular verbs in simple, compound, and complex statements and questions, with occasional support.	9. Use consistent and appropriate verb forms to compose a variety of texts using active and passive voices, with minimal support.
10. Use simple transitional words and phrases to compose highly patterned sentences and questions, with support.	10. Use simple transitional words and phrases to compose sentences and questions, with support.	10. Use grade-level transitional words and phrases to create a cohesive and logical message among sentences, with support.	10. Use grade-level transitional words and phrases within and among sentences to create cohesive and logical messages, with occasional support.	10. Use a variety of grade-level transitions within and among sentences to create cohesive and logical messages, with minimal support.

4. Writing

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Writing Conventions				
11. Use correct end punctuation, with support.	11. Use correct end punctuation and apostrophes, with support.	11. Use correct end punctuation, apostrophes, and commas, with support.	11. Use correct grade-level punctuation, including colons, underlining, and quotation marks, with occasional support.	11. Use correct grade-level punctuation consistently, with minimal support.
12. Use correct capitalization to begin sentences and names, with support.	12. Use correct capitalization to begin sentences, names, and the pronoun <i>I</i> , with support.	12. Use correct capitalization to begin sentences and identify proper nouns, with support.	12. Use correct capitalization in titles and direct quotations, with support.	12. Use correct grade-level capitalization consistently, with minimal support.
13. Spell high-frequency words and pattern words, with support.	13. Spell high-frequency words and grade-level content words, with support.	13. Spell high-frequency words, grade-level content words, and words with common affixes, with support.	13. Spell grade-level words, including multi-syllabic words with complex spelling patterns, with occasional support.	13. Apply conventional grade-level spelling, with minimal support.
Personal Information				
14. Express personal information with limited command of grade-level vocabulary and language structures, using single words, short phrases, modeled sentence patterns, and/or illustrations, with support.	14. Express personal information with basic command of grade-level vocabulary and language structures, using simple sentences or a short paragraph addressing topic, audience, and purpose, with support.	14. Using the writing process, express personal information with adequate command of grade-level vocabulary and language structures, in paragraphs or short essays, using organizational structures, including topic with details, audience, and purpose, with support.	14. Using the writing process, express personal information with extensive command of grade-level vocabulary and language structures, using organizational structures, including topic with details, audience, and purpose, with occasional support.	14. Using the writing process, express personal information, using comprehensive grade-level vocabulary and language structures, using organizational structures, including topic with details, audience, and purpose, with minimal support.
15. Express ideas, opinions and feelings with limited command of grade-level vocabulary and language structures, using single words, short phrases, modeled sentence patterns and/or illustrations, with support.	15. Express ideas, opinions and feelings with basic command of grade-level vocabulary and language structures, using simple sentences or a short paragraph, with support.	15. Using the writing process, express ideas, opinions and feelings with adequate command of grade-level vocabulary and language structures, in paragraphs or short essays, using organizational structures, including relevant reasons, with support.	15. Using the writing process, express ideas, opinions and feelings with extensive command of grade-level vocabulary and language structures, using organizational structures, including relevant reasons, with occasional support.	15. Using the writing process, express ideas, opinions and feelings, with comprehensive topical grade-level vocabulary and language structures, using organizational structures, including significant and relevant reasons to agree or disagree with an idea, with minimal support.

4. Writing

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
16. Explain grade-level academic procedures with limited command of vocabulary and language structures, using single words, short phrases, and/or illustrations, with support.	16. Explain grade-level academic procedures with basic command of vocabulary and language structures, using simple sentences, with support.	16. Explain grade-level two-step academic procedures with adequate command of vocabulary and language structures, using simple and compound sentences, with support.	16. Explain grade-level multi-step academic procedures with extensive vocabulary and command of language structures, using complex sentences, with occasional support.	16. Explain grade-level multi-step academic procedures using comprehensive vocabulary and complex language structures, with minimal support.
17. Compose narrative text with limited command of vocabulary and language structures, using single words, short phrases, and/or illustrations, with support.	17. Compose narrative text with basic command of vocabulary and language structures, using simple sentences, with support.	17. Compose narrative text with adequate command of vocabulary and language structures, using details within simple and compound sentences, with support.	17. Compose narrative text with extensive vocabulary and command of language structures, using details within complex sentences, with occasional support.	17. Compose narrative text with comprehensive vocabulary and appropriate language structures, using details within complex language structures, with minimal support.
18. Report observations and describe attributes of people, places, and things with limited command of grade-level vocabulary and language structures, using adjectives in single words, short phrases, modeled sentence patterns, and illustrations, with support.	18. Report observations and describe, compare, and contrasts attributes of people, places, and things with basic command of grade-level vocabulary and language structures, using adjectives in phrases and signal words within simple sentences, with support.	18. Report observations and describe, compare, and contrasts attributes and characteristics of people, places, and things with adequate command of grade-level vocabulary and language structures, using transition words and phrases, signal words, and details in sentences, with support.	18. Report observations and describe, compare, and contrasts attributes and characteristics of people, places, and things with extensive command of grade-level vocabulary and language structures, using transition words and phrases, signal words, sensory details, and images, with occasional support.	18. Report observations and describe, compare, and contrasts by using purposeful imagery, sensory details, active verbs, colorful adjectives, transition words and phrases, signal words, and comprehensive command of language structures, with minimal support.
19. Express predictions and future events with limited command of grade-level vocabulary and language structures, using single words, short phrases, modeled sentence patterns, and illustrations, with support.	19. Express predictions and future events with basic command of grade-level vocabulary and language structures, using phrases and simple sentences, with support.	19. Express predictions, probability, and future events with adequate command of grade-level vocabulary and language structures, using appropriate verb forms, with support.	19. Express predictions, probability, and future events with extensive command of grade-level vocabulary and language structures, with occasional support.	19. Express predictions, probability, and future events using comprehensive grade-level vocabulary and language structures, with minimal support.

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20. Express cause-effect relationships with limited command of grade-level vocabulary and language structures, using single words, phrases, illustrations, and modeled sentence patterns, with support.	20. Express cause-effect relationships with basic command of grade-level vocabulary and language structures, using signal words within simple sentences, with support.	20. Express cause-effect relationships with adequate command of grade-level vocabulary and language structures, using signal words, with support.	20. Express cause-effect relationships with extensive command of grade-level vocabulary and language structures, using signal words and phrases, with occasional support.	20. Express cause-effect relationships using comprehensive grade-level vocabulary and language structures, including appropriate signal words and phrases, with minimal support.
21. Summarize short passages of speech or text about familiar topics, with limited command of grade-level vocabulary and language structures, using single words, phrases, illustrations, and modeled sentence patterns, with support.	21. Summarize short passages of speech or text about familiar topics, with basic command of grade-level vocabulary and language structures, using phrases and simple sentences, with support.	21. Summarize or paraphrase speech or text about content-related topics, with adequate command of grade-level vocabulary and language structures, with support.	21. Summarize and paraphrase speech or text about content-related topics, with extensive command of grade-level vocabulary and language structures, with occasional support.	21. Summarize and paraphrase information from various sources about content-related topics, with comprehensive command of grade-level vocabulary and language structures, minimal support.

4. Writing

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use limited vocabulary (concrete nouns, subject and object pronouns, verbs to express action or state of being, phrasal verbs, adjectives, prepositions of time, sequence and location) about familiar information in short responses and simple sentences, with support.	1. Use basic vocabulary (possessive and demonstrative pronouns, helping verbs, modifiers including adjectives, articles, and adverbs) within simple paragraphs, with support.	1. Use adequate content-specific vocabulary, such as multiple meaning words and technical terms, with support.	1. Use extensive content-specific vocabulary, such as abstract terms and figurative language, with occasional support.	1. Use comprehensive content-specific vocabulary to accurately communicate complex ideas and concepts, with minimal support.
2. Use limited academic vocabulary, including content-specific vocabulary and terms used as academic language functions, within short responses and simple sentences, with support.	2. Use basic academic vocabulary, including content-specific vocabulary and terms used as academic language functions, within simple paragraphs, with support.	2. Use adequate academic vocabulary, including content-specific vocabulary, multiple meaning words and technical terms within writing, with support.	2. Use extensive academic vocabulary, including content-specific vocabulary, abstract terms and figurative language, with occasional support.	2. Use comprehensive academic and content-specific vocabulary to accurately communicate when writing about complex ideas and concepts, with minimal support.
3. Use limited vocabulary in simple sentences and drawings in a variety of genres, with support.	3. Use basic general vocabulary to write simple paragraphs about familiar topics in a variety of genres, with support.	3. Use adequate content-specific vocabulary to write in a variety of genres, with support.	3. Use extensive content-specific vocabulary to write in a variety of genres, with occasional support.	3. Use comprehensive content-specific vocabulary to accurately communicate in a variety of genres, with minimal support.

4. Writing

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
4. Use correct word order in modeled short phrases, highly-patterned sentences and questions, with support.	4. Use correct word order in simple sentences and questions that include modifiers (such as articles, adjectives, and adverbs), with support.	4. Use correct word order to compose more complex sentences and questions by using independent and dependent clauses, with support.	4. Use correct word order in complex sentences and questions with adverbial and relative clauses, with occasional support.	4. Use correct word order when composing in a variety of modes, with minimal support.
5. Use noun-pronoun agreement to compose highly-patterned sentences, with support	5. Use noun-pronoun agreement to compose simple sentences, with support.	5. Use noun-pronoun agreement to compose more complex sentences by using independent and dependent clauses, with support.	5. Use noun-pronoun agreement in complex sentences with adverbial and relative clauses, with occasional support.	5. Use noun-pronoun agreement when composing in a variety of modes, with minimal support.
6. Use subject-verb agreement to compose highly-patterned sentences, with support.	6. Use subject-verb agreement to compose simple sentences, with support.	6. Use subject-verb agreement to compose more complex sentences by using independent and dependent clauses, with support.	6. Use subject-verb agreement in complex sentences with adverbial and relative clauses, with occasional support.	6. Use subject-verb agreement when composing in a variety of modes, with minimal support.
7. Use simple present tense of regular and high-frequency irregular verbs to compose highly-patterned sentences and questions, with support.	7. Use simple and progressive forms of past, present, and future tenses of regular and high-frequency irregular verbs to compose simple sentences and questions, with support.	7. Use simple, progressive and perfect tenses of regular and irregular verbs to compose more complex sentences and questions, with support.	7. Use all verb tenses and the conditional mood to compose, with occasional support.	7. Use consistent and appropriate verb tenses to compose a variety of texts using active and passive voices, with minimal support.
8. Use simple transitional words and phrases to compose highly-patterned sentences, with support.	8. Use simple transitional words and phrases to compose simple sentences, with support.	8. Use content-specific transitional words and phrases to move from one idea to the next in composing complex sentences and short paragraphs, with support.	8. Use transitional words and phrases to compose a cohesive message within and among sentences and paragraphs, with occasional support.	8. Use appropriate transitional words and phrases to compose and connect paragraphs, with minimal support.

4. Writing

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Writing Conventions				
9. Use appropriate end punctuation, with support.	9. Use appropriate end punctuation and apostrophes, with support.	9. Use end punctuation, commas, and apostrophes, with support.	9. Use punctuation, including quotation marks, colons, and semi-colons, with occasional support.	9. Use appropriate punctuation in a variety of writing, with minimal support.
10. Use capitalization for the first word of a sentence, the pronoun I, and names, with support.	10. Use capitalization, including frequently used abbreviations and titles, with support.	10. Use capitalization in proper nouns, with support.	10. Use capitalization appropriately in a direct quotation, with occasional support.	10. Use appropriate capitalization in a variety of writing, with minimal support.
11. Spell high-frequency words and simple content-specific words that follow a pattern, with support.	11. Spell simple and content-specific words, with support.	11. Spell content-specific words, with support.	11. Spell grade-level and content-specific words, with occasional support.	11. Use appropriate spelling in a variety of writing, with minimal support.
Personal Information				
12. Express personal and autobiographical information with limited command of content-specific vocabulary and language structures, using single words, short phrases, modeled sentence patterns, and/or illustrations, with support.	12. Express personal and autobiographical information with basic command of content-specific vocabulary and language structures, using simple sentences or a short paragraph addressing topic, audience, and purpose, with support.	12. Using the writing process, express personal and autobiographical information with adequate command of content-specific vocabulary and language structures, in paragraphs or short essays, using organizational structures, including topic with details, audience, and purpose, with support.	12. Using the writing process, express personal and autobiographical information with extensive command of content-specific vocabulary and language structures, using organizational structures, including topic with details, audience, and purpose, with occasional support.	12. Using the writing process, express personal and autobiographical information, using comprehensive content-specific vocabulary and language structures, using organizational structures, including topic with details, audience, and purpose, with minimal support.
13. Express ideas, opinions and feelings with limited command of content-specific vocabulary and language structures, using single words, short phrases, modeled sentence patterns and/or illustrations, with support.	13. Express ideas, opinions and feelings with basic command of content-specific vocabulary and language structures, using simple sentences or a short paragraph, with support.	13. Using the writing process, express ideas, opinions and feelings with adequate command of content-specific vocabulary and language structures, in paragraphs or short essays, using organizational structures, including relevant reasons, with support.	13. Using the writing process, express ideas, opinions and feelings with extensive command of content-specific vocabulary and language structures, using organizational structures, including relevant reasons, with occasional support.	13. Using the writing process, express ideas, opinions and feelings, with comprehensive topical content-specific vocabulary and language structures, using organizational structures, including significant and relevant reasons to agree or disagree with an idea, with minimal support.

4. Writing

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
14. Explain content-specific academic procedures with limited command of vocabulary and language structures, using single words, short phrases, and/or illustrations, with support.	14. Explain content-specific academic procedures with basic command of vocabulary and language structures, using simple sentences, with support.	14. Explain content-specific two-step academic procedures with adequate command of vocabulary and language structures, using simple and compound sentences, with support.	14. Explain content-specific multi-step academic procedures with extensive vocabulary and command of language structures, using complex sentences, with occasional support.	14. Explain content-specific multi-step academic procedures using comprehensive vocabulary and complex language structures, with minimal support.
15. Compose narrative text with limited command of vocabulary and language structures, using single words, short phrases, and/or illustrations, with support.	15. Compose narrative text with basic command of vocabulary and language structures, using simple sentences, with support.	15. Compose narrative text with adequate command of vocabulary and language structures, using details within simple and compound sentences, with support.	15. Compose narrative text with extensive vocabulary and command of language structures, using details within complex sentences, with occasional support.	15. Compose narrative text with comprehensive vocabulary and appropriate language structures, using details within complex language structures, with minimal support.
16. Report observations and describe attributes of people, places, and things with limited command of content-specific vocabulary and language structures, using adjectives in single words, short phrases, modeled sentence patterns, and illustrations, with support.	16. Report observations and describe, compare, and contrasts attributes of people, places, and things with basic command of content-specific vocabulary and language structures, using adjectives in phrases and signal words within simple sentences, with support.	16. Report observations and describe, compare, and contrasts attributes and characteristics of people, places, and things with adequate command of content-specific vocabulary and language structures, using transition words and phrases, signal words, and details in sentences, with support.	16. Report observations and describe, compare, and contrasts attributes and characteristics of people, places, and things with extensive command of content-specific vocabulary and language structures, using transition words and phrases, signal words, sensory details and images, with occasional support.	16. Report observations and describe, compare, and contrasts by using purposeful imagery, sensory details, active verbs, colorful adjectives, transition words and phrases, signal words, and comprehensive command of language structures, with minimal support.
17. Express predictions and future events with limited command of content-specific vocabulary and language structures, using single words, short phrases, modeled sentence patterns, and illustrations, with support.	17. Express predictions and future events with basic command of content-specific vocabulary and language structures, using phrases and simple sentences, with support.	17. Express predictions, probability, and future events with adequate command of content-specific vocabulary and language structures, using appropriate verb tenses, with support.	17. Express predictions, probability, and future events with extensive command of content-specific vocabulary and language structures, with occasional support.	17. Express predictions, probability, and future events using comprehensive content-specific vocabulary and language structures, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

18. Express cause-effect relationships with limited command of content-specific vocabulary and language structures, using single words, phrases, illustrations, and modeled sentence patterns, with support.	18. Express cause-effect relationships with basic command of content-specific vocabulary and language structures, using signal words within simple sentences, with support.	18. Express cause-effect relationships with adequate command of content-specific vocabulary and language structures, using signal words, with support.	18. Express cause-effect relationships with extensive command of content-specific vocabulary and language structures, using signal words and phrases, with occasional support.	18. Express cause-effect relationships using comprehensive content-specific vocabulary and language structures, including appropriate signal words and phrases, with minimal support.
19. Summarize short passages of speech or text about familiar topics, with limited command of content-specific vocabulary and language structures, using single words, phrases, illustrations, and modeled sentence patterns, with support.	19. Summarize short passages of speech or text about familiar topics, with basic command of content-specific vocabulary and language structures, using phrases and simple sentences, with support.	19. Summarize or paraphrase speech or text about content-related topics, with adequate command of content-specific vocabulary and language structures, with support.	19. Summarize and paraphrase speech or text about content-related topics, with extensive command of content-specific vocabulary and language structures, with occasional support.	19. Summarize and paraphrase information from various sources about content-related topics, with comprehensive command of content-specific vocabulary and language structures, with minimal support.
20. State and justify a position using words, phrases, and modeled sentence patterns, with support.	20. State and justify a position using simple sentences to create a paragraph, with support.	20. Using the writing process, compose a persuasive essay using an appropriate organizational structure and logical arguments, with support.	20. Using the writing process, compose a persuasive essay using an appropriate organizational structure and logical arguments, with occasional support.	20. Using the writing process, compose a persuasive essay using an appropriate organizational structure and logical arguments, with minimal support.
21. Complete a graphic organizer based on a familiar topic, using words, phrases, and illustrations, with support.	21. Write a summary statement about a familiar topic based on information from a graphic organizer, using modeled sentence patterns, with support	21. Using the writing process, summarize and paraphrase content-related information in sentences, a short paragraph, and/or multi-media presentation, with support.	21. Using the writing process, compose short research essays or papers, including evidence and cited sources, with occasional support.	21. Using the writing process, compose effective research essays and papers, including evidence and cited sources, with minimal support.

Standards by Grade

Pre-Kindergarten.....	103
Kindergarten	108
Grade 1	122
Grade 2.....	135
Grade 3.....	150
Grade 4-5.....	164
Grade 6-12.....	180

1. Listening

Pre-Kindergarten

Beginning	Intermediate	Advanced
Vocabulary		
8. Demonstrate comprehension of age-appropriate vocabulary within familiar, basic questions and simple academic directions, supported by simplified speech, repetition, and visual or non-verbal cues.	8. Demonstrate comprehension of age-appropriate vocabulary within familiar, basic questions and simple academic directions, supported by simplified speech, repetition, and visual or non-verbal cues.	9. Demonstrate comprehension of age-appropriate vocabulary, with minimal support.
9. Demonstrate recognition of word structures within familiar, simple speech to determine the meaning of words, supported by simplified language, repetition, and visual or non-verbal cues.	9. Demonstrate recognition of word structures to determine the meaning of words within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	10. Demonstrate recognition of word structures to determine the meaning of words, with minimal support.
Pronunciation and Intonation Patterns		
10. Distinguish common phonemes and phonemic patterns in initial and final consonant sounds.	10. Distinguish phonemes and phonemic patterns in initial and final positions and long vowel sounds.	11. Distinguish phonemes and phonemic patterns including blends and digraphs in initial, medial, and final positions.
11. Distinguish intonation patterns in familiar questions and statements.	11. Distinguish intonation patterns that affect meaning in less familiar questions, statements, and exclamations.	12. Distinguish intonation patterns and word stress that affect meaning in questions, statements, exclamations, and commands.
Comprehension of Oral Instructions, Questions, and Prompts		
12. Respond appropriately to classroom commands and instructions to complete age-appropriate tasks containing modeled one-step directions, supported by visual and/or non-verbal cues.	12. Respond appropriately to classroom commands and instructions to complete age-appropriate tasks containing modeled directions, with repetition and visual or non-verbal support.	13. Respond appropriately to classroom commands and instructions to complete age-appropriate tasks, with minimal support.
13. Respond appropriately to short, simply-phrased questions about familiar topics, with support including repetition and visual cues.	13. Respond appropriately to a variety of age-appropriate questions that have simple language structures, with support including repetition and visual cues.	14. Respond appropriately to a variety of questions that contain age-appropriate vocabulary and language structures, with minimal support.
Comprehension of Information Presented Orally		
14. Demonstrate listening comprehension of content-related vocabulary about familiar information presented with simplified speech and visual support.	14. Demonstrate listening comprehension of topic, details and main idea about familiar and unfamiliar information presented in normal speech, with visual support.	15. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with minimal support.
Conversations and Discussions		
16. Demonstrate active listening strategies about personal topics by attending to the speaker nonverbally, making eye contact, and using appropriate gestures.	9. Demonstrate active listening strategies in social and age-appropriate academic settings by asking on-topic questions, with support.	9. Demonstrate active listening strategies by attending to the speaker and responding appropriately to deepen understanding, with minimal support.

2. Speaking

Pre-Kindergarten

Beginning	Intermediate	Advanced
Vocabulary		
1. Use basic, concrete age-appropriate content-specific vocabulary, about familiar information, within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use age-appropriate content specific vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use age-appropriate content specific vocabulary within academic discussions, with minimal support.
2. Use general vocabulary terms from all parts of speech about familiar topics, with visual, non-verbal and text support.	2. Use general vocabulary terms from all parts of speech within scaffolded academic discussions, with visual, non-verbal and text support.	2. Use expressive age-appropriate vocabulary within academic discussions, with minimal support.
Grammar		
3. Repeat correct word order in modeled short phrases, highly patterned statements, and questions, with repetition and visual or non-verbal cues.	3. Use correct word order in simple statements and questions, with visual or non-verbal support.	3. Use correct word order in varied simple statements and questions, with minimal support.
4. Use subject-verb agreement in highly patterned simple statements, with visual support.	4. Use simple sentences and questions with subject-verb agreement, with support.	4. Use subject-verb agreement and personal noun and pronoun agreement, with minimal support.
5. Use noun-pronoun agreement in simple statements, with visual support.	5. Use noun-pronoun agreement in simple statements and questions, with support.	5. Use personal noun and pronoun agreement, with minimal support.
6. Use present progressive tense of common verbs within short phrases, highly patterned statements, and learned questions, with modeling and visual support.	6. Use verb tenses within simple statements and questions to indicate present, past, and future events, with modeling and visual support.	6. Use verb tenses to indicate present, past, and future events, with minimal support.
Pronunciation, Intonation		
7. Use comprehensible pronunciation, enunciation, intonation, and fluency in age-appropriate oral language tasks, using words, phrases, and simple sentences when repeating after a model.	7. Use comprehensible pronunciation, enunciation, intonation, and fluency in age-appropriate oral language tasks and presentations, with modeling and support.	7. Speak clearly enough to be heard and understood in a variety of settings, using verbal and non-verbal techniques useful in communication.
Personal Information		
8. Express personal information and ideas, using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	8. Express personal information and ideas, using sentences that include details, with support such as sentence frames and modeled presentations.	8. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
9. Express opinions and feelings, using words, with support such as modeled vocabulary, props, and visual cues.	9. Express opinions and feelings, using simple modeled sentences, with support such as props and visual cues.	9. Express opinions and feelings using sentences that include reasons and/or details, with minimal support.
10. Express needs and wants, using words, with support such as modeled language, props, and visual cues.	10. Express needs and wants, using simple modeled sentences, with support such as props and visual cues.	10. Express needs and wants in a variety of situations, providing reasons and/or details, and using verbal and non-verbal techniques, with minimal support.

2. Speaking

Pre-Kindergarten

Beginning	Intermediate	Advanced
Academic Information		
11. Explain age-appropriate academic procedures, using gestures, pictures, single words, and modeled phrases.	11. Explain age-appropriate two-step academic procedures, using simple sentences.	11. Explain multi-step academic procedures, using age-appropriate language and structures, with minimal support.
12. Retell events, stories, and experiences, using gestures, pictures, single words, and modeled phrases.	12. Retell events, stories, and experiences, using simple sentences with support.	12. Retell main ideas and details of events, stories, and experiences, using age-appropriate language and structures, with minimal support.
13. Describe attributes of people, places, and things, using gestures, pictures, and basic adjectives.	13. Describe and compare attributes and characteristics of people, places, and things, using simple language structures, with support.	13. Describe and compare attributes and characteristics of people, places, and things, using age-appropriate language and structures, with minimal support.
14. Express predictions of future events, using gestures, pictures, single words, and modeled phrases.	14. Express predictions, probability, and future events, using simple sentences, with support.	14. Express predictions, probability, and future events, using age-appropriate language and structures, with minimal support.
15. Express cause-effect relationships using gestures, pictures, single words, and modeled phrases.	15. Express cause-effect relationships, using simple sentences including <i>because</i> and <i>if/then</i> statements, with support.	15. Express cause-effect relationships, using appropriate signal words, with minimal support.
Conversations and Discussions		
16. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, in short conversations and simple discussions.	16. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in age-appropriate academic discourse and small-group discussions.	16. Use organization and delivery strategies to participate in conversations and age-appropriate academic discussions.
17. Repeat and ask modeled questions to gain basic information.	17. Ask simple questions to gain information and clarify academic content.	17. Ask a variety of questions to gain information and clarify academic content.

3. Reading

Pre-Kindergarten

Beginning	Intermediate	Advanced
Connect Written Text and Spoken Language		
1. Match identical letters, with support.	1. Identify some letters of the alphabet, with support.	1. Identify some letters of the alphabet in known and unknown words, with support.
2. Repeat consonant sounds, with modeling.	2. Recognize consonant sounds, with visual support.	2. Identify some letter sounds including initial and final consonants, with support.
3. Repeat rhyming words, with support.	3. Identify rhyming words in a sentence, with support.	3. Produce sentences with rhyming and alliteration, with support.
Vocabulary and Symbols		
4. Recognize environmental print, with support of illustrations.	4. Recognize environmental print and symbols, with support of illustrations.	4. Recognize signs, symbols, labels, and environmental print, with support of illustrations, charts, and visuals.
5. Identify pictures of common words, with support of gestures, actions, and modeling.	5. Identify and categorize pictures of common words such as colors, numbers, and letters, with modeling.	5. Identify and categorize age-appropriate words with pictures into categories, with modeling.
Comprehension of Informational and Literary Texts		
6. Repeat a fact in informational texts, with support.	6. Identify a fact in informational texts, with support.	6. Identify the topic in informational texts, with support.
7. Identify an event in literary texts, with support.	7. Identify events in literary texts, with support.	7. Identify the events in sequence (beginning, middle and end) in literary texts, with support.
8. Identify the characters of a story, with support.	8. Identify the characters and setting of a story, with support.	8. Identify elements of literary texts including characters and setting, with minimal support.
Fluency		
9. Demonstrate understanding of correct book position, with support.	9. Demonstrate understanding of basic concepts of print including looking at pages left to right and top to bottom, with support.	9. Point to words in and runs finger along text pretending to read.
Strategies		
10. Prepare for reading by demonstrating connections to the text using non-verbal and simple verbal responses, with support.	10. Prepare for reading by demonstrating connections to the text and making predictions, using non-verbal, simple verbal responses and phrases, with support.	10. Prepare for reading by demonstrating connections to the text and making predictions using a variety of responses, with minimal support.
11. During reading, demonstrate connections to the text using non-verbal and simple verbal responses, with support.	11. During reading, demonstrate connections to the text using non-verbal, simple verbal responses and phrases, with support.	11. During reading, demonstrate connections to the text using a variety of responses, with minimal support.
12. After reading, demonstrate understanding of the text using non-verbal and simple verbal responses, with support.	12. After reading, demonstrate understanding of the text using non-verbal, simple verbal responses and phrases, with support.	12. After reading, demonstrate understanding of the text using a variety of responses, with minimal support.

4. Writing

Pre-Kindergarten

Beginning	Intermediate	Advanced
Vocabulary		
1. Illustrate and labels concrete nouns and plural nouns, with support.	1. Use concrete age-appropriate singular and plural nouns and subject pronouns in student-dictated or shared writing, with support.	1. Use age-appropriate vocabulary in student-dictated or shared writing, with support.
2. Illustrate and labels verbs to express action by drawing and labeling, with support.	2. Use verbs to express action or state of being in student-dictated or shared writing, with support.	2. Use age-appropriate verbs to express action or state of being in student-dictated or shared writing, with support.
Grammar		
3. Repeat correct word order in modeled short phrases and highly patterned statements and basic questions, with support.	3. Repeat correct word order in modeled simple statements and basic questions, with support.	3. Use correct word order in simple statements and basic questions within sentence stems and sentence frames and student-dictated or shared writing, with support.
4. Repeat correct subject-verb agreement in highly patterned simple statements, with support.	4. Repeat subject-verb agreement in highly patterned simple sentence and sentence frames, with support.	4. Use subject-verb agreement correctly in student-dictated or shared writing, with support.
5. Repeat verb tense to indicate present events in highly patterned simple statements, with support.	5. Repeat developmentally appropriate verb tenses to indicate present, future, and past events in simple statements and phrases, with support.	5. Use developmentally appropriate verb tenses to indicate present, future, and past events in statements, with support.
Writing Conventions		
6. Demonstrate beginning control of drawing and writing tools.	6. Use curved, straight, and diagonal lines, and recognize the difference between writing and drawing, with support.	6. Copy or write familiar words, with support.
7. Write some recognizable letters, with support.	7. Demonstrate an understanding that letters are combined to make words and knows how print is written (i.e., left to right, top to bottom, front to back), with support.	7. Demonstrate an understanding that once an oral message is written, it read the same every time, and that words are separated by spaces, with support.
Personal Information		
8. Dictate or draw to express personal information using drawings, symbols, letters, or words, with support.	8. Dictate, draw, or write to express personal information using drawings, symbols, letters, or words, with support.	8. Write to express personal information and ideas using drawings, symbols, letters, and words, with support.
9. Dictate or draw to express opinions and feelings using drawings, symbols, letters, and words, with support.	9. Dictate, draw, or write to express opinions and feelings using drawings, symbols, letters, or words, with support.	9. Write to express opinions and feelings using drawings, symbols, letters, or words, with support.

1. Listening

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Demonstrate comprehension of grade-level vocabulary within familiar, basic questions and simple academic directions, supported by simplified speech, repetition, and visual or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary within simple questions and academic instruction, supported by repetition, visual and/or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary within most everyday conversations and academic instruction, with visual or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary, with minimal support.
2. Demonstrate recognition of word structures within familiar, simple speech to determine the meaning of words, when supported by simplified language, repetition, and visual or non-verbal cues.	2. Demonstrate recognition of word structures within simple questions and academic instruction to determine the meaning of words, when supported by repetition, visual and/or non-verbal cues.	2. Demonstrate recognition of word structures to determine the meaning of words within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words within most everyday conversations and academic instruction, with occasional visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words, with minimal support.
Pronunciation and Intonation Patterns				
3. Distinguish common phonemes and phonemic patterns in initial and final consonant sounds.	3. Distinguish phonemes and phonemic patterns in initial and final consonant sounds and short vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial and final positions and long vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial, medial, and final positions.	3. Distinguish phonemes and phonemic patterns including blends and digraphs in initial, medial, and final positions.
4. Distinguish intonation patterns in familiar questions and statements.	4. Distinguish intonation patterns that affect meaning in familiar questions, exclamations, and statements.	4. Distinguish intonation patterns that affect meaning in less familiar questions, statements, and exclamations.	4. Distinguish intonation patterns that affect meaning in questions, statements, exclamations, and commands.	4. Distinguish intonation patterns and word stress that affect meaning in questions, statements, exclamations, and commands.

1. Listening

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Oral Instructions, Questions, and Prompts				
5. Respond appropriately to simple classroom commands and instructions to complete grade-level tasks containing modeled, one-step directions, supported by visual and/or non-verbal cues.	5. Respond appropriately to simple classroom commands and instructions to complete grade-level tasks containing modeled two-step directions, supported by simplified speech, repetition, and visual or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled directions, with repetition and visual or non-verbal support.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing directions, with visual or non-verbal support.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks with minimal support.
6. Respond appropriately to short, simply-phrased questions about familiar topics, with support, including repetition and visual cues.	6. Respond appropriately to grade-level questions that contain simple language structures, with support, including repetition and visual cues.	6. Respond appropriately to a variety of grade-level questions that have simple language structures, with support, including repetition and visual cues.	6. Respond appropriately to grade-level questions that contain varied language structures, with support, including visual cues.	6. Respond appropriately to a variety of questions that contain grade-level vocabulary and language structures, with minimal support.
Comprehension of Information Presented Orally				
7. Demonstrate listening comprehension of content-related vocabulary about familiar information, presented with simplified speech and visual support.	7. Demonstrate listening comprehension of topic and details about familiar information presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic, details and main idea about familiar and unfamiliar information presented in normal speech, with visual support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with occasional support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with minimal support.
Conversations and Discussions				
8. Demonstrate active listening strategies about personal topics by attending to the speaker nonverbally, making eye contact, and using appropriate gestures.	8. Demonstrate active listening strategies in routine social and grade-level academic interactions by responding appropriately, with support.	8. Demonstrate active listening strategies in social and grade-level academic settings by asking on-topic questions, with support.	8. Demonstrate active listening strategies in social and grade-level academic settings by asking on-topic questions, with occasional support.	8. Demonstrate active listening strategies by attending to the speaker and responding appropriately to deepen understanding, with minimal support.

2. Speaking

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use basic, concrete, grade-level, content-specific vocabulary, about familiar information within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete, grade-level, content-specific vocabulary within simple questions and statements, when supported by repetition, visual, non-verbal and text support.	1. Use content-specific, grade-level vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use content-specific, grade-level vocabulary within academic discussions, with occasional visual and text support.	1. Use content-specific grade level vocabulary within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions, within phrases, one-word responses, and memorized responses about familiar topics, with visual, non-verbal, and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, supported by visual, non-verbal, and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions with visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions with occasional visual and text support.	2. Use general academic vocabulary within academic discussions with minimal support.
3. Use general vocabulary terms, from all parts of speech, about familiar topics, with visual, non-verbal and text support.	3. Use general vocabulary terms, from all parts of speech, within simple questions and statements, supported by visual, non-verbal, and text support.	3. Use general vocabulary terms, from all parts of speech, within scaffolded interpersonal discussions, with visual, non-verbal, and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional visual and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

2. Speaking

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
4. Repeat correct word order in modeled short phrases, highly patterned statements, and questions, with repetition and visual and/or non-verbal cues.	4. Use correct word order in modeled short phrases, highly patterned statements, and questions, with repetition and visual and/or non-verbal cues.	4. Use correct word order in simple statements and questions, with visual and/or non-verbal support.	4. Use correct word order in simple statements and questions, with occasional support.	4. Use correct word order in varied simple statements and questions, with minimal support.
5. Use subject-verb agreement in highly patterned simple statements, with support.	5. Use subject-verb agreement in simple statements and questions, with support.	5. Use simple sentences and questions with subject-verb agreement, with support.	5. Use sentences with subject-verb agreement, with occasional support.	5. Use subject-verb agreement, with minimal support.
6. Use noun-pronoun agreement in simple statements, with visual support.	6. Use noun-pronoun agreement in simple statements and questions, with visual support.	6. Use noun-pronoun agreement in simple statements and questions, with support.	6. Use sentences with noun-pronoun agreement, with occasional support.	6. Use personal noun and pronoun agreement, with minimal support.
7. Use present progressive tense of common verbs within short phrases, highly patterned statements, and learned questions, with modeling and visual support.	7. Use verb tenses within simple statements and questions to indicate present and future events, with modeling and visual support.	7. Use verb tenses within simple statements and questions to indicate present, past, and future events, with modeling and visual support.	7. Use verb tenses to indicate present, past, and future events, with occasional support.	7. Use verb tenses to indicate present, past, and future events, with minimal support.
Pronunciation, Intonation				
8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks, using words, phrases, and simple sentences, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks, such as reciting sentences to retell a story, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks and presentations, with modeling and support.	8. Use comprehensible pronunciation, enunciation, intonation, fluency, and verbal/non-verbal techniques in spontaneous situations and grade-level oral presentations, with modeling and occasional support.	8. Speak clearly enough to be heard and understood in a variety of settings, using verbal and non-verbal techniques useful in communication, with minimal support.

2. Speaking

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Personal Information				
9. Express personal information and ideas, using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas, using simple modeled sentences, with support such as props and visual cues.	9. Express personal information and ideas, using sentences that include details, with support such as sentence frames and modeled presentations.	9. Express personal information and ideas in a variety of situations, with support such as modeling and prompting for additional detail.	9. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
10. Express opinions and feelings, using words, with support such as modeled vocabulary, props, and visual cues.	10. Express opinions and feelings, using words, phrases, and memorized patterns, with support such as modeling, props, and visual cues.	10. Express opinions and feelings, using simple modeled sentences, with support such as props and visual cues.	10. Express opinions and feelings, using sentences that include reasons and/or details, with support such as sentence stems, sentence frames, and visual cues.	10. Express opinions and feelings, using sentences that include reasons and/or details, with minimal support.
11. Express needs and wants, using words, with support such as modeled language, props, and visual cues.	11. Express needs and wants, using words, phrases, and memorized patterns, with support such as modeled language, props, and visual cues.	11. Express needs and wants, using simple modeled sentences, with support such as props and visual cues.	11. Express needs and wants, using sentences and providing details, with support such as sentence stems, sentence frames, and visual cues.	11. Express needs and wants in a variety of situations, providing reasons and/or details, and using verbal and non-verbal techniques, with minimal support.

2. Speaking

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
12. Explain grade-level academic procedures, using gestures, pictures, single words, and modeled phrases.	12. Explain grade-level academic procedures, using short phrases.	12. Explain grade-level two-step academic procedures, using simple sentences.	12. Explain grade-level multi-step academic procedures, using simple sentences.	12. Explain multi-step academic procedures, using grade-level language and structures, with minimal support.
13. Retell events, stories, and experiences, using gestures, pictures, single words, and modeled phrases.	13. Retell events, stories, and experiences, using short phrases and modeled simple sentences with support.	13. Retell events, stories, and experiences, using simple sentences with support.	13. Retell the main idea and details of events, stories, and experiences, using simple sentences, with occasional support.	13. Retell main ideas and details of events, stories, and experiences, using grade-level language and structures, with minimal support.
14. Describe attributes of people, places, and things, using gestures, pictures, and basic adjectives.	14. Describe and compare attributes of people, places, and things, using adjectives in phrases and modeled simple sentences, with support.	14. Describe and compare attributes and characteristics of people, places, and things, using simple language structures, with support.	14. Describe and compare attributes and characteristics of people, places, and things, using simple language structures, with occasional support.	14. Describe and compare attributes and characteristics of people, places, and things, using grade-level language and structures, with minimal support.
15. Express predictions of future events, using gestures, pictures, single words, and modeled phrases.	15. Express predictions and future events, using phrases and modeled simple sentences, with support.	15. Express predictions, probability, and future events, using simple sentences, with support.	15. Express predictions, probability, and future events, using simple sentences, with occasional support.	14. Express predictions, probability, and future events, using grade-level language and structures, with minimal support.
16. Express cause-effect relationships, using gestures, pictures, single words, and modeled phrases.	16. Express cause-effect relationships, using phrases and modeled simple sentences, including <i>because</i> , with support.	16. Express cause-effect relationships, using simple sentences, including <i>because</i> and <i>if/then</i> statements, with support.	16. Express cause-effect relationships, using simple sentences, including <i>because</i> and <i>if/then</i> statements, with occasional support.	16. Express cause-effect relationships, using appropriate signal words, with minimal support.

2. Speaking

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Conversations and Discussions				
17. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, in short conversations and simple discussions.	17. Use verbal and non-verbal communication techniques, including volume and proximity, in short paired or small-group discussions.	17. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in grade-level academic discourse and small-group discussions.	17. Use verbal and non-verbal communication techniques, including appropriate register, to participate in grade-level academic discourse and large group discussions.	17. Use organization and delivery strategies to participate in conversations and grade-level academic discourse and discussions.
18. Repeat and ask modeled questions to gain basic information.	18. Ask simple questions to gain basic information and clarify academic content, with support of modeling.	18. Ask simple questions to gain information and clarify academic content.	18. Ask questions to gain information and clarify academic content.	18. Ask a variety of questions to gain information and clarify academic content.

3. Reading

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Connect Written Text and Spoken Language				
1. Match identical letters, with support.	1. Identify some uppercase and lowercase letters, with cues and visual support.	1. Identify all uppercase and lowercase letters, with cues and visual support.	1. Identify all uppercase and lowercase letters, with occasional support.	1. Identify in isolation all upper and lower case letters, with minimal support.
2. Repeat letter sounds including the sounds in the student's own name, with support.	2. Identify initial consonant sounds, with repetition and visual cues.	2. Identify initial and final consonant letter sounds, with repetition and visual cues.	2. Identify letter sounds including short vowels in one syllable words, with repetition and visual cues.	2. Identify consonant sounds and short vowels in grade appropriate words, with minimal support.
3. Repeat rhyming words, with support.	3. Distinguish between rhyming and non-rhyming words, with support.	3. Identify rhyming words in a sentence or short poem, with support.	3. Identify and produce rhyming words in a variety of contexts, with occasional support.	3. Produce rhyming words in a variety of contexts, with minimal support.
4. Recognize student's own first name, with support.	4. Recognize student's own first and last name, with support.	4. Identify known grade-level high-frequency words.	4. Identify grade-level high-frequency words in a sentence.	4. Read grade-level high-frequency words automatically.
Vocabulary and Symbols				
5. Recognize signs, labels and environmental print by examining illustrations, with support.	5. Recognize signs, symbols, labels, and environmental print, with support.	5. Use text and illustrations to identify meaning of familiar words, with support.	5. Determine the meaning of grade-level vocabulary by repeated listening and/or re-reading a variety of texts, using context clues, and examining illustrations, with occasional support.	5. Determine the meaning of grade-level vocabulary by repeated listening and re-reading a variety of texts, using context clues, and examining illustrations, with minimal support.
6. Use names and labels of basic concepts with support of pictures, gestures, actions, and modeling.	6. Identify and sort pictures of common words into basic categories such as colors, numbers, and letters with modeling.	6. Sort grade-appropriate words with or without pictures into categories with modeling.	6. Categorize grade-level words including basic antonyms and synonyms with support of pictures, picture dictionaries, and modeling.	6. Demonstrate knowledge of word relationships and categories to determine the meaning of grade-level vocabulary with visual support.
7. No descriptor at this level.	7. No descriptor at this level.	7. Use word structure to determine meanings of words, including the plural -s, with support of pictures, gestures, actions, and modeling.	7. Use word structure to determine meanings of words, including inflectional endings, with support of pictures, gestures, actions, and modeling.	7. Use word structure to determine meanings of words using grade-appropriate affixes, with support of pictures, gestures, actions, and modeling.

3. Reading

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Informational and Literary Texts				
8. Identify a fact in informational texts with support.	8. Identify important facts in informational texts with support.	8. Identify the topic in informational texts with support.	8. Identify the main idea and one to two supporting details in informational texts with occasional support.	8. Identify the main idea and supporting details in informational texts with minimal support.
9. Identify the important events in patterned literary texts with support.	9. Identify the important events and ideas in patterned literary texts with support.	9. Identify the important events and ideas in literary texts with support.	9. Identify the important events and ideas in literary texts with support.	9. Identify the important events and ideas in literary texts with minimal support.
10. Identify the characters in a familiar story with repeated reading and visual or non-verbal cues.	10. Identify the characters in an unfamiliar story with support of visual or non-verbal cues.	10. Identify the characters and setting in an unfamiliar story with support of visual or non-verbal cues.	10. Identify characters, setting, and sequence of events (beginning, middle and end) with occasional support.	10. Identify characters, setting and sequence of events with minimal support.
Fluency				
11. Demonstrate understanding of correct book positions and the front/back of a book, with support.	11. Demonstrate understanding of basic concepts of print, including looking at pages left to right and top to bottom, with support.	11. Demonstrate understanding of directionality of print by pointing to words (tracking) while reading, with support.	11. Demonstrate understanding that spaces indicate where words end and begin.	11. Recognize that letters build words and words build sentences.
12. No descriptor for this level.	12. No descriptor for this level.	12. Recognize how periods guide expression, with support.	12. Recognize how end punctuation, including periods and question marks, guides expression.	12. Recognize how end punctuation, including periods, question marks, and exclamation marks, guides expression.

3. Reading

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Strategies				
13. Prepare for reading, including making connections to the text from prior knowledge, with support.	13. Prepare for reading, including making predictions and connections to the text from prior knowledge, by examining the text and illustrations, with support.	13. Prepare for reading, including sharing prior knowledge, and making predictions, using whole-group graphic organizers, with support.	13. Prepare for reading, including sharing prior knowledge and making predictions and connections to the text, using graphic organizers to make predictions, with occasional support.	13. Prepare for reading, including activating prior knowledge and making predictions, with minimal support.
14. During reading, demonstrate comprehension of text, including answering questions by making gestures or pointing to show understanding, with support.	14. During reading, demonstrate comprehension of text, including giving short answers to questions or indicating the need for clarification, with support.	14. During reading, demonstrate comprehension of text, including making comments and asking relevant questions, with support.	14. During reading, demonstrate comprehension of text, including recalling and discussing understanding, with minimal support.	14. During reading, demonstrate comprehension of text, including making, confirming, or adjusting predictions, with minimal support.
15. Use resources to assist with reading tasks, including environmental print and illustrated word banks, with support.	15. Use resources to assist with reading tasks, including environmental print, word walls, and illustrated word banks, with support.	15. Use resources to assist with reading tasks, including environmental print, picture dictionaries, word walls, and illustrated word banks, with support.	15. Use resources to assist with reading tasks, including environmental print, picture dictionaries, word walls, and illustrated word banks, with occasional support.	15. Use resources to assist with reading tasks, including environmental print, picture dictionaries, word walls, and illustrated word banks, with minimal support.
16. Use text features, including illustrations and photographs, to make meaning from text, with support.	16. Use text features, including illustrations and photographs, to make meaning from text, with support.	16. Use text features, including illustrations, photographs, and labels, to make meaning from text, with support.	16. Use text features, including illustrations, photographs, and labels, to make meaning from text, with occasional support.	16. Identify and use grade-appropriate text features to facilitate understanding of texts, with minimal support.
17. After reading, demonstrate understanding of the text, including responding to the text by drawing, speaking, dramatizing, or writing, with support.	17. After reading, demonstrate understanding of the text, including answering simple questions, with support.	17. After reading, demonstrate understanding of the text, including describing what the text is about, with support.	17. After reading, demonstrate understanding of the text, including describing details and what is directly stated in the text, using the text as a support.	17. After reading, demonstrate understanding of the text, including retelling a story or summarizing the text as a support.

4. Writing

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Illustrate and labels concrete nouns and pronouns, with support.	1. Use concrete age-appropriate nouns and pronouns in student-dictated and shared writing, with support.	1. Use concrete age-appropriate nouns and pronouns in student-dictated and shared writing, with support.	1. Use concrete age-appropriate nouns and pronouns in sentence frames, student-dictated and shared writing, with occasional support.	1. Use age-appropriate nouns and pronouns in sentence frames, student-dictated and shared writing, with minimal support.
2. Illustrate and labels verbs to express action, with support.	2. Use verbs to express action or state of being by drawing and labeling in student-dictated and shared writing, with support.	2. Use verbs to express action or state of being in student-dictated and shared writing, with support.	2. Use verbs to express action or state of being in sentence frames, student-dictated and shared writing, with occasional support.	2. Use age-appropriate verbs to express action or state of being in sentence frames, student-dictated and shared writing, with minimal support.
3. Illustrate and labels adjectives, with support.	3. Use articles and basic adjectives by drawing and labeling student-dictated and shared writing, with support.	3. Use articles and basic adjectives in student-dictated and shared writing, with support.	3. Use articles and basic adjectives in sentence frames, student-dictated and shared writing, with occasional support.	3. Use age-appropriate articles and basic adjectives in sentence frames, sentences and student-dictated or shared writing, with minimal support.
4. Copy basic words to indicate time, sequence, and location (i.e., before, after, next, under, on) by labeling and matching pictures, with support.	4. Copy basic words to indicate time, sequence, and location in phrases (i.e., before the game, after school, next to the box, under the table, on the desk) by labeling and matching pictures, with support.	4. Use basic words to indicate time, sequence, and location in phrases and sentence frames (i.e., 'The dog ran ____: under the bed, around the tree, behind the bush.') by labeling and matching pictures, with support.	4. Use basic words to indicate time, sequence, and location in phrases and sentence frames, with occasional support.	4. Use age-appropriate words to indicate direction, time, sequence, and location in phrases and sentence stems and sentence frames, with minimal support.

4. Writing

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
5. Repeat correct word order in modeled short phrases, highly patterned statements, with support.	5. Repeat correct word order in modeled simple statements, with support.	5. Use correct word order in modeled simple statements using sentence stems and sentence frames, with support.	5. Use correct word order in simple statements using sentence stems and sentence frames, with occasional support.	5. Use correct word order in statements using sentence stems and sentence frames, with minimal support.
6. Repeat correct word order in modeled basic questions, with support.	6. Repeat correct word order in basic questions, with support.	6. Use correct word order in modeled basic questions using sentence stems and sentence frames, with support.	6. Use correct word order in basic questions using sentence stems and sentence frames, with occasional support.	6. Use correct word order in questions using sentence stems and sentence frames, with minimal support.
7. Recognize the use of subject-verb agreement in highly patterned simple statements by drawing and labeling, with support.	7. Recognize the use of subject-verb agreement in highly patterned simple statements and sentence frames by drawing and labeling, with support.	7. Recognize the correct use of subject-verb agreement in sentence stems and sentence frames, with support.	7. Demonstrate the use of correct subject-verb agreement in sentence stems and sentence frames, with occasional support.	7. Use sentences with correct subject-verb agreement in sentence stems and sentence frames, with minimal support.
8. Recognize the use of noun-pronoun agreement in highly patterned simple statements by drawing and labeling, with support.	8. Recognize the use of noun-pronoun agreement in highly patterned simple statements and sentence frames by drawing and labeling, with support.	8. Recognize the correct use of noun-pronoun agreement in sentence stems and sentence frames, with support.	8. Demonstrate the use of correct noun-pronoun agreement in sentence stems and sentence frames, with occasional support.	8. Use sentences with correct noun-pronoun agreement in sentence stems and sentence frames, with minimal support.
9. Recognize verb tense to indicate present events in highly patterned simple statements, with support.	9. Recognize verb tense to indicate present, past, and future events in simple statements and phrases, with support.	9. Recognize verb tense to indicate present, past, and future events in phrases and sentence stems and sentence frames, with support.	9. Use verb tense to indicate present, past, and future events in phrases and sentence stems and sentence frames, with occasional support.	9. Use verb tense to indicate present, past, and future events in sentence stems and sentence frames, with minimal support.

4. Writing

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Writing Conventions				
10. Demonstrate an understanding that shapes or pictures convey meaning, with support.	10. Write or copy some recognizable letters, with support.	10. Write or copy letters in groups to form words, with support.	10. Copy or write familiar words, with occasional support.	10. Write familiar words, with minimal support.
11. Identify periods in shared writing activities, with support.	11. Copy periods within dictated or shared writing, with support.	11. Use periods within shared writing or sentence frames, with support.	11. Use end punctuation within shared writing or sentence frames, with occasional support.	11. Use end punctuation in a variety of writing activities with minimal support.
12. Identify capital letters in names, with support.	12. Copy capital letters at the beginning of sentences in shared writing activities, with support.	12. Use capital letters at the beginning of sentences and names in shared writing, with support.	12. Use capitalization to begin sentences and names in shared writing and sentence frames, with occasional support.	12. Use capital letters at the beginning of sentences and names with minimal support.
13. Copy first name correctly, with support.	13. Copy first and last names, with support.	13. Write first and last names, words with invented spelling, and phonetically regular high-frequency words, with support.	13. Write grade-level high-frequency words and correct initial consonants of words, with occasional support.	13. Spell grade-level high-frequency words and c-v-c words, with minimal support.
Personal Information				
14. Express personal information using drawings, symbols, letters, or words, with support.	14. Express personal information in dictated or shared writing, with support.	14. Complete sentence frames to express personal information and ideas, with support.	14. Use sentence frames to express personal information and ideas, with occasional support.	14. Express personal information and ideas, with minimal support.
15. Express opinions and feelings using drawings, symbols, letters, or words, with support.	15. Express opinions and feelings in dictated or shared writing, with support.	15. Complete sentence frames to express opinions and feelings, with support.	15. Use sentence frames to express opinions and feelings, with occasional support.	15. Express opinions and feelings, with minimal support.

4. Writing

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
16. Use shared writing or dictation to retell events, stories, and experiences using pictures, words, and modeled phrases.	16. Use shared writing or dictation to retell events, stories, and experiences using pictures, words, and/or short phrases.	16. Use shared writing or dictation to retell events, stories, and experiences using pictures, words, phrases, and simple guided sentences.	16. Use shared writing or dictation to retell events, stories, and experiences using pictures, phrases, and sentences with detail.	16. Use shared writing or dictation to retell events, stories, and experiences using details in a short paragraph with support.
17. Use shared writing or dictation to describe attributes of people, places, and things using pictures, words, and modeled phrases.	17. Use shared writing or dictation to describe and compare attributes of people, places, and things using pictures, words, and adjectives in short phrases.	17. Use shared writing or dictation to describe and compare attributes and characteristics of people, places, and things using pictures, words, and adjectives in phrases and simple guided sentences.	17. Use shared writing or dictation to describe and compare attributes and characteristics of people, places, and things using pictures and adjectives in phrases and sentences with detail.	17. Use shared writing or dictation to write descriptive words and other details to expand and improve writing.
18. Use shared writing or dictation to express predictions and future events using pictures, words, and modeled phrases.	18. Use shared writing or dictation to express predictions and future events using pictures, words, and/or short phrases.	18. Use shared writing or dictation to express predictions and future events using pictures, words, phrases, and simple guided sentences.	18. Use shared writing or dictation to express predictions, probability, and future events using pictures, phrases, and sentences with detail.	18. Use shared writing or dictation to express predictions, probability, and future events using details in a short paragraph with support.

1. Listening

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Demonstrate comprehension of grade-level vocabulary within familiar, basic questions and simple academic directions, including multiple-meaning words and idioms, with simplified speech, repetition, and visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary within simple questions and academic instruction, including multiple-meaning words and idioms, with repetition, visual, and/or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms, within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms within most everyday conversations and academic instruction, with visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary, including multiple-meaning words and idioms, with minimal support.
2. Demonstrate recognition of word structures within familiar, simple speech to determine the meaning of words, when supported by simplified speech, repetition, and visual or non-verbal clues.	2. Demonstrate recognition of word structures within simple questions and academic instruction to determine the meaning of words, with repetition, visual and/or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words within most everyday conversations and academic instruction, with visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words, with minimal support.
Pronunciation and Intonation Patterns				
3. Distinguish common phonemes and phonemic patterns in initial and final consonant sounds.	3. Distinguish phonemes and phonemic patterns in initial and final consonant sounds and short vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial and final positions and long vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial, medial, and final positions.	3. Distinguish phonemes and phonemic patterns including blends and digraphs in initial, medial, and final positions.
4. Distinguish intonation patterns in familiar questions and statements.	4. Distinguish intonation patterns that affect meaning in familiar questions, exclamations, and statements.	4. Distinguish intonation patterns that affect meaning in less familiar questions, statements, and exclamations.	4. Distinguish intonation patterns that affect meaning in questions, statements, exclamations, and commands.	4. Distinguish intonation patterns and word stress that affect meaning in questions, statements, exclamations, and commands.

1. Listening

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Oral Instructions, Questions, and Prompts				
5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled one-step directions, with visual and/or non-verbal support.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled two-step directions, with simplified speech, repetition, and visual or non-verbal support.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled multi-step directions, with repetition and visual or non-verbal support.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing multi-step directions, with visual or non-verbal support.	5. Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes, with minimal support.
6. Respond appropriately to short, simply-phrased questions about familiar topics, with support.	6. Respond appropriately to grade-level questions that contain simple language structures, with support.	6. Respond appropriately to a variety of factual and inferential grade-level questions that have simple language structures, with support.	6. Respond appropriately to grade-level questions that contain complex language structures, with occasional support.	6. Respond appropriately to lengthy questions that contain grade-level vocabulary and language structures, with minimal support.
Comprehension of Information Presented Orally				
7. Demonstrate listening comprehension of content-related vocabulary about familiar information presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic and details about familiar information presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic, details and main idea about familiar and unfamiliar information presented in normal speech, with visual support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with occasional support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with minimal support.
Conversations and Discussions				
8. Demonstrate active listening strategies about personal topics by attending to the speaker nonverbally, making eye contact, and using appropriate gestures.	8. Demonstrate active listening strategies in routine social and grade-level academic interactions by responding appropriately, with support.	8. Demonstrate active listening strategies in social and grade-level academic settings by asking on-topic questions, with support.	8. Demonstrate active listening strategies in social and grade-level academic settings by asking on-topic questions, with occasional support.	8. Demonstrate active listening strategies by attending to the speaker and responding appropriately to deepen understanding, with minimal support.

Grade 1

2. Speaking

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use basic concrete grade-level content-specific vocabulary, about familiar information within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete grade-level content-specific vocabulary within simple questions and statements, supported by repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with occasional support.	1. Use grade-level content-specific, vocabulary within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions within phrases, one-word responses, and memorized responses about familiar topics, with visual, non-verbal and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, supported by visual, non-verbal and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions, with visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions, with occasional support.	2. Use general academic vocabulary within academic discussions, with minimal support.
3. Use general vocabulary terms from all parts of speech about familiar topics, with visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within simple questions and statements, supported by visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within scaffolded interpersonal discussions, with visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

Grade 1

2. Speaking

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
4. Repeat correct word order in modeled short phrases, highly patterned statements, and questions, with repetition and visual and/or non-verbal support.	4. Use correct word order in modeled short phrases, highly patterned statements, and questions, with repetition and visual and/or non-verbal support.	4. Use correct word order in simple statements and questions, with visual and/or non-verbal support.	4. Use correct word order in simple statements and questions, with occasional support.	4. Use correct word order in varied simple statements and questions, with minimal support.
5. Use subject-verb agreement in highly patterned simple statements, with visual support.	5. Use subject-verb agreement in simple statements and questions, with visual support.	5. Use simple sentences and questions with subject-verb agreement, with support.	5. Use sentences with subject-verb agreement, with occasional support.	5. Use subject-verb agreement and personal noun and pronoun agreement, with minimal support.
6. Use noun-pronoun agreement in simple statements, with visual support.	6. Use noun-pronoun agreement in simple statements and questions, with visual support.	6. Use noun-pronoun agreement in simple statements and questions, with support.	6. Use sentences with noun-pronoun agreement, with occasional support.	6. Use personal noun and pronoun agreement, with minimal support.
7. Use present progressive tense of common verbs within short phrases, highly patterned statements, and learned questions, with modeling and visual support.	7. Use verb tenses within simple statements and questions to indicate present and future events, with modeling and visual support.	7. Use verb tenses within simple statements and questions to indicate present, past, and future events, with modeling and visual support.	7. Use verb tenses to indicate present, past, and future vents, with occasional support.	7. Use verb tenses to indicate present, past, and future events, with minimal support.
Pronunciation, Intonation				
8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks using words, phrases, and simple sentences, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks such as reciting sentences to retell a story, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks and presentations, with modeling and support.	8. Use comprehensible pronunciation, enunciation, intonation, fluency, and verbal/non-verbal techniques in spontaneous situations and grade-level oral presentations, with modeling and occasional support.	8. Speak clearly enough to be heard and understood in a variety of settings, using verbal and non-verbal techniques useful in communication, with minimal support.

2. Speaking

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Personal Information				
9. Express personal information and ideas using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas using simple modeled sentences, with support such as props and visual cues.	9. Express personal information and ideas using sentences that include details, with support such as sentence frames and modeled presentations.	9. Express personal information and ideas in a variety of situations, with support such as modeling and prompting for additional detail.	9. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
10. Express opinions and feelings using words, with support such as modeled vocabulary, props, and visual cues.	10. Express opinions and feelings using words, phrases, and memorized patterns, with support such as modeling, props, and visual cues.	10. Express opinions and feelings using simple modeled sentences, with support such as props and visual cues.	10. Express opinions and feelings using sentences that include reasons and/or details, with support such as sentence stems, sentence frames, and visual cues.	10. Express opinions and feelings using sentences that include reasons and/or details, with minimal support.
11. Express needs and wants using words, with support such as modeled language, props, and visual cues.	11. Express needs and wants using words, phrases, and memorized patterns, with support such as modeled language, props, and visual cues.	11. Express needs and wants using simple modeled sentences, with support such as props and visual cues.	11. Express needs and wants using sentences and providing details, with support such as sentence stems, sentence frames, and visual cues.	11. Express needs and wants in a variety of situations providing reasons and/or details, and using verbal and non-verbal techniques, with minimal support.

2. Speaking

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
12. Explain grade-level academic procedures, using gestures, pictures, single words, and modeled phrases.	12. Explain grade-level academic procedures, using short phrases.	12. Explain grade-level two-step academic procedures, using simple sentences.	12. Explain grade-level multi-step academic procedures, using simple sentences.	12. Explain multi-step academic procedures, using grade-level language and structures, with minimal support.
13. Retell events, stories, and experiences, using gestures, pictures, single words, and modeled phrases.	13. Retell events, stories, and experiences, using short phrases and modeled simple sentences, with support.	13. Retell events, stories, and experiences, using simple sentences, with support.	13. Retell the main idea and details of events, stories, and experiences, using simple sentences, with occasional support.	13. Retell main ideas and details of events, stories, and experiences, using grade-level language and structures, with minimal support.
14. Describe attributes of people, places, and things, using gestures, pictures, and basic adjectives.	14. Describe and compare attributes of people, places, and things, using adjectives in phrases and modeled simple sentences, with support.	14. Describe and compare attributes and characteristics of people, places, and things, using simple language structures, with support.	14. Describe and compare attributes and characteristics of people, places, and things, using simple language structures, with occasional support.	14. Describe and compare attributes and characteristics of people, places, and things, using grade-level language and structures, with minimal support.
15. Express predictions of future events, using gestures, pictures, single words, and modeled phrases.	15. Express predictions and future events, using phrases and modeled simple sentences, with support.	15. Express predictions, probability, and future events, using simple sentences, with support.	15. Express predictions, probability, and future events, using simple sentences, with occasional support.	15. Express predictions, probability, and future events, using grade-level language and structures, with minimal support.
16. Express cause-effect relationships, using gestures, pictures, single words, and modeled phrases.	16. Express cause-effect relationships, using phrases and modeled simple sentences, including because, with support.	16. Express cause-effect relationships, using simple sentences, including because and if/then statements, with support.	16. Express cause-effect relationships, using simple sentences, including because and if/then statements, with occasional support.	16. Express cause-effect relationships, using appropriate signal words, with minimal support.

2. Speaking

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Conversations and Discussions				
17. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, in short conversations and simple discussions.	17. Use verbal and non-verbal communication techniques, including volume and proximity, in short paired or small-group discussions.	17. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in grade-level academic discourse and small-group discussions.	17. Use verbal and non-verbal communication techniques, including appropriate register, to participate in grade-level academic discourse and large-group discussions.	17. Use organization and delivery strategies to participate in conversations and grade-level academic discourse and discussions.
18. Repeat and ask modeled questions to gain basic information.	18. Ask simple questions to gain basic information and clarify academic content, with support of modeling.	18. Ask simple questions to gain information and clarify academic content.	18. Ask questions to gain information and clarify academic content.	18. Ask a variety of questions to gain information and clarify academic content.

3. Reading

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Connect Written Text and Spoken Language				
1. Identify some uppercase and lowercase letters, with support.	1. Identify all uppercase and lowercase letters, with minimal support.	1. Maintain mastery of skill.	1. Maintain mastery of skill.	1. Maintain mastery of skill.
2. Identify initial consonant sounds, with support.	2. Identify initial and final consonant sounds, with support.	2. Identify initial and final consonant sounds, blends, and short vowels, with support.	2. Identify letter sounds including long vowel sounds in one-syllable words, with occasional support.	2. Identify letter sounds including digraphs and r-controlled vowels in one-syllable words, with minimal support.
3. Repeat rhyming words, with support.	3. Identify rhyming words, with support.	3. Identify rhyming words in text, with support.	3. Identify rhyme and alliteration in text, with support.	3. Identify rhyme and alliteration in text, with minimal support.
4. Read some high-frequency grade-level words, including students' first and last names, with support.	4. Read some high-frequency grade-level words in isolation, with support.	4. Read some high-frequency grade-level words in a sentence, with support.	4. Read high-frequency grade-level words in a sentence, with occasional support.	4. Read high-frequency grade-level words within text, using minimal support.
Vocabulary and Symbols				
5. Determine the meaning of environmental print by examining illustrations, with support.	5. Read signs, labels, and environmental print, with support.	5. Use text and illustrations to identify meaning of unknown words with support.	5. Determine the meaning of vocabulary by listening to and re-reading a variety of texts, using context clues, and examining illustrations, with occasional support.	5. Determine the meaning of grade-level vocabulary by listening to and re-reading a variety of texts, using context clues, and examining illustrations, with minimal support.
6. Identify common names and labels with support of pictures, gestures, actions, and modeling.	6. Identify and sort pictures of common words into basic categories such as colors, numbers, and letters with modeling.	6. Sort grade-appropriate words with or without pictures into categories, with modeling.	6. Identify antonyms and synonyms, with support of pictures, picture dictionaries, and modeling.	6. Demonstrate ability to use word relationships and categories to determine the meaning of grade-level vocabulary, with support.
7. Use word structure to determine meanings of words, including the plural -s, with support.	7. Use word structure to determine meanings of words, including inflectional endings, with support.	7. Use word structure to determine meanings of words, including compound words, with support.	7. Use word structure to determine meanings of words, including contractions, with support.	7. Use word structure to determine meanings of words, including contractions, inflectional endings, and compound nouns, with minimal support.

3. Reading

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Informational and Literary Texts				
8. Identify a topic in informational texts, with support.	8. Identify a topic and a detail in informational texts, with support.	8. Identify the topic and supporting details in informational texts, with support.	8. Identify the main idea and supporting details in informational texts, with occasional support.	8. Determine the main idea and supporting details in informational texts, with minimal support.
9. Identify the character and setting of a familiar story, with support.	9. Identify elements of literary texts including characters, sequence of events, and setting of a familiar story, with support.	9. Identify and explain elements of literary texts including characters, setting, and problem and resolution, with support.	9. Identify and explain elements of literary texts including character, setting, problem and resolution, with occasional support.	9. Use elements of literary texts including characters, setting, problem, resolution and sequence of events to retell a literary text, with minimal support.
Fluency				
10. Demonstrate understanding of basic concepts or print including identifying the parts of a book, with support.	10. Demonstrate understanding of directionality of print by pointing to words (tracking) while reading, with support.	10. Read words fluently by accurately decoding at a consistent rate, with support.	10. Begins to read sentences fluently by accurately decoding words at an increasing rate, using occasional support.	10. Begins to read fluently by accurately decoding words within short passages at a reasonable rate, with minimal support.
11. Use periods to guide expression, with support.	11. Use end punctuation to guide expression, with support.	11. Use end punctuation and commas to guide expression, with support.	11. Use punctuation, including quotation marks, to guide expression, with occasional support.	11. Use all grade-appropriate punctuation to guide expression, with minimal support.

3. Reading

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Strategies				
12. Prepare for reading, including making connections by examining the text and illustrations, using modeled sentence frames.	12. Prepare for reading, including making connections to the text from prior knowledge and making predictions, with support.	12. Prepare for reading, including sharing prior knowledge, asking questions, and making predictions, with support.	12. Prepare for reading, including sharing prior knowledge, asking questions, and making predictions, with occasional support.	12. Prepare for reading including activating prior knowledge, making predictions, and setting a purpose for reading, with minimal support.
13. During reading, demonstrate comprehension of text, including illustrating to recall understanding, with support.	13. During reading, demonstrate understanding of text, including re-reading sentences when meaning is not clear, with support.	13. During reading, demonstrate understanding of text, including sharing ideas from the text and asking relevant questions, with support.	13. During reading, demonstrate understanding of text including recalling and discussing understanding, with occasional support.	13. During reading, demonstrate understanding of text, including making, confirming, or adjusting predictions, with minimal support.
14. Use text features, including illustrations, photographs, numbered steps, and labels, to make meaning from text, with support.	14. Use text features, including illustrations, photographs, captions, numbered steps, and labels, to make meaning from text, with support.	14. Use text features, including illustrations, photographs, captions, numbered steps, labels, and diagrams, to make meaning from text, with support.	14. Use text features, including illustrations, photographs, captions, numbered steps, labels, diagrams, graphs, and charts, to make meaning from text, with occasional support.	14. Identify and use text features to facilitate understanding of texts, with minimal support.
15. After reading, demonstrate understanding of the text, including responding to the text by drawing, speaking, dramatizing, or writing, with support.	15. After reading, demonstrate understanding of the text, including answering simple questions, with support.	15. After reading, demonstrate understanding of the text, including describing what the text is about, with support.	15. After reading, demonstrate understanding of the text, including describing details and what is directly stated in the text, with support.	15. After reading, demonstrate understanding of the text, including retelling a story or summarizing a text, with support.

Grade 1

4. Writing

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use concrete grade-level nouns and subject pronouns by drawing and labeling, with support.	1. Use concrete grade-level singular and plural nouns and subject pronouns in phrases and sentence frames, with support.	1. Use grade-level vocabulary including possessive pronouns in short sentences, with support.	1. Use grade-level vocabulary including demonstrative pronouns in sentences, with occasional support.	1. Use grade-level vocabulary including nouns and pronouns, with minimal support.
2. Identify verbs to express action by drawing and labeling, with support.	2. Identify verbs to express action or state of being by drawing and labeling, with support.	2. Identify verbs and helping verbs in phrases and sentences, with support.	2. Use grade-level verbs and helping verbs in short sentences, with occasional support.	2. Use grade-level verbs and helping verbs in sentences, with minimal support.
3. Use basic words to indicate time, sequence, and location by labeling picture stories, with support.	3. Use basic words to indicate time, sequence, and location in phrases and sentence frames, with support.	3. Use grade-level words to indicate direction, time, sequence, and location in sentences, with support.	3. Use grade-level words to indicate direction, time, sequence, and location, with occasional support.	3. Use grade-level words to indicate direction, time, sequence, and location in short paragraphs, with minimal support.
Grammar				
4. Choose correct word order in modeled short phrases and highly patterned statements, with support.	4. Choose correct word order in modeled simple statements, with support.	4. Use correct word order in simple statements, with support.	4. Use correct word order in simple statements, with occasional support.	4. Compose simple sentences using correct word order, with minimal support.
5. Choose correct word order in modeled simple questions, with support.	5. Choose correct word order in simple questions, with support.	5. Use correct word order in simple questions, with support.	5. Use correct word order in simple questions, with occasional support.	5. Compose simple questions using correct word order, with minimal support.
6. Use subject-verb agreement in highly patterned simple statements, with support.	6. Use subject-verb agreement in simple statements, with support.	6. Use subject-verb agreement in simple sentences, with support.	6. Use subject-verb agreement to compose sentences and questions, with occasional support.	6. Use subject-verb agreement consistently in sentences and questions, with minimal support.
7. Use noun-pronoun agreement in highly patterned simple statements, with support.	7. Use noun-pronoun agreement in simple statements, with support.	7. Use noun-pronoun agreement in simple sentences and questions, with support.	7. Use noun-pronoun agreement to compose sentences and questions, with occasional support.	7. Use noun-pronoun agreement consistently in sentences and questions, with minimal support.
8. Use verb tenses to indicate present events in highly patterned simple statements, with support.	8. Use verb tenses to indicate present, past, and future events in phrases, with support.	8. Use verb tenses to indicate present, past, and future events in sentence stems and sentence frames, with support.	8. Use verb tenses to indicate present, past, and future events in sentences, with occasional support.	8. Use verb tenses to indicate present, past, and future events in several connected sentences, with minimal support.

Grade 1

4. Writing

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Writing Conventions				
9. Use grade-level punctuation, including periods at the end of sentences, with the support.	9. Use end punctuation, including periods and question marks, with support.	9. Use end punctuation, with support.	9. Use end punctuation, with occasional support.	9. Consistently use end punctuation, with minimal support.
10. Use capital letters to begin sentences, with support.	10. Use grade-level capitalization, including capital letters to begin sentences, with support.	10. Use grade-level capitalization, with support.	10. Use grade-level capitalization, with occasional support.	10. Use grade-level capitalization, with minimal support.
11. Spell first and last names correctly and use letters to represent phonemes in words, with support.	11. Spell first and last names and phonetically regular high-frequency words, with support.	11. Spell grade-level high-frequency words and pattern words, with support.	11. Spell grade-level high-frequency words, pattern words, and words with simple inflectional endings, with occasional support.	11. Apply conventional spelling in written language, including spelling high-frequency words, words that follow regular spelling patterns, and words with simple inflectional endings, with minimal support.
Personal Information				
12. Write to express personal information and ideas using drawings, symbols, letters, or words, with support.	12. Write to express personal information and ideas using drawings, symbols, letters, or words, with support.	12. Write to express personal information and ideas using drawings, symbols, letters, words, and sentences, with support.	12. Write to express personal information and ideas using words and sentences, with occasional support.	12. Write to express personal ideas using drawings, symbols, letters, words, and sentences, with minimal support.
13. Write to express opinions and feelings using drawings, symbols, letters, or words, with support.	13. Dictate, draw, or write to express opinions and feelings, with support.	13. Write to express opinions and feelings using drawings, symbols, letters, words, and sentences, with support.	13. Write to express opinions and feelings, including writing a response to text using words and sentences, with occasional support.	13. Write to express opinions and feelings, including writing a response to text using words and sentences, with minimal support.

4. Writing

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
14. Write to explain familiar routines or procedures, using pictures, words, and modeled phrases, with support.	14. Write to explain familiar routines or procedures, using pictures, words, and/or short phrases, with support.	14. Write to explain academic procedures, using pictures, words, phrases, and simple guided sentences, with support.	14. Write to explain academic procedures, using words, phrases, and simple sentences with detail, with occasional support.	14. Write to explain academic procedures, using details in sentences, with minimal support.
15. Write to retell events, stories, and experiences, using pictures, words, and modeled phrases, with support.	15. Write to retell events, stories, and experiences, using pictures, words, and short phrases, with support.	15. Write to retell events, stories, and experiences, using pictures, words, phrases, and simple guided sentences, with support.	15. Write to retell events, stories, and experiences, using pictures, phrases, and sentences, with occasional support.	15. Write to retell events, stories, and experiences in connected sentences, with minimal support.
16. Write to describe attributes of people, places, and things, using pictures, words, and modeled phrases, with support.	16. Write to describe and compare attributes of people, places, and things, using pictures, and words in short phrases, with support.	16. Write to describe and compare attributes and characteristics of people, places, and things, using pictures, and words in phrases and simple guided sentences, with support.	16. Write to describe and compare attributes and characteristics of people, places, and things, using pictures and words in phrases and sentences, with occasional support.	16. Use descriptive words and other details to expand and improve writing, with minimal support.
17. Write to express predictions and future events, using pictures, words, and modeled phrases, with support.	17. Write to express predictions and future events, using pictures, words, and/or short phrases, with support.	17. Write to express predictions and future events, using pictures, words, phrases, and simple guided sentences, with support.	17. Write to express predictions, probability, and future events, using pictures, phrases, and sentences, with occasional support.	17. Write to express predictions, probability, and future events in sentences, with minimal support.
18. Write to explain cause-effect relationships, using pictures, words, and modeled phrases, with support.	18. Write to explain cause-effect relationships, using pictures, words, and/or short phrases, with support.	18. Write to explain cause-effect relationships, using pictures, words, phrases, and simple guided sentences, with support.	18. Write to explain cause-effect relationships using phrases and sentences, including signal words, with occasional support.	18. Write to explain cause-effect relationships in connected sentences, including signal words and phrases, with minimal support.

1. Listening

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Demonstrate comprehension of grade-level vocabulary within familiar, basic questions and simple academic directions, including multiple-meaning words and idioms, supported by simplified speech, repetition, and visual or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary within simple questions and academic instruction, including multiple-meaning words and idioms, supported by repetition, visual and/or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms within most everyday conversations and academic instruction, with visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms, with minimal support.
2. Demonstrate recognition of word structures within familiar, simple speech to determine the meaning of words, supported by simplified speech, repetition, and visual or non-verbal cues.	2. Demonstrate recognition of word structures within simple questions and academic instruction to determine the meaning of words, supported by repetition, visual and/or non-verbal cues.	2. Demonstrate recognition of word structures to determine the meaning of words within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words within most everyday conversations and academic instruction, with visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words, with minimal support.
Pronunciation and Intonation Patterns				
3. Distinguish common phonemes and phonemic patterns in initial and final consonant sounds.	3. Distinguish phonemes and phonemic patterns in initial and final consonant sounds and short vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial and final positions and long vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial, medial and final positions.	3. Distinguish phonemes and phonemic patterns including blends and digraphs in initial, medial and final positions.
4. Distinguish intonation patterns in familiar questions and statements.	4. Distinguish intonation patterns that affect meaning in familiar questions, exclamations, and statements.	4. Distinguish intonation patterns that affect meaning in less familiar questions, statements, and exclamations.	4. Distinguish intonation patterns that affect meaning in questions, statements, exclamations, and commands.	4. Distinguish intonation patterns and word stress that affect meaning in questions, statements, exclamations, and commands.

Grade 2

1. Listening

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Oral Instructions, Questions, and Prompts				
5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled one-step directions, supported by visual and/or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled two-step directions, supported by simplified speech, repetition, and visual or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled multi-step directions, with repetition and visual or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing multi-step directions, with visual or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete multi-step grade-level tasks.
6. Respond appropriately to short, simply phrased questions about familiar topics.	6. Respond appropriately to grade-level questions that contain simple language structures.	6. Respond appropriately to a variety of factual and inferential grade-level questions that have simple language structures.	6. Respond appropriately to grade-level questions that contain complex language structures.	6. Respond appropriately to a variety of factual and inferential grade-level questions and prompts.
Comprehension of Information Presented Orally				
7. Demonstrate listening comprehension of content presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic and details about familiar information presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic, details and main idea about familiar and unfamiliar information presented in normal speech, with visual support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with occasional support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with minimal support.
Conversations and Discussions				
8. Demonstrate active listening strategies about familiar topics by attending to the speaker nonverbally, making eye contact and using appropriate gestures.	8. Demonstrate active listening strategies in routine social and grade-level academic interactions by responding appropriately, with support.	8. Demonstrate active listening strategies in social and grade-level academic interactions by asking on-topic questions, with support.	8. Demonstrate active listening strategies in social and grade-level academic interactions by asking on-topic questions.	8. Demonstrate active listening strategies by attending to the speaker and responding appropriately to clarify and understand, and retelling.

Grade 2

2. Speaking

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use basic, concrete grade-level content-specific vocabulary about familiar information, within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete grade-level content-specific vocabulary within simple questions and statements, supported by repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with occasional visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions within phrases, one-word responses, and memorized responses about familiar topics, with visual, non-verbal and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, supported by visual, non-verbal and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions, with visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions, with occasional support	2. Use general academic vocabulary within academic discussions, with minimal support.
3. Use general vocabulary terms from all parts of speech, about familiar topics, with visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech, within simple questions and statements, supported by visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech, within scaffolded interpersonal discussions, with visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

2. Speaking

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
4. Use appropriate word order in modeled short phrases, highly patterned statements, and questions, with visual support.	4. Use appropriate word order in simple statements and questions, with visual support.	4. Use appropriate word order in simple and compound statements and questions, with visual support.	4. Use appropriate word order in complete and correct statements and questions, with support.	4. Use appropriate word order in complete and correct declarative, interrogative, imperative, and exclamatory sentences, with minimal support.
5. Use subject-verb agreement in highly patterned simple statements, with visual support.	5. Use subject-verb agreement in simple statements and questions, with visual support.	5. Use subject-verb agreement in simple and compound statements and questions, with visual support.	5. Use subject-verb agreement in a variety of statements and questions, with support.	5. Use singular subjects with singular verbs and plural subjects with plural verbs, with minimal support.
6. Use present tense of common verbs, with modeling and visual support.	6. Use verb tenses to indicate present and future events, with modeling and visual support.	6. Use verb tenses to indicate present, past, and future events, with modeling and visual support.	6. Use verb tenses to indicate present, past, and future events, with support.	6. Use verb tenses to indicate present, past, and future events, with minimal support.
7. Use simple transitional words to communicate a message, with visual support.	7. Use basic transitional words among sentences to communicate a logical message, with visual support.	7. Use grade-level transitional words and phrases to communicate a cohesive and logical message, with visual text support.	7. Use grade-level transitional words and phrases to create cohesive and logical messages, with occasional support.	7. Use a variety of grade-level transitions to communicate cohesive and logical messages and presentations, with minimal support.
Pronunciation, Intonation				
8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks, using words, phrases, and simple sentences, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks such as reciting sentences to retell a story, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks and presentations, with modeling and multimedia support.	8. Use comprehensible pronunciation, enunciation, intonation, fluency, and verbal/non-verbal techniques in spontaneous situations and grade-level oral presentations, with modeling and multimedia support.	8. Speak clearly enough to be heard and understood in a variety of situations for a variety of purposes, using appropriate non-verbal techniques to enhance communication, with minimal support.

Grade 2

2. Speaking

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Personal Information				
9. Express personal information and ideas using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas using simple modeled sentences, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas including stating a position and supporting it with reasons, with support such as sentence stems and sentence frames.	9. Express personal information and ideas including delivering oral presentations, with support such as modeling and prompting for additional detail.	9. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
10. Express opinions and feelings using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	10. Express opinions and feelings using simple sentences, with support such as modeling, props, and visual cues.	10. Express opinions and feelings including stating a position and supporting it with reasons, with support of sentence stems and sentence frames.	10. Express opinions and feelings while engaging in one-on-one and small group discussions, with support such as modeling and prompting for additional detail.	10. Express opinions and feelings while engaging in a variety of discussions, with minimal support.
11. Express needs and wants using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	11. Express needs and wants using simple sentences, with support such as restating modeled sentences, props, and visual cues.	11. Express needs and wants, including a reason, with support such as props, sentence stems, and sentence frames.	11. Express needs and wants, including multiple reasons, with support such as modeling and prompting for additional detail.	11. Express needs and wants, including multiple reasons using appropriate verbal and non-verbal techniques, with minimal support.

2. Speaking

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
12. Explain familiar grade-level academic procedures using single words or short phrases, with support.	12. Explain grade-level academic procedures using sentences, with support.	12. Explain grade-level two-step academic procedures using complex sentences, with support.	12. Explain grade-level multi-step academic procedures using complex sentences, with occasional support.	12. Explain grade-level multi-step academic procedures using complex language structures, with minimal support.
13. Retell events, stories, and experiences using pictures, words, and short phrases, with support.	13. Retell events, stories, and experiences using simple sentences, with support.	13. Retell events, stories and experiences using sentences, with support.	13. Retell the main idea and details of events, stories, and experiences using multiple sentences, with occasional support.	13. Retell main ideas and details of events, stories, and experiences using grade-level language structures, with minimal support.
14. Describe attributes of people, places, and things using simple words and short phrases, and basic adjectives, with support.	14. Describe and compare attributes of people, places, and things using adjectives in phrases and simple sentences, with support.	14. Describe and compare attributes and characteristics of people, places, and things using sentences, with support.	14. Describe and compare factual attributes and characteristics of people, places, and things using multiple sentences, with occasional support.	14. Describe and compare factual and implied attributes and characteristics of people, places, and things using grade-level language structures, with minimal support.
15. Express predictions of future events using simple words and short phrases, with support.	15. Express predictions and future events using phrases and simple sentences, with support.	15. Express predictions, probability, and future events using sentences, with support.	15. Express predictions, probability, and future events using multiple sentences, with occasional support.	15. Express predictions, probability, and future events using grade-level language structures, with minimal support.
16. Express cause-effect relationships using simple words or phrases, with pictures or graphic organizers for support.	16. Express cause-effect relationships using phrases and simple sentences, including because, with support.	16. Express cause-effect relationships using sentences, including because and if/then statements, with support.	16. Express cause-effect relationships using multiple sentences, including because, so, and if/then statements, with occasional support.	16. Express cause-effect relationships using signal words and grade-level language structures, with minimal support.

Grade 2

2. Speaking

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Conversations and Discussions				
17. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, to participate in short conversations and simple discussions.	17. Use verbal and non-verbal communication techniques, including volume and proximity, in short paired or small-group discussions.	17. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in grade-level academic discourse and small-group discussions.	17. Use verbal and non-verbal communication techniques, including register, in grade-level academic discourse and large-group discussions.	17. Use organization and delivery strategies to participate in conversations and academic discourse and discussions.
18. Repeat and ask modeled questions to gain basic information.	18. Ask simple questions to gain basic information and clarify academic content, with support of modeling.	18. Ask simple questions to gain basic information and clarify academic content, with support.	18. Ask questions to gain information and clarify academic content, with occasional support.	18. Ask a variety of questions to gain information and clarify academic content, with minimal support.

3. Reading

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Connect Written Text and Spoken Language				
1. Identify letters and their corresponding sounds, with support.	1. Apply phonics to decode one-syllable words with consonant and vowel patterns, with support.	1. Apply phonics to decode words with consonant and vowel patterns, including blends, digraphs and diphthongs, with support.	1. Apply phonics to decode words and break words into familiar parts, with occasional support.	1. Use a variety of phonetic skills to read unfamiliar words, with minimal support.
2. Identify basic high-frequency words, with support.	2. Identify grade-level high-frequency words, with support.	2. Identify grade-level high-frequency words in a sentence, with support.	2. Identify grade-level high-frequency words in a sentence, with occasional support.	2. Read grade-level sight words automatically, with minimal support.
3. Identify rhyming words, with support.	3. Identify rhyming words in a sentence, with support.	3. Identify and produce rhyming words in a sentence, with support.	3. Identify onsets and rimes in spoken words, with occasional support.	3. Manipulates onsets and rimes in spoken words and syllables, with minimal support.
Vocabulary and Symbols				
4. Determine the meaning of cognates, new vocabulary, and environmental print by examining illustrations, with support.	4. Determine the meaning of new vocabulary by using context clues, with support.	4. Use context to determine the meanings of words by using dictionaries and textbook glossaries, with support.	4. Determine the meanings of unknown words by re-reading, using context clues, and reading on, with occasional support.	4. Determine the meaning of grade-level vocabulary by using effective strategies, with minimal support.
5. Classify and categorize words into sets and groups, with support.	5. Demonstrate knowledge of word relationships by identifying antonyms and synonyms, with support.	5. Identify and explain common antonyms, synonyms, and homophones, with support.	5. Identify and classify common words into conceptual categories to determine the meaning of grade-level vocabulary, with occasional support.	5. Demonstrate knowledge of word relationships and categories to determine the meaning of grade-level vocabulary with minimal support.
6. Use word structure to determine meanings of words, including basic compound words and inflectional endings, with support.	6. Use word structure to determine meanings of words including grade-appropriate compound words, with support.	6. Use word structure to determine meanings of words, including base words, inflectional endings and contractions, with support.	6. Use word structure to determine meanings of words including grade-appropriate base words and inflectional endings, with occasional support.	6. Use grade appropriate word structure to determine meanings of words, with minimal support.

3. Reading

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Informational and Literary Texts				
7. Identify the organization and features of texts, including sentences and short, simplified paragraphs, with support.	7. Identify the organization and formats of grade-level texts, including sentences, paragraphs, and personal letters, with support.	7. Identify the organization and forms of grade-level texts including dialogues and poems, with support.	7. Identify the organization and formats of grade-level texts, including newspapers and articles, with occasional support.	7. Identify the organization and formats of texts and their purposes, with minimal support.
8. Identify the organizational structure of words and phrases in short, simplified informational text, with support.	8. Identify the organizational structure of short informational text, with support.	8. Identify the organizational structure of informational text by using signal words and context clues, with support.	8. Identify the organizational structure of informational text by using signal words and context clues, with occasional support.	8. Identify and analyze the organization of texts, with minimal support.
9. Identify important facts in short, simplified informational text, with support.	9. Identify the topic and important facts in simplified informational text, with support.	9. Identify and explain the main idea and factual supporting details in simplified informational text, with support.	9. Identify, explain, and paraphrase the main idea and factual supporting details in informational text, with occasional support.	9. Summarize or paraphrase the text or a portion of the text, with minimal support.
10. Identify elements of familiar narrative texts including characters, setting, and events, with support.	10. Identify and explain the elements of a familiar narrative text, including the problem, the sequence of events, and the solution to the problem, with support.	10. Identify and explain elements of an unfamiliar narrative text, including problem and solution, with support.	10. Identify and explain elements of unfamiliar narrative text, including problem and solution, with occasional support.	10. Identify and explain relationships between and among characters, with minimal support
11. Follow short, simple written directions, with support.	11. Follow short, simple, two-step written directions and prompts, with support.	11. Follow simple multi-step written directions and prompts, with support.	11. Follow multi-step written directions and procedures, with occasional support.	11. Follow multi-step written directions and procedures, with minimal support.

3. Reading

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Fluency				
12. Recognize word order in simple sentence patterns.	12. Demonstrate understanding of how word order affects meaning in simple affirmative and negative sentences.	12. Demonstrate understanding of how word order affects meaning in simple and compound sentences and questions.	12. Demonstrate understanding of how word order affects meaning in compound and complex sentences and questions.	12. Demonstrate understanding of how word order affects meaning in a variety of sentences and questions.
13. Use end punctuation to guide meaning and expression, with support.	13. Use end punctuation to guide meaning and expression, with support.	13. Use end punctuation and commas to guide meaning and expression, with support.	13. Use punctuation marks to guide meaning and expression, including commas, quotation marks and apostrophes, with minimal support.	13. Use grade-level punctuation cues to guide meaning and expression, with minimal support.
14. Imitate the rhythm of speech in short familiar phrases when repeating after a model.	14. Imitate the rhythm of speech in familiar text when reading orally.	14. Read with appropriate pace, phrasing, intonation and rhythm of speech in familiar text, with support.	14. Read with appropriate pace, phrasing, intonation and rhythm of speech in familiar text, with occasional support.	14. Read grade-level text expressively with appropriate pace, phrasing, intonation and rhythm of speech, with minimal support.

3. Reading

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Strategies				
15. Prepare for reading (including previewing and surveying the text, making connections and predictions) by answering simple questions using non-verbal responses, familiar words and phrases, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering simple questions about the topic and illustrations, using modeled sentence frames and illustrations.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by making comments and asking questions about the text, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with occasional support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with minimal support.
16. During reading, demonstrate comprehension of simplified text about familiar content by using non-verbal or simple verbal responses, with support.	16. During reading, demonstrate comprehension of simplified text, including using modeled sentence frames or graphic organizers to periodically summarize, with support.	16. During reading, demonstrate comprehension of modified text, including confirming and adjusting predictions or asking and answering questions about the text, with support.	16. During reading, demonstrate comprehension of grade-appropriate text, including confirming or adjusting predictions, with occasional support.	16. During reading, demonstrate comprehension of grade-appropriate text, including periodically paraphrasing important ideas or information, with minimal support.
17. Use resources to assist with reading tasks, including environment print, word walls, picture dictionaries, and illustrated word banks, with modeling and non-verbal cues.	17. Use resources to assist with reading tasks, including environment print, word walls, picture dictionaries, and illustrated word banks, with support.	17. Use resources to assist with reading tasks, including environment print, word walls, word banks, picture dictionaries, and textbook glossaries, with support.	17. Use grade-appropriate resources to determine meaning of unknown words, with occasional support.	17. Use grade-appropriate resources to determine the meaning of words, with minimal support.
18. Use text features, including illustrations, photographs, titles, and labels, to make meaning from text, with support.	18. Use text features, including bold print, font size, captions, and headings, to make meaning from text, with support.	18. Use text features, including tables of contents, graphs, and charts/tables, to make meaning from text, with support.	18. Use grade-appropriate text features, including print features, graphic and informational aids, to make meaning from text, with support.	18. Identify and use grade-appropriate text features to facilitate understanding of texts, with minimal support.
19. After reading, respond to simplified text using non-verbal and simple verbal responses, with modeling and support.	19. After reading, respond to simplified text, including using modeled sentence frames, with support.	19. After reading, respond to modified text, including making comments and asking questions, with support.	19. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with occasional support.	19. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with minimal support.

4. Writing

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use concrete grade-level nouns and subject pronouns by drawing and labeling, with support.	1. Use concrete grade-level singular and plural nouns and subject pronouns in phrases and sentence frames, with support.	1. Use grade-level vocabulary including possessive pronouns in sentences, with support.	1. Use grade-level vocabulary including demonstrative pronouns in short paragraphs, with occasional support.	1. Use grade-level vocabulary including nouns and pronouns in short paragraphs, with minimal support.
2. Use verbs to express action or state of being by drawing and labeling, with support.	2. Use verbs and helping verbs to express action and state of being in phrases and sentence frames, with support.	2. Use grade-level verbs and helping verbs in sentences, with support.	2. Use grade-level verbs and helping verbs in simple paragraphs, with occasional support.	2. Use grade-level verbs and helping verbs in simple paragraphs, with minimal support.
3. Use adjectives by drawing and labeling, with support.	3. Use articles and adjectives in phrases and sentence frames, with support.	3. Use articles, quantifiers, determiners, and grade-level adjectives and adverbs in sentences, with support.	3. Use articles, quantifiers, determiners, and grade-level adjectives and adverbs in simple paragraphs, with occasional support.	3. Use articles, quantifiers, determiners, and grade-level adjectives and adverbs in simple paragraphs, with minimal support.
4. Use basic words to indicate time, sequence, and location by labeling picture stories, with support.	4. Use basic words to indicate direction, time, sequence, and location in phrases and sentence frames, with support.	4. Use grade-level words to indicate direction, time, sequence, and location in sentences, with support.	4. Use grade-level words to indicate direction, time, sequence, and location in simple paragraphs, with occasional support.	4. Use grade-level words to indicate direction, time, sequence, and location in simple paragraphs, with minimal support.
5. Use basic phrasal verbs by matching pictures to text, with support.	5. Use basic phrasal verbs in phrases and sentence frames, with support.	5. Use idioms and grade-level multiple-meaning words, with support.	5. Use idioms, figurative expressions, and grade-level multiple-meaning words, with occasional support.	5. Use idioms, figurative expressions, and grade-level multiple-meaning words, with minimal support.

4. Writing

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
6. Use correct word order in modeled short phrases and highly patterned statements, with support.	6. Use correct word order to compose complete modeled statements, with support.	6. Use correct word order in simple and compound statements, with support.	6. Use correct word order in simple and compound sentences, with occasional support.	6. Compose complete correct simple and compound declarative, imperative, and exclamatory sentences, with minimal support.
7. Use correct word order in modeled yes/no and choice questions, with support.	7. Use correct word order to compose complete modeled yes/no and choice questions, with support.	7. Use correct word order in yes/no, choice and modeled tag questions, and complete modeled simple and compound interrogatives, with support.	7. Use correct word order in yes/no, choice, and tag questions, and interrogatives, with occasional support.	7. Compose complete correct yes/no, choice, and tag questions, and interrogatives, with minimal support.
8. Use subject-verb agreement in highly patterned simple statements, with support.	8. Use subject-verb agreement in simple statements and questions, with support.	8. Use subject-verb agreement in simple and compound statements and questions, with support.	8. Use subject-verb agreement in a variety of statements and questions, with occasional support.	8. Use correct subject-verb agreement in a variety of sentences, with minimal support.
9. Use present and present progressive tenses of common verbs in highly patterned simple statements, with support.	9. Use past, present and present progressive tenses of common verbs in phrases and sentence frames, with support.	9. Use past, present and future tenses of regular and common irregular verbs, with support.	9. Use past, present and future tenses of regular and irregular verbs, with occasional support.	9. Apply consistent and appropriate use of verb tenses, with minimal support.
10. Use basic transitional words in a sentence to create a message, with support.	10. Use basic transitional words among sentences to create a logical message, with support.	10. Use grade-level transitional words and phrases among sentences to create a cohesive and logical message, with support.	10. Use grade-level transitional words and phrases within and among sentences to create cohesive and logical messages, with occasional support.	10. Use a variety of grade-level transitions within and among sentences to create cohesive and logical messages, with minimal support.

Grade 2

4. Writing

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Writing Conventions				
11. Use end punctuation, with support.	11. Use grade-level end punctuation, with support.	11. Use grade-level end punctuation and commas, with support.	11. Use grade-level punctuation, with occasional support.	11. Use grade-level punctuation consistently, with minimal support.
12. Use capital letters to begin sentences, names, and the pronoun <i>I</i> , with support.	12. Use grade-level capitalization, including capital letters to begin sentences, names, and the pronoun <i>I</i> , with support.	12. Use grade-level capitalization, including capital letters to begin sentences and to identify proper nouns, with support.	12. Use grade-level capitalization, including capital letters to begin sentences and to identify proper nouns, with occasional support.	12. Use grade-level capitalization, with minimal support.
13. Spell grade-level high-frequency words and words that follow regular spelling patterns, with support.	13. Spell grade-level high-frequency words, words that follow regular spelling patterns, and words with simple prefixes, with support.	13. Spell grade-level words, including words with simple prefixes, suffixes, and inflectional endings, with support.	13. Spell grade-level words, including non-phonetic high-frequency words and grade-level appropriate pattern words, with support.	13. Apply conventional grade-level spelling, with minimal support.
Personal Information				
14. Use words, phrases, and simple sentences to express personal information and ideas, with support.	14. Use sentences to express personal information and ideas in journals, with support.	14. Use sentences and simple paragraphs to express personal information and ideas in short narratives, with support.	14. Write to express personal information and ideas using a variety of forms such as journals, narrative, and letters, with occasional support.	14. Express personal information and ideas, using a variety of forms such as journals, narratives, and letters, with minimal support.
15. Express opinions and feelings, using words, phrases, and sentences, with support.	15. Express opinions and feelings with relevant reasons, using complete sentences, with support.	15. Express opinions and feelings with relevant reasons, using sentences and simple paragraphs, with support.	15. Express opinions and feelings using relevant reasons, with support.	15. Express opinions and feelings using significant, relevant reasons, with minimal support.

4. Writing

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
16. Explain grade-level academic procedures using single words, short phrases, and/or illustrations, with support.	16. Explain grade-level academic procedures using simple sentences, with support.	16. Explain two-step academic procedures using a variety of sentences, with support.	16. Explain multi-step academic procedures using details in a simple paragraph, with support.	16. Explain multi-step academic procedures using grade-level language structures, with minimal support.
17. Write narrative text using single words, short phrases, and/or illustrations, with support.	17. Write narrative text using simple sentences, with support.	17. Write narrative text using details in sentences, with support.	17. Write narrative text in a simple paragraph using details in sentences, with occasional support.	17. Write simple narrative text using details in sentences, with minimal support.
18. Describe attributes of people, places, and things using basic adjectives and short phrases, with support.	18. Describe and compare attributes of people, places, and things using adjectives in phrases and simple sentences.	18. Describe and compare attributes and characteristics of people, places, and things in short paragraphs, with support.	18. Describe and compare factual attributes and characteristics of people, places and things using sensory words and details, with occasional support.	18. Describe by using sensory details and vivid language, with minimal support.
19. Express predictions and future events using single words, short phrases, and/or illustrations, with support.	19. Express predictions and future events using phrases and simple sentences, with support.	19. Express predictions and future events using compound sentences, with support.	19. Express predictions, probability, and future events using a variety of sentences, with occasional support.	19. Express predictions, probability and future events using grade-level language structures in a paragraph, with minimal support.
20. Express cause-effect relationships using single words or phrases, with support.	20. Express cause-effect relationships in phrases and sentences, with support.	20. Express cause-effect relationships using signal words, with support.	20. Express cause-effect relationships using signal words and phrases, with occasional support.	20. Express cause-effect relationships in a simple paragraph using appropriate signal words or phrases, with minimal support.
21. Summarize short passages of speech or text using words, phrases, or illustrations, with support.	21. Summarize short passages of speech or text using phrases and sentences, with support.	21. Summarize and paraphrase short passages of speech or text, with support.	21. Summarize and paraphrase short passages of speech or text using examples, with occasional support.	21. Summarize and paraphrase information from various sources, with minimal support.

Grade 3

1. Listening

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Demonstrate comprehension of grade-level vocabulary within familiar, basic questions and simple academic directions, including multiple-meaning words and idioms, supported by simplified speech, repetition, and visual or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary within simple questions and academic instruction, including multiple-meaning words and idioms, when supported by repetition, visual and/or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary, including multiple-meaning words and idioms, within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary, including multiple-meaning words and idioms, within most everyday conversations and academic instruction, with occasional visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary, including multiple-meaning words and idioms, with minimal support.
2. Demonstrate recognition of word structures within familiar, simple speech to determine the meaning of words, when supported by simplified speech, repetition, and visual or non-verbal cues.	2. Demonstrate recognition of word structures within simple questions and academic instruction to determine the meaning of words, when supported by repetition, visual and or non-verbal cues.	2. Demonstrate recognition of word structures to determine the meaning of words within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words within most everyday conversations and academic instruction, with occasional support cues.	2. Demonstrate recognition of word structures to determine the meaning of words, with minimal support.
Pronunciation and Intonation Patterns				
3. Distinguish common phonemes and phonemic patterns in initial and final consonant sounds.	3. Distinguish phonemes and phonemic patterns in initial and final consonant sounds and short vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial and final positions and long vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial, medial and final positions.	3. Distinguish phonemes and phonemic patterns including blends and digraphs in initial, medial and final positions.
4. Distinguish intonation patterns in familiar questions and statements.	4. Distinguish intonation patterns that affect meaning in familiar questions, exclamations, and statements.	4. Distinguish intonation patterns that affect meaning in less familiar questions, statements, and exclamations.	4. Distinguish intonation patterns that affect meaning in questions, statements, exclamations, and commands.	4. Distinguish intonation patterns and word stress that affect meaning in questions, statements, exclamations, and commands.

Grade 3

1. Listening

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Oral Instructions, Questions, and Prompts				
5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled one-step directions, supported by visual and or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled two-step directions, when supported by simplified speech, repetition, and visual or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled multi-step directions, with repetition and visual or non-verbal support.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing multi-step directions, with occasional support.	5. Respond appropriately to classroom commands and instructions to complete multi-step grade-level tasks, with minimal support.
6. Respond appropriately to short, simply phrased questions about familiar topics.	6. Respond appropriately to grade-level questions that contain simple language structures.	6. Respond appropriately to a variety of factual and inferential grade-level questions that have simple language structures.	6. Respond appropriately to grade-level questions that contain complex language structures.	6. Respond appropriately to a variety of factual and inferential grade-level questions and prompts.
Comprehension of Information Presented Orally				
7. Demonstrate listening comprehension of content presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic and details about familiar information, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic, details and main idea about familiar and unfamiliar information presented in normal speech, with visual support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with occasional support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with minimal support.
Conversations and Discussions				
8. Demonstrate active listening strategies about familiar topics by attending to the speaker nonverbally, making eye contact and using appropriate gestures.	8. Demonstrate active listening strategies in routine social and grade-level academic interactions by responding appropriately, with support.	8. Demonstrate active listening strategies in social and grade-level academic interactions by asking on-topic questions, with support.	8. Demonstrate active listening strategies in social and grade-level academic interactions by asking on-topic questions, with occasional support.	8. Demonstrate active listening strategies by attending to the speaker and responding appropriately to clarify and understand, and retelling, with minimal support.

Grade 3

2. Speaking

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use basic, concrete grade-level content-specific vocabulary, about familiar information within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete grade-level content-specific vocabulary within simple questions and statements, supported by repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with occasional visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary, within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions within phrases, one-word responses, and memorized responses about familiar topics, with visual, non-verbal and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, supported by visual, non-verbal and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions, with visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions, with occasional visual, non-verbal and text support.	2. Use general academic vocabulary within academic discussions, with minimal support.
3. Use general vocabulary terms from all parts of speech about familiar topics, with visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within simple questions and statements, supported by visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within scaffolded interpersonal discussions, with visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

Grade 3

2. Speaking

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
4. Use appropriate word order in modeled short phrases, highly patterned statements, and questions, with support.	4. Use appropriate word order in simple statements and questions, with support.	4. Use appropriate word order in simple and compound statements and questions, with support.	4. Use appropriate word order in complete and correct statements and questions, with occasional support.	4. Use appropriate word order in complete and correct declarative, interrogative, imperative, and exclamatory sentences, with minimal support.
5. Use subject-verb agreement in highly patterned simple statements, with support.	5. Use subject-verb agreement in simple statements and questions, with support.	5. Use subject-verb agreement in simple and compound statements and questions, with support.	5. Use subject-verb agreement in a variety of statements and questions, with occasional support.	5. Use singular subjects with singular verbs and plural subjects with plural verbs, with minimal support.
6. Use present tense of common verbs, with modeling and visual support.	6. Use verb tenses to indicate present and future events, with modeling and visual support.	6. Use verb tenses to indicate present, past, and future events, with modeling and visual support.	6. Use verb tenses to indicate present, past, and future events, with occasional support.	6. Use verb tenses to indicate present, past, and future events, with minimal support.
7. Use simple transitional words to communicate a message, with support.	7. Use basic transitional words among sentences to communicate a logical message, with support.	7. Use grade-level transitional words and phrases to communicate a cohesive and logical message, with support.	7. Use grade-level transitional words and phrases to create cohesive and logical messages, with occasional support.	7. Use a variety of grade-level transitions to communicate cohesive and logical messages and presentations, with minimal support.
Pronunciation, Intonation				
8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks, using words, phrases, and simple sentences, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks such as reciting sentences to retell a story, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks and presentations, with modeling and multimedia support.	8. Use comprehensible pronunciation, enunciation, intonation, fluency, and verbal/non-verbal techniques in spontaneous situations and grade-level oral presentations, with modeling and multimedia support.	8. Speak clearly enough to be heard and understood in a variety of situations for a variety of purposes, using appropriate non-verbal techniques to enhance communication, with minimal support.

2. Speaking

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Personal Information				
9. Express personal information and ideas using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas using simple modeled sentences, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas, including stating a position and supporting it with reasons, with support such as sentence stems and sentence frames.	9. Express personal information and ideas, including delivering oral presentations, with support such as modeling and prompting for additional details.	9. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
10. Express opinions and feelings using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	10. Express opinions and feelings using simple sentences, with support such as modeling, props, and visual cues.	10. Express opinions and feelings, including stating a position and supporting it with reasons, with support of sentence stems and sentence frames.	10. Express opinions and feelings while engaging in one-on-one and small group discussions, with support such as modeling and prompting for additional details.	10. Express opinions and feelings within a variety of discussions, with minimal support.
11. Express needs and wants using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	11. Express needs and wants using simple sentences, with support such as restating modeled sentences, props, and visual cues.	11. Express needs and wants, with support such as props, sentence stems, and sentence frames.	11. Express needs and wants, including multiple reasons, with support such as modeling and prompting for additional details.	11. Express needs and wants, including multiple reasons, using appropriate verbal and non-verbal techniques, with minimal support.

2. Speaking

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
12. Explain familiar grade-level academic procedures using single words or short phrases, with support.	12. Explain grade-level academic procedures using sentences, with support.	12. Explain grade-level two-step academic procedures using complex sentences, with support.	12. Explain grade-level multi-step academic procedures using complex sentences, with occasional support.	12. Explain grade-level multi-step academic procedures using complex language structures, with minimal support.
13. Retell events, stories, and experiences using pictures, words, and short phrases, with support.	13. Retell events, stories, and experiences using simple sentences, with support.	13. Retell events, stories and experiences using sentences, with support.	13. Retell the main idea and details of events, stories, and experiences using multiple sentences, with occasional support.	13. Retell main ideas and details of events, stories, and experiences using grade-level language structures, with minimal support.
14. Describe attributes of people, places, and things using simple words and short phrases, and basic adjectives, with support.	14. Describe and compare attributes of people, places, and things using adjectives in phrases and simple sentences, with support.	14. Describe and compare attributes and characteristics of people, places, and things using sentences, with support.	14. Describe and compare factual attributes and characteristics of people, places, and things using multiple sentences, with occasional support.	14. Describe and compare factual and implied attributes and characteristics of people, places, and things using grade-level language structures, with minimal support.
15. Express predictions of future events using simple words and short phrases, with support.	15. Express predictions and future events using phrases and simple sentences, with support.	15. Express predictions, probability, and future events using sentences, with support.	15. Express predictions, probability, and future events using multiple sentences, with occasional support.	15. Express predictions, probability, and future events using grade-level language structures, with minimal support.
16. Express cause-effect relationships using simple words or phrases, with pictures or graphic organizers for support.	16. Express cause-effect relationships using phrases and simple sentences, including because, with support.	16. Express cause-effect relationships using sentences, including because and if/then statements, with support.	16. Express cause-effect relationships using multiple sentences, including because, so, and if/then statements, with occasional support.	16. Express cause-effect relationships using signal words and grade-level language structures, with minimal support.

Grade 3

2. Speaking

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Conversations and Discussions				
17. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, to participate in short conversations and simple discussions.	17. Use verbal and non-verbal communication techniques, including volume and proximity, in short paired or small-group discussions.	17. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in grade-level academic discourse and small-group discussions.	17. Use verbal and non-verbal communication techniques, including register, in grade-level academic discourse and large-group discussions.	17. Use organization and delivery strategies to participate in conversations and academic discourse and discussions.
18. Repeat and ask modeled questions to gain basic information.	18. Ask simple questions to gain basic information and clarify academic content, with support of modeling.	18. Ask simple questions to gain basic information and clarify academic content, with support.	18. Ask questions to gain information and clarify academic content, with occasional support.	18. Ask a variety of questions to gain information and clarify academic content, with minimal support.

3. Reading

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Connect Written Text and Spoken Language				
1. Identify letters and their corresponding sound, with modeled support.	1. Apply phonics to decode one-syllable words with consonant and vowel patterns, with modeled support.	1. Apply phonics to decode words with consonant and vowel patterns, including blends, digraphs and diphthongs, with support.	1. Apply phonics to decode words and break words into familiar parts, with occasional support.	1. Use a variety of phonetic skills to read unfamiliar words, with minimal support.
2. Identify basic high-frequency words, with teacher support.	2. Identify grade level high-frequency words, with support.	2. Identify grade-level high-frequency words in a sentence, with support.	2. Identify grade-level high-frequency words in a sentence, with occasional support.	2. Read grade-level sight words automatically, with minimal support.
Vocabulary and Symbols				
3. Determine the meaning of new vocabulary and environmental print by examining illustrations and using text features, with support.	3. Determine the meaning of basic vocabulary, with support such as illustrations and text features.	3. Determine the meanings of grade-level words, with support such as illustrations, text features and textbook glossaries.	3. Determine the meanings of new vocabulary by re-reading, using context clues with guidance, and using text features.	3. Develop and apply new vocabulary from a variety of texts, using support such as re-reading, context clues, text features and dictionaries.
4. Classify and categorize words into sets and groups, with support of pictures, picture dictionaries, charts, diagrams, and posters.	4. Demonstrate knowledge of word relationships by identifying antonyms and synonyms, with support of pictures and dictionaries.	4. Identify and explain common antonyms and synonyms, with support of visuals, dictionaries and textbook glossaries.	4. Identify and sort common words into conceptual categories, with support.	4. Demonstrate knowledge of word relationships and categories to determine the meaning of grade-level vocabulary, with minimal support.
5. Use word structure to determine meanings of words, including basic compound words and inflectional endings, with support.	5. Use word structure to determine meanings of words, including contractions and compound words, with support of visuals and illustrated dictionaries.	5. Use word structure to determine meanings of words, including prefixes, suffixes, root/ base words, and grade-appropriate compound words, with support of visuals and illustrated dictionaries.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes, suffixes, and root/base words, with support of dictionaries.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes, suffixes and root/base words, with minimal support.
6. Demonstrate comprehension of multiple-meaning words, with support of visuals, and illustrated dictionaries.	6. Demonstrate comprehension of multiple-meaning words and homophones, with support of visuals and illustrated dictionaries.	6. Demonstrate comprehension of common idioms, homophones and grade-level multiple-meaning words, with support of visuals and illustrated dictionaries and glossaries.	6. Demonstrate comprehension of common idioms, figurative language, and grade-level multiple-meaning words, with support of visuals, glossaries and dictionaries.	6. Use context to determine the meanings of idioms and figurative language, with minimal support.

3. Reading

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Informational and Literary Texts				
7. Identify simple authentic text including stories, menus, letters, articles, etc., with visual and non-verbal support.	7. Identify the different purposes of text such as narratives, articles, letters, etc., with visual and non-verbal support.	7. Identify the author's purpose of text, with support.	7. Identify, analyze and explain the author's purpose of text, with occasional support.	7. Identify, analyze and explain the author's purpose of texts, with minimal support.
8. Identify important facts in simplified informational text, with repeated readings and visual support.	8. Identify the topic and important facts in simplified informational text, with visual support.	8. Identify and explain the main idea and factual supporting details in simplified informational text, with visual support.	8. Identify, explain, and paraphrase the main idea and factual supporting details in informational text, with occasional support.	8. Summarize or paraphrase the text or a portion of the text, with minimal support.
9. Identify elements of familiar narrative texts, including characters, setting, and events, with support.	9. Identify and explain the elements of a familiar story, including the problem, the solution, and the sequence of events, with support.	9. Identify and explain elements of an unfamiliar story, including problem and solution, with support.	9. Identify and explain relationships between and among characters, setting, and events, with occasional support.	9. Identify and distinguish literary elements among types of narrative texts, with minimal support.
10. Follow simple one-step written directions, with visual cues.	10. Follow written directions and prompts given one step at a time with simple language structures and modeling or visual cues.	10. Follow written multi-step directions and prompts with simple language structures and modeling or visual cues.	10. Follow multi-step written directions and procedures, with occasional support.	10. Follow multi-step written directions and procedures, with minimal support.
Fluency				
11. Recognize word order in simple sentence patterns.	11. Demonstrate understanding of how word order affects meaning in simple affirmative and negative sentences.	11. Demonstrate understanding of how word order affects meaning in simple and compound sentences and questions.	11. Demonstrate understanding of how word order affects meaning in compound and complex sentences and questions.	11. Demonstrate understanding of how word order affects meaning in a variety of sentences and questions.
12. Use end punctuation to guide meaning and expression, with support of modeling.	12. Use end punctuation to guide meaning and expression.	12. Use end punctuation and commas to guide meaning and expression.	12. Use punctuation marks to guide meaning and expression, including commas, quotation marks and apostrophes.	12. Use grade-level punctuation cues to guide meaning and expression.
13. Imitate the rhythm of speech in short familiar phrases when repeating after a model.	13. Imitate the rhythm of speech in familiar text when reading orally.	13. Read with appropriate pace, phrasing, intonation and rhythm of speech in familiar text, with support.	13. Read with appropriate pace, phrasing, intonation and rhythm of speech in familiar text, with occasional support.	13. Read grade-level text expressively with appropriate pace, phrasing, intonation and rhythm of speech, with minimal support.

3. Reading

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Strategies				
14. Prepare for reading (including previewing and surveying the text, making connections and predictions) by answering simple questions using non-verbal responses, familiar words and phrases, with support.	14. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering simple questions about the topic and illustrations, using modeled sentence frames and illustrations.	14. Prepare for reading (including surveying and previewing the text and making connections and predictions) by making comments and asking questions about the text, with support.	14. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with occasional support.	14. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with minimal support.
15. During reading, demonstrate comprehension of simplified text about familiar content by using non-verbal or simple verbal responses, with support.	15. During reading, demonstrate comprehension of simplified text, including using modeled sentence frames or graphic organizers to periodically summarize, with support.	15. During reading, demonstrate comprehension of modified text, including confirming and adjusting predictions or asking and answering questions about the text, with support.	15. During reading, demonstrate comprehension of grade-appropriate text, including confirming or adjusting predictions, with occasional support.	15. During reading, demonstrate comprehension of grade-appropriate text, including periodically paraphrasing important ideas or information, with minimal support.
16. Use resources to assist with reading tasks, including environment print, word walls, picture dictionaries, and illustrated word banks, with modeling and non-verbal cues.	16. Use resources to assist with reading tasks, including environment print, word walls, picture dictionaries, and illustrated word banks, with support.	16. Use resources to assist with reading tasks, including environment print, word walls, picture dictionaries, and textbook glossaries, with support.	16. Use grade-appropriate resources to determine meaning of unknown words, with occasional support.	16. Use grade-appropriate resources to determine the meaning of words, with minimal support.
17. Use text features, including illustrations, photographs, titles, and labels, to make meaning from text, with support.	17. Use text features, including bold print, font size, captions, and headings, to make meaning from text, with support.	17. Use text features, including tables of contents, graphs, and charts/tables, to make meaning from text, with support.	17. Use grade-appropriate text features, including print features, graphic and informational aids, to make meaning from text, with occasional support.	17. Identify and use grade-appropriate text features to facilitate understanding of texts, with minimal support.
18. After reading, respond to simplified text using non-verbal and simple verbal responses, with modeling and support.	18. After reading, respond to simplified text, including using modeled sentence frames, with support.	18. After reading, respond to modified text, including making comments and asking questions, with support.	18. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with occasional support.	18. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with minimal support.

4. Writing

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use concrete grade-level nouns and subject pronouns by drawing and labeling, with support such as word banks, sentence frames, and picture dictionaries.	1. Use concrete grade-level singular and plural nouns and subject pronouns in phrases and sentence frames, with support such as models, graphic organizers, and text resources.	1. Use grade-level vocabulary including possessive pronouns in sentences, with support of graphic organizers, modeling and sentence stems and sentence frames.	1. Use grade-level vocabulary including demonstrative pronouns in short paragraphs, with support of graphic organizers, modeling and paragraph frames.	1. Use grade-level vocabulary including nouns and pronouns in short paragraphs, with minimal support.
2. Use verbs to express action or state of being by drawing and labeling, with support such as word banks, sentence frames, and picture dictionaries.	2. Use verbs and helping verbs to express action and state of being in phrases and sentence frames, with support such as models, graphic organizers, and text resources.	2. Use grade-level verbs and helping verbs in sentences, with support of graphic organizers, modeling and sentence stems and sentence frames.	2. Use grade-level verbs and helping verbs in short paragraphs, with support of graphic organizers, modeling and paragraph frames.	2. Use grade-level verbs and helping verbs in short paragraphs, with minimal support.
3. Use adjectives by drawing and labeling, with support such as word banks, sentence frames, and picture dictionaries.	3. Use articles and adjectives in phrases and sentence frames, with support such as models, graphic organizers, and text resources.	3. Use articles, grade-level adjectives, and adverbs in sentences, with support of graphic organizers, modeling and sentence stems/ frames.	3. Use articles, quantifiers, grade-level adjectives and adverbs in short paragraphs, with support of graphic organizers, modeling and paragraph frames.	3. Use articles, quantifiers, grade-level adjectives and adverbs in short paragraphs, with minimal support.
4. Use basic words to indicate time, sequence, and location by labeling picture stories, with support such as word banks, sentence frames, and picture dictionaries.	4. Use basic words to indicate direction, time, sequence, and location in phrases and sentence frames, with support such as models, graphic organizers, and text resources.	4. Use grade-level words to indicate direction, time, sequence, and location in sentences, with support of graphic organizers, modeling and sentence stems and sentence frames.	4. Use grade-level words to indicate direction, time, sequence, and location in short paragraphs, with support of graphic organizers, modeling and paragraph frames.	4. Use grade-level words to indicate direction, time, sequence, and location in short paragraphs, with minimal support.
5. Use basic phrasal verbs by matching pictures to text, with support such as word banks, sentence frames, and picture dictionaries.	5. Use basic phrasal verbs in phrases and sentence frames, with support such as models, graphic organizers, and text resources.	5. Use idioms and grade-level multiple-meaning words, with support of graphic organizers, modeling and sentence stems and sentence frames.	5. Use idioms, figurative expressions, and grade-level multiple-meaning words, with support of graphic organizers, modeling and paragraph frames.	5. Use idioms, figurative expressions, and grade-level multiple-meaning words, with minimal support.

4. Writing

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
6. Use correct word order in modeled short phrases and highly patterned statements, with support.	6. Use correct word order to compose complete modeled statements, with support.	6. Use correct word order in simple and compound statements, with support.	6. Use correct word order in simple, compound, and complex sentences, with occasional support.	6. Compose complete and correct declarative, imperative, and exclamatory sentences, with minimal support.
7. Use correct word order in modeled yes/no and choice questions, with support.	7. Use correct word order to compose complete modeled yes/no and choice questions, with support.	7. Use correct word order in yes/no, choice and modeled tag questions, and complete modeled simple and compound interrogatives, with support.	7. Use correct word order in yes/no, choice, and tag questions, and interrogatives, with occasional support.	7. Compose complete correct yes/no, choice, and tag questions, and interrogatives, with minimal support.
8. Use subject-verb agreement in highly patterned simple statements, with support.	8. Use subject-verb agreement in simple statements and questions, with support.	8. Use subject-verb agreement in simple and compound statements and questions, with support.	8. Use subject-verb agreement in a variety of statements and questions, with occasional support.	8. Recognize and use correct subject-verb agreement, with minimal support.
9. Use noun-pronoun agreement in highly patterned simple statements, with support.	9. Use noun-pronoun agreement in simple statements and questions, with support.	9. Use noun-pronoun agreement in simple and compound statements and questions, with support.	9. Use noun-pronoun agreement in a variety of statements and questions, with occasional support.	9. Recognize and use correct noun-pronoun agreement, with minimal support.
10. Use present and present progressive verb tenses of common verbs in highly patterned simple statements, with support.	10. Use present and present progressive verb tenses of common verbs in phrases and sentence frames, with support.	10. Use past, present and future verb tenses of regular and common irregular verbs, with support.	10. Use past, present and future verb tenses of regular and irregular verbs, with support.	10. Apply consistent and appropriate use of verb tenses such as past, present and future, with minimal support.
11. Use basic transitional words in a sentence to create a message, with support.	11. Use basic transitional words among sentences to create a logical message, with support.	11. Use grade-level transitional words and phrases among sentences to create a cohesive and logical message, with support.	11. Use grade-level transitional words and phrases within and among sentences to create cohesive and logical messages, with occasional support.	11. Use a variety of grade-level transitions within and among sentences to create cohesive and logical messages, with minimal support.

Grade 3

4. Writing

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Writing Conventions				
12. Use end punctuation, with support.	12. Use grade-level end punctuation, with support.	12. Use grade-level punctuation, including end punctuation, commas and quotation marks, with support.	12. Use grade-level punctuation, including end punctuation, commas, apostrophes, and quotation marks, with occasional support.	12. Use grade-level punctuation consistently, with minimal support.
13. Use capital letters to begin sentences, names, and the pronoun I, with support.	13. Use grade-level capitalization, including capital letters to begin sentences, names, and the pronoun I, with support.	13. Use grade-level capitalization, including capital letters to begin sentences and to identify proper nouns, with support.	13. Use grade-level capitalization, including capital letters to begin sentences and to identify proper nouns, with occasional support.	13. Use grade-level capitalization, with minimal support.
14. Spell grade-level high-frequency words and words that follow regular spelling patterns, with support.	14. Spell grade-level high-frequency words, words that follow regular spelling patterns, and words with simple prefixes, with support.	14. Spell grade-level words, including words with simple prefixes, suffixes, and inflectional endings, with support.	14. Spell grade-level words, including non-phonetic high-frequency words and grade-level appropriate pattern words, with occasional support.	14. Apply conventional grade-level spelling, with minimal support.
Personal Information				
15. Express personal information and ideas using words, phrases, and simple sentences, with support.	15. Express personal information and ideas using complete sentences, with support.	15. Express personal information and ideas using sentences and simple paragraphs, with support.	15. Express personal information and ideas, using a variety of forms such as paragraphs, journals, narratives, letters, and reports, with occasional support.	15. Express personal information and ideas, using a variety of forms such as paragraphs, journals, narratives, letters, and reports, with minimal support.
16. Express opinions and feelings, using words, phrases, and simple sentences, with support.	16. Express opinions and feelings with relevant reasons, using complete sentences, with support.	16. Express opinions and feelings with relevant reasons, using sentences and simple paragraphs, with support.	16. Express opinions and feelings with detailed reasons, with occasional support.	16. Express opinions and feelings using significant, relevant reasons, with minimal support.

4. Writing

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
17. Explain grade-level academic procedures using single words, short phrases, and/or illustrations, with support.	17. Explain grade-level academic procedures using simple sentences, with support.	17. Explain two-step academic procedures using a variety of sentences, with support.	17. Explain multi-step academic procedures using details in a paragraph, with occasional support.	17. Explain multi-step academic procedures using grade-level language structures, with minimal support.
18. Compose narrative text using single words, short phrases, and/or illustrations, with support.	18. Compose narrative text using simple sentences, with support.	18. Compose narrative text using details in simple and compound sentences, with support.	18. Compose narrative text in a paragraph using details within complex sentences, with occasional support.	18. Compose narrative text using details within complex language structures, with minimal support.
19. Describe attributes of people, places, and things using simple words, short phrases, and basic adjectives, with support.	19. Describe and compare attributes of people, places, and things using adjectives in phrases and simple sentences, with support.	19. Describe and compare attributes and characteristics of people, places, and things in short paragraphs, with support.	19. Describe and compare factual attributes and characteristics of people, places, and things using sensory words and details, with occasional support.	19. Describe and compare by using sensory details and vivid language, with minimal support.
20. Express predictions and future events using simple words, short phrases, and/or illustrations, with support.	20. Express predictions and future events using phrases and simple sentences, with support.	20. Express predictions and future events using simple and compound sentences, with support.	20. Express predictions, probability, and future events using appropriate verb tenses and a variety of sentences, with occasional support.	20. Express predictions, probability, and future events using grade-level language structures in a paragraph, with minimal support.
21. Express cause-effect relationships using simple words or phrases, with support.	21. Express cause-effect relationships in phrases and sentences, with support.	21. Express cause-effect relationships using signal words, with support.	21. Express cause-effect relationships using signal words and phrases, with occasional support.	21. Express cause-effect relationships in paragraphs using appropriate signal words and phrases, with minimal support.
22. Summarize short passages of speech or text using words, phrases, or illustrations, with support.	22. Summarize short passages of speech or text using phrases and sentences, with support.	22. Summarize and paraphrase short passages of speech or text, with support.	22. Summarize and paraphrase short passages of speech or text using examples, with occasional support.	22. Summarize and paraphrase information from various sources, with minimal support.

1. Listening

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Demonstrate comprehension of grade-level vocabulary within familiar, basic questions and simple academic instruction, including multiple-meaning words and idioms, when supported by simplified speech, repetition, and visual or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary within simple questions and academic instruction, including multiple-meaning words and idioms, when supported by repetition, visual and/or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms within most everyday conversations and academic instruction, with visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms, with minimal support.
2. Demonstrate recognition of word structures within familiar, simple speech to determine the meaning of words, when supported by simplified speech, repetition, and visual or nonverbal cues.	2. Demonstrate recognition of word structures within simple questions and academic instruction to determine the meaning of words, when supported by repetition, visual and/or non-verbal cues.	2. Demonstrate recognition of word structures to determine the meaning of words within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words within most everyday conversations and academic instruction, with visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words, with minimal support.
Pronunciation and Intonation Patterns				
3. Distinguish common phonemes and phonemic patterns in initial and final consonant sounds.	3. Distinguish phonemes and phonemic patterns in initial and final consonant sounds and short vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial and final positions and long vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial, medial, and final positions.	3. Distinguish phonemes and phonemic patterns including blends and digraphs in initial, medial, and final positions.
4. Distinguish intonation patterns in familiar questions and commands.	4. Distinguish intonation patterns that affect meaning in familiar questions, exclamations, and commands.	4. Distinguish intonation patterns that affect meaning in less familiar questions, exclamations, commands and statements.	4. Distinguish intonation patterns that affect meaning in questions, exclamations, commands, and statements.	4. Distinguish intonation patterns and word stress that affect meaning in questions, exclamations, commands, and statements.

1. Listening

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Oral Instructions, Questions, and Prompts				
5. Respond appropriately to classroom commands or instructions to complete grade-level tasks containing modeled one-step directions, supported by visual and/or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled two-step directions, supported by simplified speech, repetition, and visual or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled multi-step directions, with repetition and visual or non-verbal support.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing multi-step directions, with visual or non-verbal support.	5. Respond appropriately to multi-step instructions with minimal support to complete grade-level tasks.
6. Respond appropriately to short, simply-phrased questions about familiar topics.	6. Respond appropriately to grade-level questions that contain simple language structures.	6. Respond appropriately to a variety of factual and inferential grade-level questions that have simple language structures.	6. Respond appropriately to grade-level questions that contain complex language structures, with occasional support.	6. Respond appropriately to lengthy questions that contain grade-level vocabulary and language structures, with minimal support.
Comprehension of Information Presented Orally				
7. Demonstrate listening comprehension of content-related vocabulary about familiar information presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic and details about familiar information presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic, details and main idea about familiar and unfamiliar information presented in normal speech, with visual support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with occasional support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with minimal support.
Conversations and Discussions				
8. Demonstrate active listening strategies about personal topics by attending to the speaker nonverbally, making eye contact and using appropriate gestures.	8. Demonstrate active listening strategies in routine social and grade-level academic interactions by responding appropriately with support.	8. Demonstrate active listening strategies in social and grade-level academic interactions by asking on-topic questions with support.	8. Demonstrate active listening strategies in social and grade-level academic interactions by asking on-topic questions.	8. Demonstrate active listening strategies by attending to the speaker, summarizing main point, and responding appropriately to clarify and understand.

2. Speaking

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use basic, concrete, grade-level content-specific vocabulary, about familiar information within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete grade-level content-specific vocabulary within simple questions and statements, with repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within scaffolded academic discussions, with repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with occasional visual and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions within phrases, one-word responses, and memorized responses about familiar topics, with repetition, visual, non-verbal and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, with repetition, visual, non-verbal and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions, with repetition, visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions, with occasional visual and text support.	2. Use general academic vocabulary within academic discussions, with minimal support.
3. Use general vocabulary terms from all parts of speech about familiar topics, with repetition, visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within simple questions and statements, with repetition, visual, non-verbal and text support.	3. Use expressive vocabulary terms from all parts of speech within scaffolded interpersonal discussions, with repetition, visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional visual and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

2. Speaking

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
4. Use appropriate word order in modeled short phrases, highly patterned statements, and questions, with support.	4. Use appropriate word order in simple statements and questions, with support.	4. Use appropriate word order in simple and compound statements and questions, with support.	4. Use appropriate word order in simple, compound, and complex statements and questions, with occasional support.	4. Use appropriate word order in conversations or presentations using simple to complex statements and questions, with minimal support.
5. Use subject-verb agreement in highly patterned simple statements, with support.	5. Use subject-verb agreement in simple statements and questions, with support.	5. Use subject-verb agreement in simple and compound statements and questions, with support.	5. Use subject-verb agreement in simple, compound, and complex statements and questions, with occasional support.	5. Use subject-verb agreement in conversations or presentations using simple to complex statements and questions with compound subjects and verbs, with minimal support.
6. Use present tense of common verbs, with support.	6. Use past, present, and future verb tenses, with support.	6. Use past, present, future, and progressive verb tenses of regular and high-frequency irregular verbs, with support.	6. Use past, present, future, progressive, and conditional verb forms in conversations and presentations, with occasional support.	6. Use past, present, future, progressive, and conditional verb tenses in conversations and presentations, with minimal support.
7. Use simple transitional words and phrases, with support.	7. Use grade-level transitional words and phrases to create a logical message, with support.	7. Use grade-level transitional words and phrases to create a cohesive and logical message, with support.	7. Use grade-level transitional words and phrases to create cohesive and logical messages, with occasional support.	7. Use grade-level transitional words, phrases, and appositives to communicate cohesive and logical messages and presentations, with minimal support.
Pronunciation, Intonation				
8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks using words, phrases, and simple sentences, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks and presentations, with modeling and multimedia support.	8. Use comprehensible pronunciation, enunciation, intonation, fluency, and verbal/non-verbal techniques in spontaneous situations and grade-level oral language tasks and presentations, with occasional modeling and multimedia support.	8. Demonstrate appropriate volume, articulation, pronunciation, enunciation, intonation, pacing, timing, and stress on grade-level tasks and presentations, with minimal support.

2. Speaking

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Personal Information				
9. Express personal/ autobiographical information and ideas using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	9. Express personal/ autobiographical information and ideas using simple sentences, with support such as modeling, props, and visual cues.	9. Express personal/ autobiographical information and ideas, supported by sentence stems, sentence frames, props, and visual cues.	9. Express personal/ autobiographical information and ideas, including delivering oral presentations, with support such as modeling and prompting for additional detail.	9. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
10. Express opinions and feelings using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	10. Express opinions and feelings using simple sentences, with support such as modeling, props, and visual cues.	10. Express opinions and feelings, including stating a position and supporting it with reasons, with support of sentence stems, sentence frames, props, and visual cues.	10. Express opinions and feelings while engaging in one-on-one and small group discussions, with support such as modeling and prompting for additional detail.	10. Express opinions and feelings while engaging in a variety of discussions, with minimal support.
11. Express needs and wants using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	11. Express needs and wants using simple sentences, with support such as modeling, props, and visual cues.	11. Express needs and wants in sentences, including a reason, supported by sentence stems, sentence frames, props, and visual cues.	11. Express needs and wants in sentences, including multiple reasons, with support such as modeling and prompting for additional detail.	11. Express needs and wants, including multiple reasons and using appropriate non-verbal techniques such as posture, eye contact, facial expressions, and gestures.

2. Speaking

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
12. Explain grade-level academic procedures using single words or short phrases, with support.	12. Explain grade-level academic procedures using simple sentences, with support.	12. Explain grade-level two-step academic procedures using complex sentences, with support.	12. Explain grade-level multi-step academic procedures using complex sentences, with occasional support.	12. Explain grade-level multi-step academic procedures using complex language structures, with minimal support.
13. Retell events, stories, and experiences using pictures, words, and short phrases, with support.	13. Retell events, stories, and experiences using simple sentences, with support.	13. Retell events, stories and experiences using complex sentences, with support.	13. Retell the main idea and details of events, stories, and experiences using complex sentences, with occasional support.	13. Retell main ideas and details of events, stories, and experiences using complex language structures, with minimal support.
14. Describe attributes of people, places, and things, using simple words, short phrases, and basic adjectives, with support.	14. Describe and compare attributes of people, places, and things, using adjectives in phrases and simple sentences, with support.	14. Describe and compare attributes and characteristics of people, places, and things, using complex sentences, with support.	14. Describe and compare factual attributes and characteristics of people, places, and things, using complex sentences, with occasional support.	14. Describe and compare factual and implied attributes and characteristics of people, places, and things, using simple to complex sentences, with minimal support.
15. Express predictions of future events using simple words and short phrases, with support.	15. Express predictions and future events using phrases and simple sentences, with support.	15. Express predictions, probability, and future events using complex sentences, with support.	15. Express predictions, probability, and future events using complex sentences, with occasional support.	15. Express predictions, probability, and future events using complex language structures, with minimal support.
16. Express cause-effect relationships using simple words or phrases, with pictures or graphic organizers for support.	16. Express cause-effect relationships using phrases and simple sentences, including because, with support.	16. Express cause-effect relationships using complex language structures, including because and if/then statements, with support.	16. Express cause-effect relationships using complex sentences, including because, so, and if/then statements, with occasional support.	16. Express cause-effect relationships using complex language structures, including because, so, and if/then statements, with minimal support.
17. Justify positions and persuades others to agree using simple words or phrases, with pictures or graphic organizers for support.	17. Justify positions and persuades others to agree using phrases and simple sentences, with support.	17. Justify positions and persuades others to agree using varied and complex sentences, with support.	17. Justify positions and persuades others to agree using details and rhetorical structures, with occasional support.	17. Justify positions and persuades others to agree using a variety of language and rhetorical structures, with minimal support.

2. Speaking

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Conversations and Discussions				
18. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, to participate in short conversations and simple discussions.	18. Use verbal and non-verbal communication techniques, including volume and proximity, to participate in short paired or small-group discussions.	18. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, to participate in grade-level academic discourse and small-group discussions.	18. Use verbal and non-verbal communication techniques, including register, in grade-level academic discourse and large-group discussions.	18. Use organization and delivery strategies to participate in conversations and academic discourse and discussions.
19. Ask modeled questions to gain basic information and clarify academic content.	19. Ask simple questions to gain basic information and clarify academic content.	19. Ask modeled complex questions to gain basic information and clarify academic content.	19. Ask complex questions to gain information and clarify academic content.	19. Ask a variety of questions to gain information, clarify academic content, and participate in discussions.

3. Reading

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Connect Written Text and Spoken Language				
1. Identify letters and corresponding sounds, with support.	1. Apply phonics to decode words with consonant and vowel patterns, including words with blends and long vowel patterns, with support.	1. Apply phonics to decode words with consonant and vowel patterns, including blends, digraphs and diphthongs, with support.	1. Apply phonetic skills to decode words and break words into familiar parts, with minimal support.	1. Use a variety of phonetic skills to read unfamiliar words, with minimal support.
2. Read basic high-frequency words, with support.	2. Read grade-level high-frequency words, with support.	2. Read grade-level high-frequency words in a sentence, with support.	2. Read grade-level high-frequency words in a sentence, with occasional support.	2. Read and comprehends grade-level high-frequency-words automatically, with minimal support.
Vocabulary and Symbols				
3. Determine the meaning of new vocabulary and environmental print by examining illustrations and using text features, with support.	3. Determine the meaning of basic vocabulary, with support.	3. Determine the meanings of grade-level vocabulary, including re-reading and using context clues, with support.	3. Determine the meaning of grade-level vocabulary by re-reading, using context clues, and using text features, with occasional support.	3. Develop and apply new vocabulary from a variety of texts using strategies, such as re-reading, context clues, text features and dictionaries, with minimal support.
4. Demonstrate knowledge of word relationships and categories by sorting vocabulary into sets and groups, with support.	4. Classify and categorize increasingly complex vocabulary into sets and groups, with support.	4. Identify and explain antonyms and synonyms, with support.	4. Identify and explain relationships between and among vocabulary, with occasional support.	4. Demonstrate knowledge of word relationships and categories to determine the meaning of grade-level vocabulary, with minimal support.
5. Use word structure to determine meanings of words, including basic compound words and inflectional endings, with support.	5. Use word structure to determine meanings of words, including inflectional endings, contractions and compound words, with support.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes/suffixes and root/base words, with support.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes/suffixes, root/base words, and inflectional endings, with occasional support.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes/suffixes, root/base words, and inflectional endings, with minimal support.
6. Demonstrate comprehension of multiple-meaning words, with support.	6. Demonstrate comprehension of homophones and multiple-meaning words, with support.	6. Demonstrate comprehension of common idioms, homophones and grade-level multiple-meaning words, with support.	6. Demonstrate comprehension of idioms, figurative language, and grade-level multiple-meaning words, with occasional support.	6. Use context to determine the meanings of idioms and figurative language, with minimal support.

3. Reading

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Informational and Literary Texts				
7. Identify simple authentic text, including stories, menus, letters, articles, etc., with support.	7. Identify the different purposes of text such as narratives, articles, letters, etc., with support.	7. Identify the author's purpose of text, with support.	7. Identify, analyze and explain the author's purpose of text, with occasional support.	7. Identify, analyze and explain the author's purpose of text, with minimal support.
8. Identify important facts in simplified informational text, support.	8. Identify the topic and important facts in simplified informational text, with support.	8. Identify and explain the main idea and factual supporting details in modified informational text, with support.	8. Identify, explain, and paraphrase the main idea and factual supporting details in informational text, with occasional support.	8. Summarize the text or a portion of the text, with minimal support.
9. Identify elements of familiar narrative texts, including characters, setting, and events, with support.	9. Identify and explain the elements of a familiar narrative text, including the problem, the solution, and the sequence of events, with support.	9. Identify and explain elements of an unfamiliar narrative text, including plot elements, with support.	9. Identify and explain relationships between and among characters, setting, and events of unfamiliar narrative text, with occasional support.	9. Identify and distinguish literary elements among narrative texts, with minimal support.
10. Identify important ideas in modified literary texts, with support.	10. Identify the main idea or message in modified literary text, with support.	10. Identify and explain main ideas and universal themes in modified literary text, with support.	10. Identify and explain universal themes across multiple literary texts, with occasional support.	10. Identify and explain universal themes across multiple literary texts, with minimal support.
11. Follow simple one-step written directions, with visual cues.	11. Follow written directions and prompts given one step at a time, with simple language structures and modeling or visual cues.	11. Follow written multi-step directions and prompts, with simple language structures and modeling or visual cues.	11. Follow written multi-step directions and procedures, with occasional support.	11. Follow written multi-step directions and procedures, with minimal support.

3. Reading

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Fluency				
12. Recognize word order in simple sentence patterns.	12. Demonstrate understanding of how word order affects meaning in simple affirmative and negative sentences.	12. Demonstrate understanding of how word order affects meaning in simple and compound sentences, and questions.	12. Demonstrate understanding of how word order affects meaning in compound and complex sentences, and questions.	12. Demonstrate understanding of how word order affects meaning in a variety of sentences and questions.
13. Imitate the use of end punctuation to convey meaning and expression, with support.	13. Use end punctuation to convey meaning and expression, with support.	13. Use end punctuation and commas to guide meaning and expression, with support.	13. Use punctuation cues to guide meaning and expression, including commas, and quotation marks, with occasional support.	13. Use punctuation cues to guide meaning and expression, with minimal support.
14. Imitate the rhythm of speech in short familiar phrases, with modeling.	14. Imitate the rhythm of speech in familiar text when reading orally.	14. Read with appropriate pace, phrasing, intonation and rhythm of speech, with familiar text and modeling.	14. Read with appropriate pace, phrasing, intonation and rhythm of speech with familiar text.	14. Read grade-level text expressively with appropriate pace, phrasing, intonation and rhythm of speech.

3. Reading

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Strategies				
15. Prepare for reading (including surveying and previewing the text, making connections and predictions) by answering simple questions using non-verbal responses, familiar words and phrases, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering simple questions about the topic and illustrations, using modeled sentence frames and illustrations.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by making comments and asking questions about the text, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with occasional support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with minimal support.
16. Demonstrate comprehension of simplified text about familiar content during reading by using non-verbal or simple verbal responses.	16. Demonstrate comprehension of simplified text during reading, including using modeled sentence frames or graphic organizers to periodically summarize.	16. Demonstrate comprehension of modified text during reading, including confirming and adjusting predictions, or asking and answering questions about the text, with support.	16. Demonstrate comprehension of grade-appropriate text during reading, including confirming or adjusting predictions, with occasional support.	16. Demonstrate comprehension of grade-appropriate text during reading, including periodically paraphrasing important ideas or information, with minimal support.
17. Use resources to assist with reading tasks, including environmental print, word walls, picture dictionaries, and illustrated word banks, with support.	17. Use resources to assist with reading tasks, including environmental print, word walls, picture dictionaries, and illustrated word banks, with support.	17. Use resources to assist with reading tasks, including environmental print, word walls, word banks, picture dictionaries, and textbook glossaries, with support.	17. Use grade-appropriate resources to determine meaning of unknown words, with occasional support.	17. Use grade-appropriate resources to determine the meanings of words, with minimal support.
18. Use text features, including illustrations, photographs, titles, and labels, to make meaning from text, with support.	18. Use text features, including bold print, font size, captions, and headings, to make meaning from text, with support.	18. Use text features, including tables of contents, graphs, and charts/tables, to make meaning from text, with support.	18. Use grade-appropriate text features, including print features, graphic and informational aids, to make meaning from text, with occasional support.	18. Identify and use grade-appropriate text features to facilitate understanding of texts, with minimal support.
19. After reading, respond to modified text using non-verbal and simple verbal responses, with support.	19. After reading, respond to modified text, including using modeled sentence frames, with support.	19. After reading, respond to modified text, including making comments and asking questions, with support.	19. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with occasional support.	19. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with minimal support.

4. Writing

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use grade-level content nouns and subject pronouns by drawing and labeling, with support.	1. Use grade-level singular and plural nouns and subject pronouns in phrases and sentence frames, with support.	1. Use grade-level vocabulary, including possessive and demonstrative pronouns, in sentences, with support.	1. Use precise grade-level vocabulary, including relative pronouns, in paragraphs, with occasional support.	1. Use precise vocabulary, including abstract nouns, with minimal support.
2. Express action or state of being by drawing and labeling, with support.	2. Incorporate verbs and helping verbs to express action or state of being in phrases and sentence frames, with support.	2. Incorporate grade-level verbs and helping verbs in sentences, with support.	2. Incorporate a variety of grade-level verbs and helping verbs in paragraphs, with occasional support.	2. Incorporate a variety of vivid verbs, with minimal support.
3. Use adjectives by drawing and labeling, with support.	3. Use articles and grade-level adjectives in phrases and sentence frames, with support.	3. Use articles and grade-level adjectives and adverbs in sentences, with support.	3. Use articles and vivid grade-level adjectives and adverbs in paragraphs, with occasional support.	3. Use articles and vivid grade-level adjectives and adverbs, with minimal support.
4. Use basic words to indicate time, sequence, and location by drawing and labeling picture stories, with support.	4. Use basic words to indicate direction, time, sequence, and location in phrases and sentence frames, with support.	4. Use grade-level words to indicate direction, time, sequence, and location in sentences, with support.	4. Use precise grade-level words to indicate direction, time, sequence, and location in paragraphs, with occasional support.	4. Use precise grade-level words to indicate direction, time, sequence, and location, with minimal support.
5. Use basic phrasal verbs by matching pictures to text, with support.	5. Use basic phrasal verbs in sentence frames, with support.	5. Use idioms and multiple-meaning words in sentences to clarify, extend or elaborate on ideas, with support.	5. Use idioms, figurative expressions, and multiple-meaning words in paragraphs to clarify, extend or elaborate on ideas, with occasional support.	5. Use idioms and figurative language to clarify, extend or elaborate on ideas, with minimal support.

4. Writing

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
6. Use correct word order in modeled short phrases and highly patterned statements and questions, with support.	6. Use correct word order to form modeled simple statements and questions, with support.	6. Use correct word order in simple and compound statements and questions, with support.	6. Use correct word order in simple, compound, and complex sentences, with occasional support.	6. Compose simple, compound, and complex sentences using independent and dependent clauses, transitions, and conjunctions to connect ideas, with minimal support.
7. Use noun-pronoun agreement in highly patterned simple statements, with support.	7. Use noun-pronoun agreement in simple statements and questions, with support.	7. Use noun-pronoun agreement in simple and compound statements and questions, with support.	7. Use noun-pronoun agreement in simple, compound, and complex statements and questions, with occasional support.	7. Use noun-pronoun agreement when composing in a variety of modes, with minimal support.
8. Use subject-verb agreement in highly patterned simple statements, with support	8. Use subject-verb agreement in simple statements and questions, with support	8. Use subject-verb agreement in simple and compound statements and questions, with support.	8. Use subject-verb agreement in simple, compound, and complex statements and questions, with occasional support.	8. Use subject-verb agreement when composing in a variety of modes, with minimal support.
9. Use present and present progressive tenses of common verbs in highly patterned simple statements, with support	9. Use past, present, future, and progressive verb tenses of common verbs in phrases and sentence frames.	9. Use past, present, future, and progressive verb tenses of regular and common irregular verbs in simple and compound statements and questions, with support.	9. Use past, present, future, progressive, and conditional verb forms of regular and irregular verbs in simple, compound, and complex statements and questions, with occasional support.	9. Use consistent and appropriate verb forms to compose a variety of texts using active and passive voices, with minimal support.
10. Use simple transitional words and phrases to compose highly patterned sentences and questions, with support.	10. Use simple transitional words and phrases to compose sentences and questions, with support.	10. Use grade-level transitional words and phrases to create a cohesive and logical message among sentences, with support.	10. Use grade-level transitional words and phrases within and among sentences to create cohesive and logical messages, with occasional support.	10. Use a variety of grade-level transitions within and among sentences to create cohesive and logical messages, with minimal support.

4. Writing

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Writing Conventions				
11. Use correct end punctuation, with support.	11. Use correct end punctuation and apostrophes, with support.	11. Use correct end punctuation, apostrophes, and commas, with support.	11. Use correct grade-level punctuation, including colons, underlining, and quotation marks, with occasional support.	11. Use correct grade-level punctuation consistently, with minimal support.
12. Use correct capitalization to begin sentences and names, with support.	12. Use correct capitalization to begin sentences, names, and the pronoun <i>I</i> , with support.	12. Use correct capitalization to begin sentences and identify proper nouns, with support.	12. Use correct capitalization in titles and direct quotations, with support.	12. Use correct grade-level capitalization consistently, with minimal support.
13. Spell high-frequency words and pattern words, with support.	13. Spell high-frequency words and grade-level content words, with support.	13. Spell high-frequency words, grade-level content words, and words with common affixes, with support.	13. Spell grade-level words, including multi-syllabic words with complex spelling patterns, with occasional support.	13. Apply conventional grade-level spelling, with minimal support.
Personal Information				
14. Express personal information with limited command of grade-level vocabulary and language structures, using single words, short phrases, modeled sentence patterns, and/or illustrations, with support.	14. Express personal information with basic command of grade-level vocabulary and language structures, using simple sentences or a short paragraph addressing topic, audience, and purpose, with support.	14. Using the writing process, express personal information with adequate command of grade-level vocabulary and language structures, in paragraphs or short essays, using organizational structures, including topic with details, audience, and purpose, with support.	14. Using the writing process, express personal information with extensive command of grade-level vocabulary and language structures, using organizational structures, including topic with details, audience, and purpose, with occasional support.	14. Using the writing process, express personal information, using comprehensive grade-level vocabulary and language structures, using organizational structures, including topic with details, audience, and purpose, with minimal support.
15. Express ideas, opinions and feelings with limited command of grade-level vocabulary and language structures, using single words, short phrases, modeled sentence patterns and/or illustrations, with support.	15. Express ideas, opinions and feelings with basic command of grade-level vocabulary and language structures, using simple sentences or a short paragraph, with support.	15. Using the writing process, express ideas, opinions and feelings with adequate command of grade-level vocabulary and language structures, in paragraphs or short essays, using organizational structures, including relevant reasons, with support.	15. Using the writing process, express ideas, opinions and feelings with extensive command of grade-level vocabulary and language structures, using organizational structures, including relevant reasons, with occasional support.	15. Using the writing process, express ideas, opinions and feelings, with comprehensive topical grade-level vocabulary and language structures, using organizational structures, including significant and relevant reasons to agree or disagree with an idea, with minimal support.

4. Writing

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
16. Explain grade-level academic procedures with limited command of vocabulary and language structures, using single words, short phrases, and/or illustrations, with support.	16. Explain grade-level academic procedures with basic command of vocabulary and language structures, using simple sentences, with support.	16. Explain grade-level two-step academic procedures with adequate command of vocabulary and language structures, using simple and compound sentences, with support.	16. Explain grade-level multi-step academic procedures with extensive vocabulary and command of language structures, using complex sentences, with occasional support.	16. Explain grade-level multi-step academic procedures using comprehensive vocabulary and complex language structures, with minimal support.
17. Compose narrative text with limited command of vocabulary and language structures, using single words, short phrases, and/or illustrations, with support.	17. Compose narrative text with basic command of vocabulary and language structures, using simple sentences, with support.	17. Compose narrative text with adequate command of vocabulary and language structures, using details within simple and compound sentences, with support.	17. Compose narrative text with extensive vocabulary and command of language structures, using details within complex sentences, with occasional support.	17. Compose narrative text with comprehensive vocabulary and appropriate language structures, using details within complex language structures, with minimal support.
18. Report observations and describe attributes of people, places, and things with limited command of grade-level vocabulary and language structures, using adjectives in single words, short phrases, modeled sentence patterns, and illustrations, with support.	18. Report observations and describe, compare, and contrasts attributes of people, places, and things with basic command of grade-level vocabulary and language structures, using adjectives in phrases and signal words within simple sentences, with support.	18. Report observations and describe, compare, and contrasts attributes and characteristics of people, places, and things with adequate command of grade-level vocabulary and language structures, using transition words and phrases, signal words, and details in sentences, with support.	18. Report observations and describe, compare, and contrasts attributes and characteristics of people, places, and things with extensive command of grade-level vocabulary and language structures, using transition words and phrases, signal words, sensory details, and images, with occasional support.	18. Report observations and describe, compare, and contrasts by using purposeful imagery, sensory details, active verbs, colorful adjectives, transition words and phrases, signal words, and comprehensive command of language structures, with minimal support.
19. Express predictions and future events with limited command of grade-level vocabulary and language structures, using single words, short phrases, modeled sentence patterns, and illustrations, with support.	19. Express predictions and future events with basic command of grade-level vocabulary and language structures, using phrases and simple sentences, with support.	19. Express predictions, probability, and future events with adequate command of grade-level vocabulary and language structures, using appropriate verb forms, with support.	19. Express predictions, probability, and future events with extensive command of grade-level vocabulary and language structures, with occasional support.	19. Express predictions, probability, and future events using comprehensive grade-level vocabulary and language structures, with minimal support.

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20. Express cause-effect relationships with limited command of grade-level vocabulary and language structures, using single words, phrases, illustrations, and modeled sentence patterns, with support.	20. Express cause-effect relationships with basic command of grade-level vocabulary and language structures, using signal words within simple sentences, with support.	20. Express cause-effect relationships with adequate command of grade-level vocabulary and language structures, using signal words, with support.	20. Express cause-effect relationships with extensive command of grade-level vocabulary and language structures, using signal words and phrases, with occasional support.	20. Express cause-effect relationships using comprehensive grade-level vocabulary and language structures, including appropriate signal words and phrases, with minimal support.
21. Summarize short passages of speech or text about familiar topics, with limited command of grade-level vocabulary and language structures, using single words, phrases, illustrations, and modeled sentence patterns, with support.	21. Summarize short passages of speech or text about familiar topics, with basic command of grade-level vocabulary and language structures, using phrases and simple sentences, with support.	21. Summarize or paraphrase speech or text about content-related topics, with adequate command of grade-level vocabulary and language structures, with support.	21. Summarize and paraphrase speech or text about content-related topics, with extensive command of grade-level vocabulary and language structures, with occasional support.	21. Summarize and paraphrase information from various sources about content-related topics, with comprehensive command of grade-level vocabulary and language structures, minimal support.

1. Listening

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Demonstrate comprehension of high-frequency, concrete vocabulary, including cognates, with support of pictures, gestures, and realia.	1. Demonstrate comprehension of high-frequency vocabulary, including multiple-meaning words, with support of graphic organizers and modeling.	1. Demonstrate comprehension of grade-level and content-specific vocabulary, including commonly used idioms and multiple-meaning words, with support of visuals, outlines, and context clues.	1. Demonstrate comprehension of grade-level and content-specific vocabulary, including idiomatic and figurative language, with context clues.	1. Demonstrate comprehension of grade-level and content-specific vocabulary, including idiomatic and figurative language, with minimal support.
2. Demonstrate recognition of word structure to determine the meaning of words, with support of pictures, gestures, and repetition.	2. Demonstrate recognition of word structure to determine the meaning of words, with support of visuals, actions, and modeling.	2. Demonstrate recognition of word structure to determine the meaning of words, with visual support and context clues.	2. Demonstrate recognition of word structure to determine the meaning of words, using context clues.	2. Use word structure to determine the meaning of words.
Pronunciation and Intonation Patterns				
3. Demonstrate recognition of regular phonemes, phonemic patterns, and minimal pairs.	3. Demonstrate recognition of regular and irregular phonemes and phonemic patterns in context.	3. Distinguish regular and irregular phonemic patterns.	3. Apply knowledge of phonemes and phonemic patterns to decode multisyllabic words.	3. Apply knowledge of phonemes and phonemic patterns to comprehend and infer meaning.
4. Demonstrate recognition of pronunciation patterns that affect meaning including rising or falling intonation in questions and statements.	4. Demonstrate recognition of pronunciation patterns that affect meaning including stress, rhythm, and intonation in simple statements, questions, and exclamations.	4. Demonstrate recognition of pronunciation patterns that affect meaning including stress, rhythm, and intonation in a variety of verbal messages.	4. Demonstrate recognition of pronunciation patterns that affect meaning including pacing, intonation, and pitch in a variety of verbal messages.	4. Analyze pronunciation patterns that convey meaning and expression.

1. Listening

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Oral Instructions, Questions, and Prompts				
5. Respond appropriately to simple instructions containing modeled one-step directions to complete grade-level tasks, supported by visual and/or non-verbal cues.	5. Respond appropriately to instructions given orally to complete grade-level tasks containing modeled two-step directions, supported by simplified speech, repetition, and visual or non-verbal cues.	5. Respond appropriately to multi-step instructions and ask questions to complete grade-level tasks, with support.	5. Respond appropriately to complex instructions, questions and prompts to complete grade-level tasks, with occasional support.	5. Respond appropriately to lengthy and complex instructions, questions and prompts to complete grade-level tasks, with minimal support.
Comprehension of Information Presented Orally				
6. Demonstrate listening comprehension of familiar content, presented with simplified speech and visual support, by responding non-verbally or performing tasks with pictures and single words.	6. Demonstrate listening comprehension of a topic and details about familiar information, presented with simplified speech and visual support.	6. Demonstrate listening comprehension of topic, details, and main idea about familiar and unfamiliar information, presented in normal speech, with visual support.	6. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with occasional support.	6. Demonstrate comprehension skills for a variety of listening purposes and settings, including figurative language and idiomatic expressions, by performing grade-level tasks, with minimal support.
Conversations and Discussions				
7. Demonstrate comprehension of routine social interactions by attending to the speaker nonverbally.	7. Demonstrate comprehension of social interactions by attending to the speaker and responding verbally and non-verbally.	7. Demonstrate comprehension of social and grade-level academic interactions by attending to the speaker, asking for clarification, and offering opinions during discussions.	7. Demonstrate comprehension of social grade-level academic interactions by attending to the speaker, contributing relevant comments, and relating prior knowledge during discussions.	7. Demonstrate comprehension of academic interactions in small group and whole-class discussions by listening critically for the argument, drawing conclusions, and summarizing and/or paraphrasing.

2. Speaking

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use basic, concrete grade-level content-specific vocabulary about familiar information within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete grade-level content-specific vocabulary within simple questions and statements, supported by repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with occasional visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions, within phrases, one-word responses, and memorized responses about familiar topics, with visual, non-verbal and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, supported by visual, non-verbal and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions, with visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions, with occasional visual, non-verbal and text support.	2. Use general academic vocabulary within academic discussions, with minimal support.
3. Use general vocabulary terms from all parts of speech about familiar topics, with visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within simple questions and statements, supported by visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within scaffolded interpersonal discussions, with visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

2. Speaking

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
4. Use correct word order in modeled short phrases, highly patterned statements, and questions, with support.	4. Use correct word order in simple statements and questions, with support.	4. Use correct word order in simple and compound statements and questions, with support.	4. Control language by using correct word order in extemporaneous conversations and academic presentations, with occasional support.	4. Control language by using correct word order in a variety of complex sentences and extemporaneous conversations and academic presentations, with minimal support.
5. Use subject-verb agreement in highly patterned simple statements, with support.	5. Use subject-verb agreement in simple statements and questions with a single subject and verb, with support.	5. Use subject-verb agreement in simple and compound statements and questions, with support.	5. Control language in conversations and academic presentations by using subject-verb agreement in simple, compound, and complex statements and questions, with occasional support.	5. Control language by using subject-verb agreement with compound subjects and verbs in conversations, conditional clauses, and academic presentations, with minimal support.
6. Use simple present tense of common verbs, with support.	6. Use past, present, future, and progressive verb tenses, with support.	6. Use past, present, future, and progressive verb tenses of regular and irregular verbs, with support.	6. Control language by using past, present, future, progressive and conditional verb forms in extended discourse, with occasional support.	6. Control language by using past, present, future, progressive and conditional verb forms in active and passive voice in extended discourse, with minimal support.
7. Use simple adjectives and regular plural forms of common nouns, with support.	7. Use regular and irregular plural forms of common nouns, with support.	7. Use adjectives, including comparative and superlative forms, with support.	7. Control language by using compound adjective and complex noun structures appropriately in extended discourse, with occasional support.	7. Control language by using compound adjective comparisons (more, less, most, least) with multisyllabic adjectives, with minimal support.
8. Use simple transitional words and phrases to create a logical message within simple sentences, with support.	8. Use grade-level transitional words and phrases to create a logical message within sentences, with support.	8. Use grade-level transitional words and phrases to create a cohesive and logical message within sentences, with support.	8. Use grade-level transitional words and phrases to create cohesive and logical messages within and among sentences, with occasional support.	8. Use transitional words, phrases, and appositives to communicate cohesive and logical grade-level messages in conversations and presentations, with minimal support.

2. Speaking

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Pronunciation, Intonation				
9. Use comprehensible pronunciation, enunciation, intonation, and fluency in words, phrases, and simple sentences when repeating after a model.	9. Use comprehensible pronunciation, enunciation, intonation, and fluency in phrases and sentences when repeating after a model.	9. Use comprehensible pronunciation, enunciation, intonation, and fluency when repeating or reciting sentences in structured oral language tasks.	9. Use proper pronunciation, enunciation, intonation, fluency, and non-verbal techniques in controlled and spontaneous oral language tasks, with modeling and multimedia support.	9. Employ proper eye contact, speaking rate, volume, pronunciation, enunciation, and gestures to communicate ideas clearly and effectively, with minimal support.
Personal Information				
10. Express personal/ autobiographical information and ideas using short phrases and memorized patterns, with support such as modeled language and visual cues.	10. Express personal/ autobiographical information and ideas using simple sentences, with support such as restating modeled sentences and visual cues.	10. Express personal/ autobiographical information and ideas using sentences, with support such as sentence stems, sentence frames, and notes.	10. Express personal/ autobiographical information and ideas, including delivering oral presentations, with support such as modeling and prompting for additional detail.	10. Express personal/ autobiographical information and ideas in extemporaneous conversations and oral presentations.
11. Express opinions and feelings using short phrases and memorized patterns, with support such as modeled language and visual cues.	11. Express opinions and feelings using simple sentences, with support such as restating modeled sentences and visual cues.	11. Express opinions and feelings using sentences, with support such as sentence stems, sentence frames, and notes.	11. Express opinions and feelings with details while engaging in discussions, with support of modeling and prompting.	11. Support assertions and judgments with sound evidence.
12. Express needs and wants using short phrases and memorized patterns, with support of modeled language and visual cues.	12. Express needs and wants using simple sentences, with support of modeled sentences and visual cues.	12. Express needs and wants in sentences including a reason, with support such as sentence stems and sentence frames.	12. Express needs and wants in sentences with detail and multiple reasons supported by modeling and prompting.	12. Extemporaneously express detailed needs and wants in extended discourse using appropriate non-verbal techniques.

2. Speaking

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
13. Explain grade-level academic procedures using single words or short phrases, with support.	13. Explain grade-level academic procedures using simple sentences, with support.	13. Explain grade-level two-step academic procedures using complex sentences, with support.	13. Explain grade-level multi-step academic procedures using complex language structures, with occasional support.	13. Extemporaneously explain grade-level multi-step academic procedures using varied language and vocabulary, with minimal support.
14. Retell events, stories, and experiences using pictures, words, and short phrases, with support.	14. Retell events, stories, and experiences using simple sentences, with support.	14. Retell events, stories and experiences using complex sentences, with support.	14. Retell the main idea and details of events, stories, and experiences using complex sentences, with occasional support.	14. Retell main ideas and details of events, stories, and experiences using complex language structures, with minimal support.
15. Describe attributes of people, places, and things using simple words, short phrases, and basic adjectives, with support.	15. Describe and compare attributes of people, places, and things using adjectives in phrases and simple sentences, with support.	15. Describe and compare attributes and characteristics of people, places, and things using complex sentences, with support.	15. Describe and compare factual attributes and characteristics of people, places, and things using varied language and vocabulary, with occasional support.	15. Describe and compare factual and implied attributes and characteristics of people, places, and things using complex language structures, with minimal support.
16. Express predictions of future events using simple words and short phrases, with support.	16. Express predictions and future events using phrases and simple sentences, with support.	16. Express predictions, probability, and future events using multiple and varied sentences, with support.	16. Express predictions, probability, and future events using details and rhetorical structures, with occasional support.	16. Express predictions, probability, and future events in extended discourse with varied language and rhetorical structures, with minimal support.
17. Express cause-effect relationships using simple words or phrases, with pictures or graphic organizers for support.	17. Express cause-effect relationships using phrases and simple sentences, with support.	17. Express cause-effect relationships using varied and complex sentences, with support.	17. Express cause-effect relationships using details, signal words, and rhetorical structures, with occasional support.	17. Express cause-effect relationships in detail utilizing a variety of language and rhetorical structures, with minimal support.
18. Justify positions and persuades others to agree, using simple words or phrases, with pictures or graphic organizers for support.	18. Justify positions and persuades others to agree, using phrases and simple sentences, with support.	18. Justify positions and persuades others to agree, using varied and complex sentences, with support.	18. Justify positions and persuades others to agree, using details and rhetorical structures, with occasional support.	18. Justify positions and persuades others to agree, using a variety of language and rhetorical structures, with minimal support.

2. Speaking

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Conversations and Discussions				
19. Use basic communication strategies, including taking turns and eye contact, to participate in short interpersonal interactions and simple discussions.	19. Use communication strategies, including voice volume and proximity, to participate in short paired or small-group discussions.	19. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in grade-level academic discourse and small-group discussions.	19. Use verbal and non-verbal communication techniques, including register, in grade-level academic discourse and discussions.	19. Participate in and contributes to large-and small-group collaboration for a variety of assigned and self-selected purposes.
20. Ask modeled questions to gain basic information and clarify academic content.	20. Ask simple questions to gain basic information and clarify academic content.	20. Ask modeled complex questions to gain basic information and clarify academic content.	20. Initiate questions to gain information and clarify academic content.	20. Ask appropriate questions for clarification and extension.

3. Reading

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Connect Written Text and Spoken Language				
1. Apply phonics to decode words with letter combinations, including rhymes, digraphs, blends, and special vowel patterns.	1. Apply phonetic skills to decode words and break words into familiar parts.	1. Apply a variety of phonetic skills to read unfamiliar words.	1. Maintain mastery of skills.	1. Maintain mastery of skills.
2. Read high-frequency words, and simple phrases, with support.	2. Read high-frequency words within simple text, with occasional support.	2. Read and comprehends grade-level high-frequency words automatically, with minimal support.	2. Maintain mastery of skills.	2. Maintain mastery of skills.
Vocabulary and Symbols				
3. Determine the meaning of cognates and new vocabulary/ phrases in literary and informational text by examining illustrations and text features, with support.	3. Determine the meaning of new content-specific vocabulary in literary and informational text by examining illustrations, text features, and re-reading, with support.	3. Determine the meaning of new content-specific vocabulary in literary and informational texts by using text features, re-reading, and using context clues, with support.	3. Acquire new vocabulary through independent reading, re-reading, using context clues, and using dictionaries within a variety of literary and informational texts, with occasional support.	3. Develop and apply new vocabulary by using appropriate and effective strategies within a variety of literary and informational texts, with minimal support.
4. Identify and sort common words into categories, with visual support.	4. Identify common antonyms, synonyms, and homophones, with support of visuals and dictionaries.	4. Classify and categorize increasingly complex words, with occasional support.	4. Demonstrate knowledge of word relationships and categories to determine the meaning of content-specific vocabulary, with support of visuals, glossaries, and dictionaries.	4. Demonstrate knowledge of word relationships and categories to determine the meaning of content-specific vocabulary, with minimal support.
5. Use word structure to determine meanings of words, including singular/plural and present/past tense, with support.	5. Use word structure to determine meanings of words, basic compound words and contractions, with support.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes/suffixes and root words, with support.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes/suffixes and root words, with occasional support.	5. Use word structure to determine the meanings of words, with minimal support.
6. Demonstrate comprehension of multiple-meaning words, with support.	6. Determine the meaning of common idioms and multiple-meaning words, with support.	6. Use idioms and grade-level multiple-meaning words to interpret meaning, with support.	6. Determine the meaning of idioms, figurate language, and grade-level multiple-meaning words in context, with occasional support.	6. Use context to determine the meanings of words and phrases, with minimal support.

3. Reading

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
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3. Reading

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Informational and Literary Texts				
7. Identify the organization and format of common texts, including letters and e-mails.	7. Identify the organization and format of common texts, including short stories and personal narratives.	7. Identify the organization and formats of common texts, including newspaper, magazine, and online articles.	7. Identify the organization and formats of common texts, including dialogues and poems.	7. Identify the organization and formats of texts and their purposes.
8. Identify the organizational patterns of words and phrases in informational text, with support.	8. Identify the organizational patterns of short informational text, with support.	8. Identify the organizational patterns of informational text using signal words and context clues within a variety of text structures, with support.	8. Identify the main idea and organizational pattern of informational texts, with occasional support.	8. Identify and analyze the organizational patterns of texts such as text structures, main idea, and supporting details, with minimal support.
9. Match key vocabulary related to the main idea in simplified informational text, using visual support, cognates, and dictionaries.	9. Identify facts in simplified informational text, using visual support, cognates, and dictionaries.	9. Identify main ideas in informational text, using visual support, cognates, and dictionaries.	9. Restates the main idea and supporting details in informational texts.	9. Summarize or paraphrase in informational text or a portion of the text.
10. Identify elements of simplified literary texts, including characters and setting, with support.	10. Identify elements of literary texts, including the sequence of events, with support.	10. Identify relationships between and among characters, setting, and sequence of events of literary texts, with support.	10. Identify and explain structural features and universal themes of literary text, with occasional support.	10. Distinguish features among types of grade-appropriate narrative texts, with minimal support.
11. Follow short, simple written directions with visual cues.	11. Follow written directions and prompts with simple language structures.	11. Follow written multi-step directions and prompts with simple language structures.	11. Follow multi-step written directions, with occasional support.	11. Follow multi-step directions, with minimal support.

3. Reading

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Fluency				
12. Identify word order in simple sentence patterns.	12. Recognize how word order affects meaning in simple affirmative and negative sentences.	12. Demonstrate how word order affects meaning in simple and compound sentences and questions.	12. Interpret how word order affects meaning in declarative, interrogative, imperative, and exclamatory sentences.	12. Interpret how word order affects meaning in compound and complex sentences and questions.
13. Recognize how end punctuation conveys meaning, with modeling.	13. Recognize how end punctuation and commas conveys meaning, with modeling.	13. Use punctuation cues to guide meaning and expression, with modeling.	13. Use punctuation cues, including quotation marks and apostrophes, to guide meaning and expression, with modeling.	13. Apply punctuation cues to guide meaning and expression.
14. Imitate the rhythm of speech in emergent oral reading of familiar text, with modeling.	14. Imitate the rhythm of speech in emergent oral reading with familiar text.	14. Read expressively with appropriate pace, phrasing, intonation, and rhythm of speech with familiar text and modeling.	14. Read expressively with appropriate pace, phrasing, intonation, and rhythm of speech with familiar text.	14. Read expressively with appropriate pace, phrasing, intonation, and rhythm of speech.

3. Reading

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Strategies				
15. Prepare for reading (including surveying and previewing the text, making connections and predictions) by answering simple questions using non-verbal responses, familiar words and phrases, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering simple questions about the topic and illustrations using modeled sentence frames and illustrations, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by making comments and asking questions about the text, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with occasional support.	15. Select and apply appropriate strategies to prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with minimal support.
16. During reading, demonstrate comprehension of simplified text about familiar content, including visualizing what was read by dramatizing and illustrating.	16. During reading, demonstrate comprehension of simplified text, including using modeled sentence frames, graphic organizers or other note-taking techniques, to record important ideas or information.	16. During reading, demonstrate comprehension of modified text by asking and answering questions about the text, and making, confirming, or adjusting predictions, with support.	16. During reading, demonstrate comprehension of grade-level text, including periodically paraphrasing important ideas or information, with occasional support.	16. During reading, select and apply appropriate strategies to demonstrate comprehension of grade-level text, including periodically paraphrasing important ideas or information, with minimal support.
17. Use resources to assist with reading tasks, including illustrated word banks, and dictionaries, with support.	17. Use resources to assist with reading tasks, including dictionaries, with support.	17. Use resources to assist with reading tasks, including footnotes, glossaries, and dictionaries, with support.	17. Use resources, including thesauruses and dictionaries, to assist with reading tasks, with occasional support.	17. Use a variety of resources to confirm definitions and gather further information about words and concepts, with minimal support.
18. Use text features, including illustrations, photographs, titles, and labels, to make meaning from text, with support.	18. Use text features, including bold print, font size, italics, captions, and headings, to make meaning from text, with support.	18. Use text features, including tables of contents, maps, timelines, graphs, and charts/tables, to make meaning from text, with support.	18. Use text features, including print features, graphics, and information aids, to make meaning from text, with occasional support.	18. Analyze text features to facilitate and extend understanding of texts, with minimal support.
19. After reading, demonstrate understanding of the text by identifying what is directly stated in the text, with support.	19. Demonstrate understanding of the text by answering factual questions, with support.	19. Demonstrate understanding of the text by identifying and explaining the main idea, with support.	19. Demonstrate understanding of the text by identifying and explaining the main idea, and drawing inferences and/or conclusions, with occasional support.	19. Demonstrate understanding of the text by summarizing, paraphrasing, drawing inferences and/or conclusions, with minimal support.

4. Writing

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use limited vocabulary (concrete nouns, subject and object pronouns, verbs to express action or state of being, phrasal verbs, adjectives, prepositions of time, sequence and location) about familiar information in short responses and simple sentences, with support.	1. Use basic vocabulary (possessive and demonstrative pronouns, helping verbs, modifiers including adjectives, articles, and adverbs) within simple paragraphs, with support.	1. Use adequate content-specific vocabulary, such as multiple meaning words and technical terms, with support.	1. Use extensive content-specific vocabulary, such as abstract terms and figurative language, with occasional support.	1. Use comprehensive content-specific vocabulary to accurately communicate complex ideas and concepts, with minimal support.
2. Use limited academic vocabulary, including content-specific vocabulary and terms used as academic language functions, within short responses and simple sentences, with support.	2. Use basic academic vocabulary, including content-specific vocabulary and terms used as academic language functions, within simple paragraphs, with support.	2. Use adequate academic vocabulary, including content-specific vocabulary, multiple meaning words and technical terms within writing, with support.	2. Use extensive academic vocabulary, including content-specific vocabulary, abstract terms and figurative language, with occasional support.	2. Use comprehensive academic and content-specific vocabulary to accurately communicate when writing about complex ideas and concepts, with minimal support.
3. Use limited vocabulary in simple sentences and drawings in a variety of genres, with support.	3. Use basic general vocabulary to write simple paragraphs about familiar topics in a variety of genres, with support.	3. Use adequate content-specific vocabulary to write in a variety of genres, with support.	3. Use extensive content-specific vocabulary to write in a variety of genres, with occasional support.	3. Use comprehensive content-specific vocabulary to accurately communicate in a variety of genres, with minimal support.

4. Writing

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
4. Use correct word order in modeled short phrases, highly-patterned sentences and questions, with support.	4. Use correct word order in simple sentences and questions that include modifiers (such as articles, adjectives, and adverbs), with support.	4. Use correct word order to compose more complex sentences and questions by using independent and dependent clauses, with support.	4. Use correct word order in complex sentences and questions with adverbial and relative clauses, with occasional support.	4. Use correct word order when composing in a variety of modes, with minimal support.
5. Use noun-pronoun agreement to compose highly-patterned sentences, with support	5. Use noun-pronoun agreement to compose simple sentences, with support.	5. Use noun-pronoun agreement to compose more complex sentences by using independent and dependent clauses, with support.	5. Use noun-pronoun agreement in complex sentences with adverbial and relative clauses, with occasional support.	5. Use noun-pronoun agreement when composing in a variety of modes, with minimal support.
6. Use subject-verb agreement to compose highly-patterned sentences, with support.	6. Use subject-verb agreement to compose simple sentences, with support.	6. Use subject-verb agreement to compose more complex sentences by using independent and dependent clauses, with support.	6. Use subject-verb agreement in complex sentences with adverbial and relative clauses, with occasional support.	6. Use subject-verb agreement when composing in a variety of modes, with minimal support.
7. Use simple present tense of regular and high-frequency irregular verbs to compose highly-patterned sentences and questions, with support.	7. Use simple and progressive forms of past, present, and future tenses of regular and high-frequency irregular verbs to compose simple sentences and questions, with support.	7. Use simple, progressive and perfect tenses of regular and irregular verbs to compose more complex sentences and questions, with support.	7. Use all verb tenses and the conditional mood to compose, with occasional support.	7. Use consistent and appropriate verb tenses to compose a variety of texts using active and passive voices, with minimal support.
8. Use simple transitional words and phrases to compose highly-patterned sentences, with support.	8. Use simple transitional words and phrases to compose simple sentences, with support.	8. Use content-specific transitional words and phrases to move from one idea to the next in composing complex sentences and short paragraphs, with support.	8. Use transitional words and phrases to compose a cohesive message within and among sentences and paragraphs, with occasional support.	8. Use appropriate transitional words and phrases to compose and connect paragraphs, with minimal support.

4. Writing

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Writing Conventions				
9. Use appropriate end punctuation, with support.	9. Use appropriate end punctuation and apostrophes, with support.	9. Use end punctuation, commas, and apostrophes, with support.	9. Use punctuation, including quotation marks, colons, and semi-colons, with occasional support.	9. Use appropriate punctuation in a variety of writing, with minimal support.
10. Use capitalization for the first word of a sentence, the pronoun I, and names, with support.	10. Use capitalization, including frequently used abbreviations and titles, with support.	10. Use capitalization in proper nouns, with support.	10. Use capitalization appropriately in a direct quotation, with occasional support.	10. Use appropriate capitalization in a variety of writing, with minimal support.
11. Spell high-frequency words and simple content-specific words that follow a pattern, with support.	11. Spell simple and content-specific words, with support.	11. Spell content-specific words, with support.	11. Spell grade-level and content-specific words, with occasional support.	11. Use appropriate spelling in a variety of writing, with minimal support.
Personal Information				
12. Express personal and autobiographical information with limited command of content-specific vocabulary and language structures, using single words, short phrases, modeled sentence patterns, and/or illustrations, with support.	12. Express personal and autobiographical information with basic command of content-specific vocabulary and language structures, using simple sentences or a short paragraph addressing topic, audience, and purpose, with support.	12. Using the writing process, express personal and autobiographical information with adequate command of content-specific vocabulary and language structures, in paragraphs or short essays, using organizational structures, including topic with details, audience, and purpose, with support.	12. Using the writing process, express personal and autobiographical information with extensive command of content-specific vocabulary and language structures, using organizational structures, including topic with details, audience, and purpose, with occasional support.	12. Using the writing process, express personal and autobiographical information, using comprehensive content-specific vocabulary and language structures, using organizational structures, including topic with details, audience, and purpose, with minimal support.
13. Express ideas, opinions and feelings with limited command of content-specific vocabulary and language structures, using single words, short phrases, modeled sentence patterns and/or illustrations, with support.	13. Express ideas, opinions and feelings with basic command of content-specific vocabulary and language structures, using simple sentences or a short paragraph, with support.	13. Using the writing process, express ideas, opinions and feelings with adequate command of content-specific vocabulary and language structures, in paragraphs or short essays, using organizational structures, including relevant reasons, with support.	13. Using the writing process, express ideas, opinions and feelings with extensive command of content-specific vocabulary and language structures, using organizational structures, including relevant reasons, with occasional support.	13. Using the writing process, express ideas, opinions and feelings, with comprehensive topical content-specific vocabulary and language structures, using organizational structures, including significant and relevant reasons to agree or disagree with an idea, with minimal support.

4. Writing

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
14. Explain content-specific academic procedures with limited command of vocabulary and language structures, using single words, short phrases, and/or illustrations, with support.	14. Explain content-specific academic procedures with basic command of vocabulary and language structures, using simple sentences, with support.	14. Explain content-specific two-step academic procedures with adequate command of vocabulary and language structures, using simple and compound sentences, with support.	14. Explain content-specific multi-step academic procedures with extensive vocabulary and command of language structures, using complex sentences, with occasional support.	14. Explain content-specific multi-step academic procedures using comprehensive vocabulary and complex language structures, with minimal support.
15. Compose narrative text with limited command of vocabulary and language structures, using single words, short phrases, and/or illustrations, with support.	15. Compose narrative text with basic command of vocabulary and language structures, using simple sentences, with support.	15. Compose narrative text with adequate command of vocabulary and language structures, using details within simple and compound sentences, with support.	15. Compose narrative text with extensive vocabulary and command of language structures, using details within complex sentences, with occasional support.	15. Compose narrative text with comprehensive vocabulary and appropriate language structures, using details within complex language structures, with minimal support.
16. Report observations and describe attributes of people, places, and things with limited command of content-specific vocabulary and language structures, using adjectives in single words, short phrases, modeled sentence patterns, and illustrations, with support.	16. Report observations and describe, compare, and contrasts attributes of people, places, and things with basic command of content-specific vocabulary and language structures, using adjectives in phrases and signal words within simple sentences, with support.	16. Report observations and describe, compare, and contrasts attributes and characteristics of people, places, and things with adequate command of content-specific vocabulary and language structures, using transition words and phrases, signal words, and details in sentences, with support.	16. Report observations and describe, compare, and contrasts attributes and characteristics of people, places, and things with extensive command of content-specific vocabulary and language structures, using transition words and phrases, signal words, sensory details and images, with occasional support.	16. Report observations and describe, compare, and contrasts by using purposeful imagery, sensory details, active verbs, colorful adjectives, transition words and phrases, signal words, and comprehensive command of language structures, with minimal support.
17. Express predictions and future events with limited command of content-specific vocabulary and language structures, using single words, short phrases, modeled sentence patterns, and illustrations, with support.	17. Express predictions and future events with basic command of content-specific vocabulary and language structures, using phrases and simple sentences, with support.	17. Express predictions, probability, and future events with adequate command of content-specific vocabulary and language structures, using appropriate verb tenses, with support.	17. Express predictions, probability, and future events with extensive command of content-specific vocabulary and language structures, with occasional support.	17. Express predictions, probability, and future events using comprehensive content-specific vocabulary and language structures, with minimal support.

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18. Express cause-effect relationships with limited command of content-specific vocabulary and language structures, using single words, phrases, illustrations, and modeled sentence patterns, with support.	18. Express cause-effect relationships with basic command of content-specific vocabulary and language structures, using signal words within simple sentences, with support.	18. Express cause-effect relationships with adequate command of content-specific vocabulary and language structures, using signal words, with support.	18. Express cause-effect relationships with extensive command of content-specific vocabulary and language structures, using signal words and phrases, with occasional support.	18. Express cause-effect relationships using comprehensive content-specific vocabulary and language structures, including appropriate signal words and phrases, with minimal support.
19. Summarize short passages of speech or text about familiar topics, with limited command of content-specific vocabulary and language structures, using single words, phrases, illustrations, and modeled sentence patterns, with support.	19. Summarize short passages of speech or text about familiar topics, with basic command of content-specific vocabulary and language structures, using phrases and simple sentences, with support.	19. Summarize or paraphrase speech or text about content-related topics, with adequate command of content-specific vocabulary and language structures, with support.	19. Summarize and paraphrase speech or text about content-related topics, with extensive command of content-specific vocabulary and language structures, with occasional support.	19. Summarize and paraphrase information from various sources about content-related topics, with comprehensive command of content-specific vocabulary and language structures, with minimal support.
20. State and justify a position using words, phrases, and modeled sentence patterns, with support.	20. State and justify a position using simple sentences to create a paragraph, with support.	20. Using the writing process, compose a persuasive essay using an appropriate organizational structure and logical arguments, with support.	20. Using the writing process, compose a persuasive essay using an appropriate organizational structure and logical arguments, with occasional support.	20. Using the writing process, compose a persuasive essay using an appropriate organizational structure and logical arguments, with minimal support.
21. Complete a graphic organizer based on a familiar topic, using words, phrases, and illustrations, with support.	21. Write a summary statement about a familiar topic based on information from a graphic organizer, using modeled sentence patterns, with support	21. Using the writing process, summarize and paraphrase content-related information in sentences, a short paragraph, and/or multi-media presentation, with support.	21. Using the writing process, compose short research essays or papers, including evidence and cited sources, with occasional support.	21. Using the writing process, compose effective research essays and papers, including evidence and cited sources, with minimal support.

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Appendix A: English Language Proficiency Levels

A Cross-Reference of Proficiency Level Descriptions within Communicative Domains

BEGINNING

Listening

Associate familiar and unfamiliar sounds, rhythms, and patterns of English to create limited meaning. Develop limited receptive academic and social vocabulary for listening comprehension in high context-embedded settings with heavy support (visuals, realia, manipulatives, modeling, gestures, etc.).

Speaking

Initially may not produce speech (known as the “silent period” – a natural phase of second language acquisition) or are just beginning to formulate words. May communicate non-verbally through gestures, pointing, nodding, drawing, etc., or may communicate in their first language (L1). May repeat or recite isolated words or simple routine expressions (i.e. Good morning!) in English in social and academic settings.

Reading

Rely on heavy visual, non-print support in high context-embedded text to create limited comprehension. Begin to associate written language patterns with oral language.

Writing

Communicate ideas and feelings through drawings and isolated words in English or in L1. Can copy words or simple phrases from a picture dictionary, word wall, etc. Write for self—little or no sense of audience, purpose, or personality. May use invented spelling. Do not yet apply conventions of grammar, spelling, or word order.

HIGH BEGINNING

Listening

Listen with greater understanding in both social and academic settings that include slightly extended discourse. Further develop receptive vocabulary for listening comprehension in high context-embedded settings with continued support. Recognize key vocabulary and some details to create comprehension of academic concepts.

Speaking

Experiment with the English language to communicate, using phrases and short sentences with some hesitation, grammatical inaccuracy, and pronunciation errors. Limited fluency and lack of full development of ideas and thoughts are present and may inhibit comprehension. Basic general vocabulary (nouns, verbs, and some adjectives), routine expressions, and familiar, patterned phrases are used to ask/answer questions and to make statements. May use some academic vocabulary from content areas. May repeat/recite or generate simple phrases (I like...)/kernel sentences (Dogs bark.) in academic and social settings.

Kansas Curricular Standards for English for Speakers of Other Languages

Reading

Begin to interpret written text that is context-embedded, with strong visual support. Read grade-appropriate sight words and high frequency words while recognizing key vocabulary with limited comprehension.

Writing

Use a loose collection of sentences that reveal limited mastery of English syntax and fluency. Write for self, but begin to express their personality and personal thoughts. Approximate spelling of words. Errors often obscure meaning. Grammatical forms may include present tense, present progressive, and the imperative.

INTERMEDIATE

Listening

Able to comprehend most social and some academic conversations that are context-embedded and supported. Able to engage in longer discourse.

Speaking

Exhibit a command of conversational English and engage in conversations that produce strings of simple to basic complex sentences and narratives. Increasingly use English related to academic tasks. Express more complex thoughts, although may rely heavily on familiar phrases or vocabulary. Grammatical errors may still be common but rarely obscure meaning. Possess sufficient vocabulary to demonstrate critical thinking.

Reading

Increased ability to comprehend heavily contextualized print, using prior knowledge.

Writing

Writing conveys complex meaning and detail using simple forms. Sentences are mostly simple but usually complete, with some variation in structure and usually in the past or present tense. Writing may include loosely connected sentences, but there is evidence of emerging fluency. Writing demonstrates an audience beyond self but may lack clarity and lack sufficient elaboration. Usually spell commonly used words correctly and exhibit increasing command of basic writing conventions.

HIGH INTERMEDIATE

Listening

Listen effectively in most formal and informal settings. Develop listening strategies for context-reduced settings that are more cognitively demanding.

Speaking

Initiate and participate in social conversations with ease. Express self with more complexity and with greater detail. Grammatical errors may still occur but rarely interfere with communication.

Kansas Curricular Standards for English for Speakers of Other Languages

Reading

Approach grade-level standards. Rely on context and prior knowledge to obtain meaning from print but apply with increasing consistency appropriate English usage to a wide variety of literacy needs. Complex sentence structures and abstract vocabulary may impede comprehension.

Writing

Approach grade-level standards with minimal support. Vocabulary use and writing usually demonstrate understanding of audience and purpose. Writing demonstrates evidence of purposeful organization and elaboration of central idea, incident, or problem. Generally fluent but still acquiring irregular verbs, additional tenses and mood, and more complex vocabulary and sentence structures.

ADVANCED

Listening

Comprehend general and implied meaning, including figurative and idiomatic language. Able to function effectively in an environment with native-English-speaking peers with minimal language support or guidance.

Speaking

Have full command of conversational English and utilize language related to academic tasks approximating that of native English-speakers. Initiate and negotiate conversations using appropriate discourse, varied grammatical structures, and vocabulary effectively. Pronunciation, intonation, grammar, and syntax are near native. Students can express themselves fluently and spontaneously on a wide range of topics, in a variety of contexts.

Reading

Comprehend general and implied meaning, including figurative and idiomatic language on a wide range of topics and in a variety of contexts. Comprehend complex and varied genres of text.

Writing

Use grade-level vocabulary, structures, conventions, and organization in independent writing to produce a variety of text for personal and academic purposes.

Adapted from *Teaching English language learners: The how-to handbook*, Walter, T., White Plains, NY: Pearson Education, 2004.

Appendix B: Vocabulary Level Description

BEGINNING	HIGH BEGINNING	INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
LIMITED	BASIC	ADEQUATE	EXTENSIVE	COMPREHENSIVE
walk	walk, run	walk, run, stride	walk, run, stride, saunter	walk, run, stride, saunter, traipse
house	white house	the white house on the corner	the white house on the corner across from the grocery store	the white house on the corner across from the grocery store where I shop

ELs at the end of the beginning stage of language acquisition have a limited understanding and use of vocabulary. For example, they may understand the word “walk”, but not the differences in breadth and depth of other words that describe gait such as stride, run, etc. As their proficiency is expanded, their breadth and depth of vocabulary is also expanded. For example, in the high beginning level their vocabulary begins to expand from limited to basic, and they will acquire new words to describe gait such as “run”. In the Intermediate proficiency level their understanding becomes broader and deeper, and they may begin to have an adequate command of vocabulary and be able to use words such as “stride” in addition to those acquired previously.

limited vocabulary: students will have a narrow range of simple vocabulary, mostly of concrete words or familiar phrases. For example, “walk”, “sit”, “run”, “house”, “big”, “fast”.

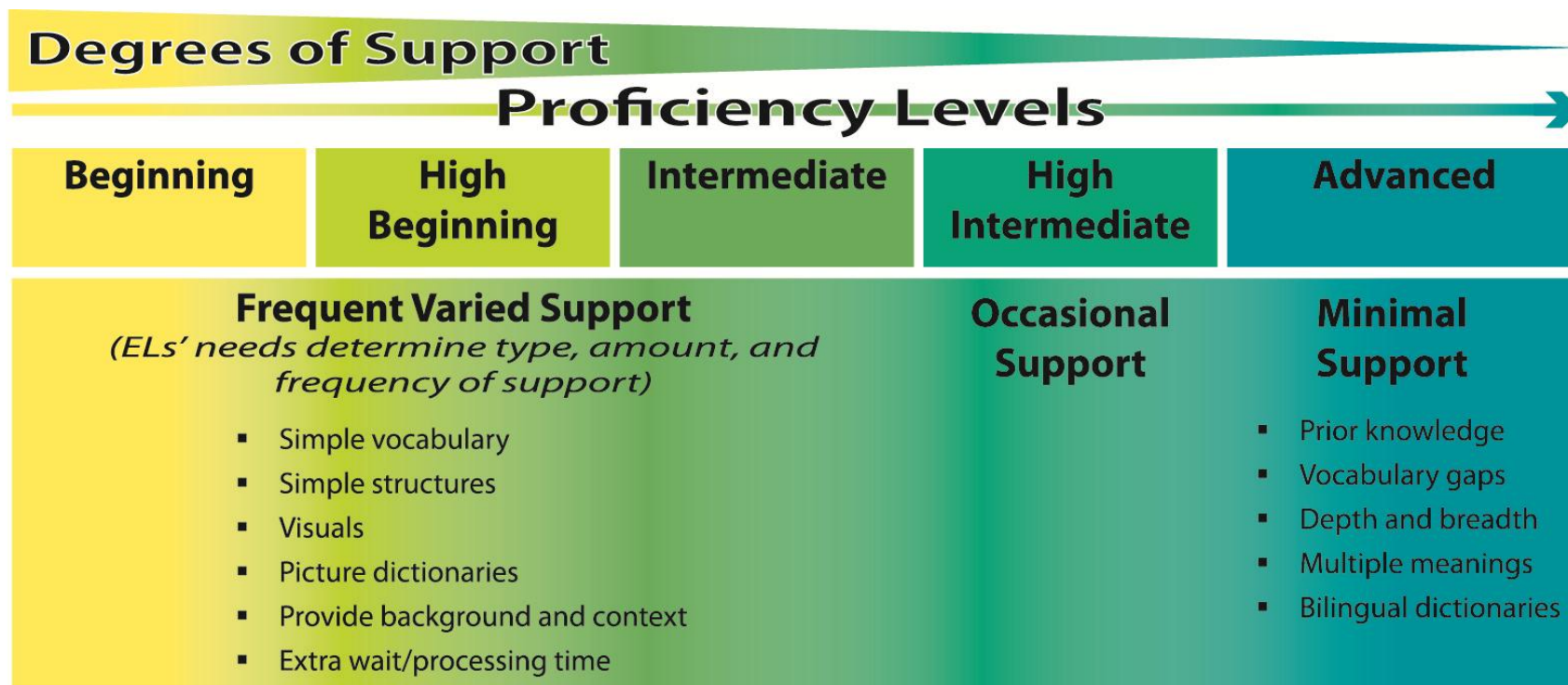
basic vocabulary: students will have a fundamental grasp of words and phrases, some familiar and some new. Students will begin to understand some simple affixes that may change meaning or grammatical function of a word. For example, “walk → walks”; “give, giver, giving”; “look up” vs. “look out”; “white cat”; “open door”. Students will begin to incorporate other words such as occasional use of articles or modifiers.

adequate vocabulary: Students have sufficient command of vocabulary for most academic activities, and begin to incorporate more detail, specificity and sophistication in their use of vocabulary. For example, “she went” vs. “she drove”; “she ran” vs. “she jogged”; and use of prepositional phrases such as “on the corner”.

extensive vocabulary: Students have command of ample complexity and number of vocabulary items for full participation in more advanced academic work. Students begin to demonstrate understanding of how the context and syntax can change the meaning of words. For example, “walked”, “strolled”, “sauntered”; “on the corner”, “across from the grocery store”; etc.

comprehensive vocabulary: Students have command of sophisticated, grade-appropriate vocabulary. Students will use vocabulary that is specific, detailed, and appropriate to context. For example, “to table a bill” vs. “a table of contents”.

Appendix C: Degrees of Support for English Learners



Tasks span all levels of Bloom's Taxonomy at all proficiency levels

English Learners (ELs) need varying levels of instructional, content, and language support implemented in the general classroom in order to 1) successfully access the curriculum and 2) become proficient in the knowledge and skills required for each content area. The type, amount, and frequency of support needed are dependent upon ELs' individual learning needs (as written in their Individual Learning Plans) and available resources. The levels of support within this document are dependent upon students' level of English language proficiency.

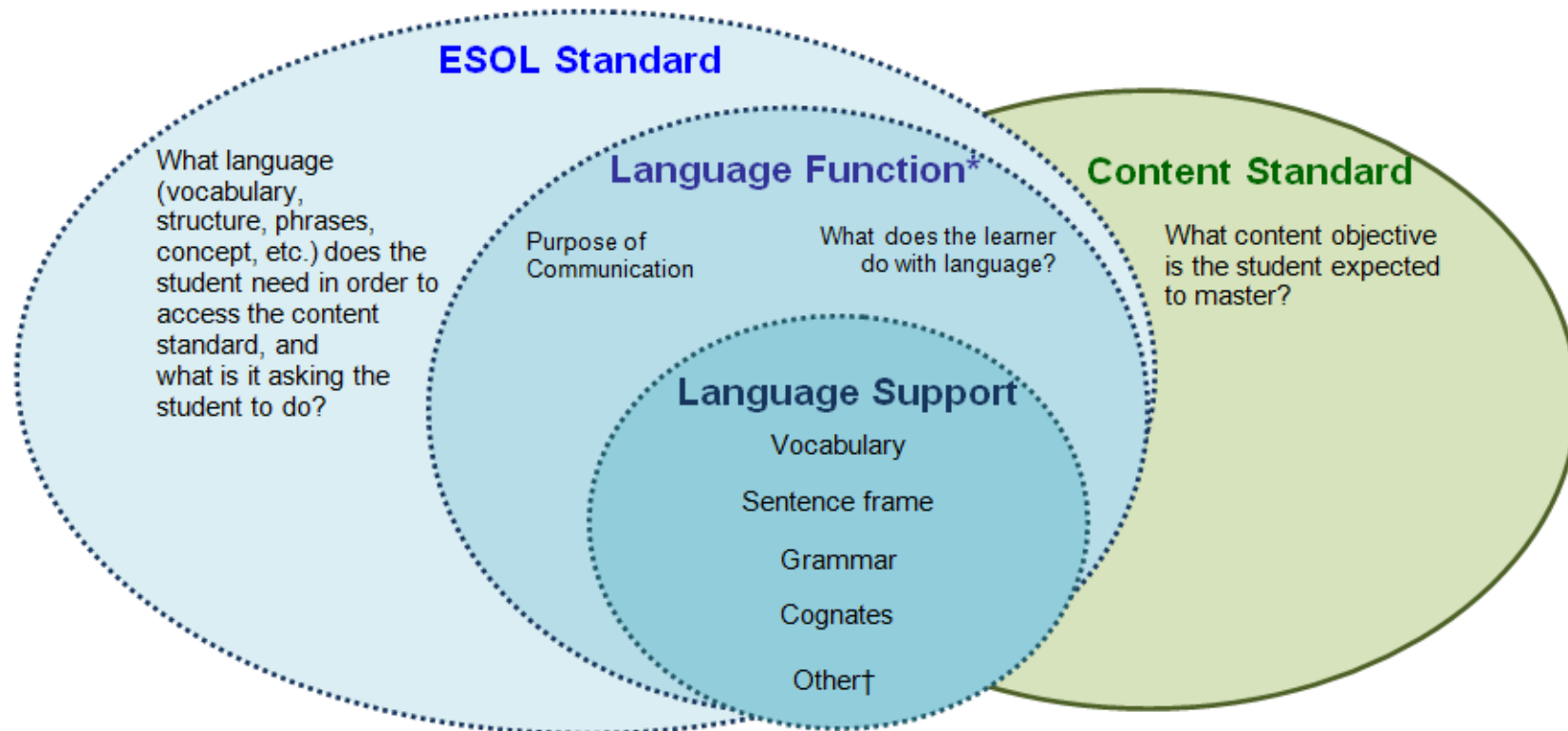
As levels of English language proficiency increase and students' degree of independence increases, the degree of support decreases. Thus, ELs at the Beginning, High Beginning, and Intermediate levels will receive a greater variety, amount, and frequency of support than those who are more proficient in English at the High Intermediate and Advanced levels. A variety of possible support strategies are available in Appendix B.

Types of Support

Type of Support	Beginning, High Beginning, Intermediate	High Intermediate	Advanced
	<i>Greater Degree of Support</i>	<i>Occasional Support</i>	<i>Minimal Support</i>
Repetition (of directions, content, concepts, etc.)	XXX	X	X
Modeling (by teacher or peers of activities)	XXX	X	X
Manipulatives	XXX	X	X
Paired, group, or cooperative learning activities (to provide additional language support)	XXX	XX	X
Visual cues (to accompany verbal directions)	XXX		
Visuals – photos, drawings, illustrations, charts, diagrams, graphs, maps, outlines, graphic organizers, realia, models, props	XXX	X	X
Non-verbal cues, gestures, and actions	XXX		
Language or sentence frames, sentence starters	XXX	x	
Simplified language (simplified structure or with more common words)	XXX	X	X
Multimedia (incorporating reading and aural activities)	XXX	X	X
Picture or illustrated dictionaries	XXX	X	X
Bilingual dictionaries (for students who are literate in their first language; more appropriate with upper grades)	X	XX	XXX
Word banks	XXX	X	X
Word walls (with visuals)	XXX		
Cognates (using words with similar meanings and spellings in English and the students' first language; often need to be explicitly explained to students)	XX	XXX	XXX
Building background knowledge (dependent upon concept being taught and possible cultural differences)	XXX	X	X
Connect students' prior knowledge, interests, and life experiences (cultural and linguistic) to instruction	XXX	XX	XX
Increase wait/processing time (after teacher questioning and before student response)	XXX	X	X

X = low degree of intensity; XX = medium degree of intensity; XXX = high degree of intensity (compiled by Kimberly Gray and Melanie McQueen)

Appendix D: Instructional Examples Template



How to integrate language support when writing a lesson plan in the content standards:

1. Consider the content standard that the student is expected to master. In what ways are the content standards and the ESOL standards interdependent?
2. Determine what language and language structures are needed in order for the student to access the content standard (language function).
3. Determine how the language and the language structures will be taught (use of language supports).

Appendix D: Instructional Example Template

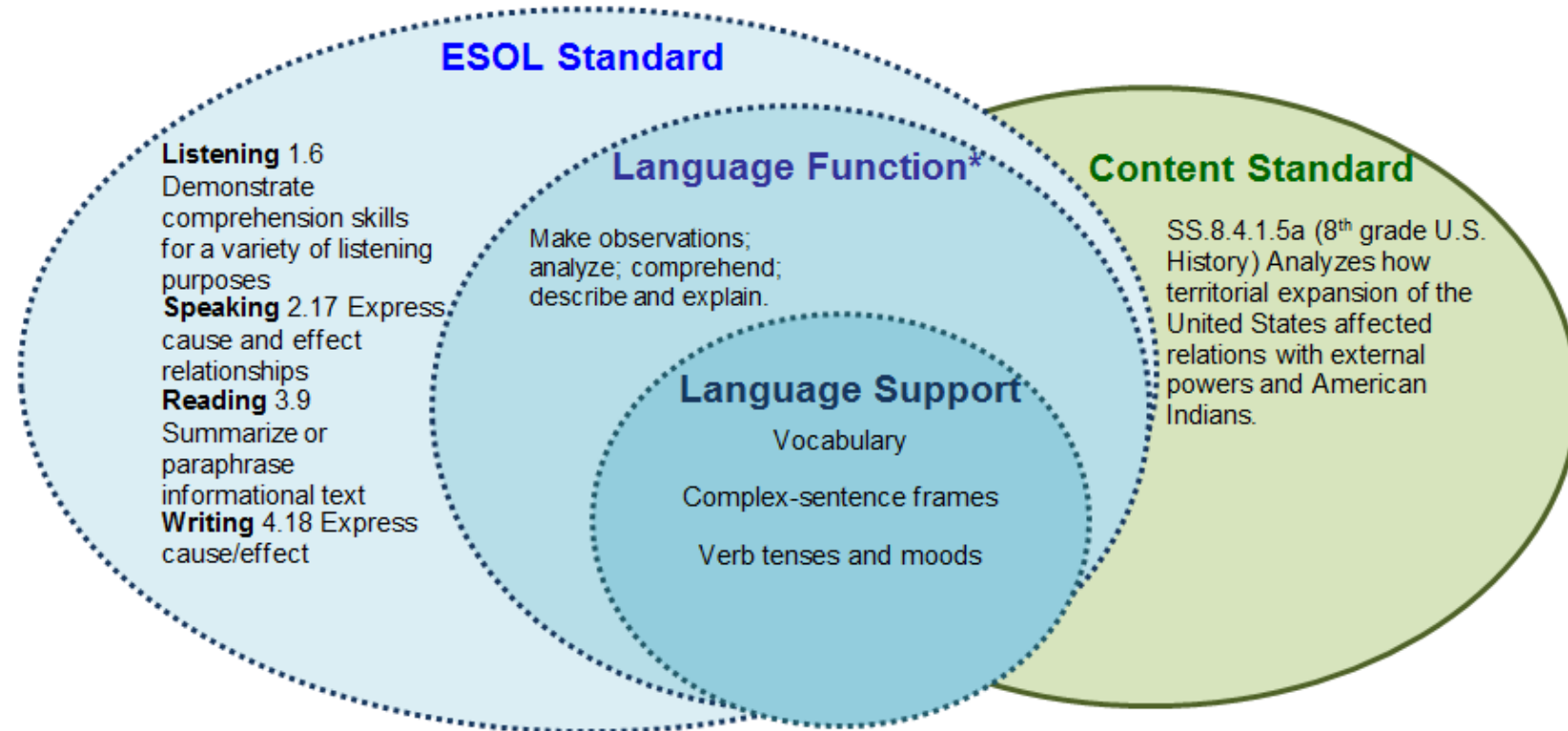
Because of the nature of second language acquisition, ELs may have a limited breadth and depth of vocabulary as well as limited knowledge of grammatical structures and syntax in English. As classroom teachers provide instruction for content objectives, ESOL is focused on language instruction. The two must be presented simultaneously; classroom teachers of ELs provide the content instruction, but also need to be aware of the language instruction that is required for ELs. Similarly, ESOL teachers need to be aware of the content that students are learning in order to know how to best support increasing students' English proficiency and academic achievement. Therefore, extra attention and direct, explicit instruction by classroom teachers may be necessary. Brainstorming, word banks, visual dictionaries, explanations, use of cognates, etc. are strategies and resources for vocabulary development. For grammatical structures and syntax, ELs may need sentence starters (sentence frames), or mini-lessons.

Example: When writing a personal narrative, students need to understand pronouns, proper nouns, various verb tenses, subject/verb agreement, etc., as well as topical vocabulary (family, likes/dislikes, etc.) The Language Function might be for students to describe their extended families. The Language Support may include vocabulary (I, He, Grandma, etc.) and sentence frame (I like ____, but I do not like _____. He likes ____, but he does not like _____.) or grammar (I like, you like, he/she/Grandma likes).

*Language Function: A language function refers to the purpose for which speech or writing is being used. Examples include seek information, compare/contrast, describe, classify, analyze, clarify, etc.

†Other types of Language Support include metaphor, simile, idiomatic expression, pun, verb tense, graphic organizer, pictures, realia, L1, etc.

Appendix D: Instructional Example – Secondary Social Studies



How to integrate language support when writing a lesson plan in the content standards:

1. Consider the content standard that the student is expected to master. In what ways are the content standards and the ESOL standards interdependent?
2. Determine what language and language structures are needed in order for the student to access the content standard (language function).
3. Determine how the language and the language structures will be taught (use of language supports).

Appendix D: Instructional Example – Secondary Social Studies

Secondary Social Studies Example:

Content Standard: SS.8.4.1.5a. (8th grade U.S. History) Analyze how territorial expansion of the United State affected relations with external powers and American Indians

Skills: Read primary/secondary sources from time period and make inferences; examine election propaganda of era; journal from perspective of a person affected by expansion; RAFT—explain reason for displacement to person displaced; answer oral questions while portraying character

ESOL Standard: Listening domain, Grades 6-12, Standard 1.6. Demonstrate comprehension skills for a variety of listening purposes and settings...

Language Function: Comprehend topic and details

Language Support: Content and academic vocabulary, figurative speech, pronouns and antecedents, complex sentence structures

Instructional Support: Visuals, key words or concepts repeated orally or in writing, guided notes, pausing to check for understanding

ESOL Standard: Speaking domain, Grades 6-12, Standard 2.17. Express cause and effect relationships...

Language Function: Describe and explain, answer questions

Language Support: Content and academic vocabulary, adjectives, complex sentences, conditional mood

Instructional Support: Word banks, sentence frames or templates, modeling, small vs. whole group, rubric and rehearsal for presentation

ESOL Standard: Reading domain, Grades 6-12, Standard 3.9 Summarize or paraphrases informational text,

Language Function: Make observations and inferences

Language Support: Content and academic vocabulary, past and present tenses, conditional mood

Instructional Support: Teacher modeling, visuals, building background, differentiated reading (e.g. simplified text for beginning, highlighted text for high beginning, intermediate), pair/small group strategies such as reciprocal reading.

ESOL Standard: Writing domain, Grades 6-12, Standard 4.18. Express cause and effect relationships...

Language Function: Use persuasive writing to analyze past events.

Language Support: Vocabulary, transitions and signal words, past and present tense, conditional mood, sentence frames/templates

Instructional Support: Teacher modeling and samples, word banks

Glossary

academic content standards: statements that define what students are expected to know and be able to do in order to attain competency in core subject matter including language arts, math, sciences, social studies, and languages.

academic language: language used in the learning of academic content in formal schooling contexts. Aspects of language strongly associated with literacy and academic achievement, including specialized academic terms or technical language, speech registers, and discourse related to each field of study and formal schooling. Also, general academic vocabulary as defined by Averil Coxhead, “Academic vocabulary is that critical vocabulary that students meet again and again in their reading and classroom work across all content areas”. Examples include words such as compare, occurrence, structure, sequential, symbolize, and inference.

academic language functions: purposes of language in classroom activities including questioning, defining, organizing, making comparisons, etc.

adequate vocabulary: students have sufficient command of vocabulary for most academic activities and begin to incorporate more detail, specificity and sophistication in their use of vocabulary. For example, “she went” vs. “she drove”; “she ran” vs. “she jogged”; and use of prepositional phrases such as “on the corner.”

adverbial phrase: a group of two or more words that work together as an adverb. For example, “in an hour”, “in front”, “at the gym”.

affixes: in English, these are prefixes and suffixes.

appositive: a noun or noun phrase that re-names another noun, usually appearing right after the noun that is re-named. In the example “My son John”, “John” is the appositive.

basic vocabulary: Students will have a fundamental grasp of words and phrases, some familiar and some new. Students will begin to understand some simple affixes that may change meaning or grammatical function of a word. For example, walk → walks; give, giver, giving; look up vs. look out; white cat; open door. Students will begin to incorporate other words such as occasional use of articles or modifiers.

cognates: words in different languages that have the same ancestry and therefore, similar spellings and meanings.

communicative competence: the ability to communicate a message effectively in addition to knowing the correct words to say. One knows the proper way to begin and end a conversation, how to enter conversation without interruption, proper use of slang and formal register, hidden rules of language, and inferences that can be made through body language, intonation, etc.

comparative: an adjective or adverb describing the qualitative properties by which something is judged against another. For example, “better”, “easier”, “more beautiful”, “less expensive”, etc.

comprehensive vocabulary: Students have command of sophisticated, grade-appropriate vocabulary. Students will use vocabulary that is specific, detailed, and appropriate to context. For example, “to table a bill” vs. “a table of contents.”

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conditional clauses: clauses used to express a hypothetical situation or that something is likely or unlikely to occur. The 'if...' clause in 'if...then' statements are one of the most frequently used forms of conditional clauses.

conditional mood: verb structures frequently used to express probability, possibility, wonder or conjecture. Examples include "would", "could", "must have" or "probably."

c-v-c: consonant-vowel-consonant.

decoding: deciphering text based upon the sounds and meanings of letters, combinations of letters, whole words, and sentences. Sometimes decoding refers only to the ability to read text, regardless of comprehension of the text.

dependent clause: a group of words that has both a subject and predicate but cannot stand alone as a sentence.

determiner: a word which is used at the beginning of a noun group to indicate, for example, which thing you are referring to or whether you are referring to one thing or several. Examples include articles (a/the), possessives and possessive pronouns (his/her), number, indefinite pronouns (it, they), demonstrative pronouns (that/those).

digraph: a group of two successive letters that together make a single sound (as *ea* in *bread* or *ng* in *sing*) or make a new sound that is different than the sound represented by either letter alone (as *ch* in *chin* or *th* in *think*).

extensive vocabulary: Students have command of ample complexity and number of vocabulary items for full participation in more advanced academic work. Students begin to demonstrate understanding of how the context and syntax can change the meaning of words. For example, walked, strolled, sauntered; on the corner, across from the grocery store; etc.

figurative language: expressions with a meaning other than or beyond the literal; this includes hyperbole, irony, metaphor, simile, personification, symbolism, idioms, and understatement.

fluency: encompasses the rate or pace of reading, as well as the ability to read materials with expression (use of pitch, stress, juncture, and smoothness) and to automatically recognize words.

genre: category used to classify literary and artistic works, usually by form, technique, or content.

graphic organizers: visual depictions of information; examples include Venn diagrams, cause-effect charts, idea webs, and attribute charts.

idiomatic expressions: common phrases or expressions whose meanings cannot be understood by the individual words, but are understood by native speakers. For example, "in a pickle", "made of money", "save face."

independent clause: a group of words that includes a subject and predicate and can stand alone as a sentence.

indicator: the measurement for demonstrating that a student has reached a benchmark .

Kansas Curricular Standards for English for Speakers of Other Languages

inflections/inflectional endings: an affix added to a word in order to change a particular grammatical feature. For example, an –s may be added to a noun to indicate it is plural. Inflections can be placed in a paradigm and follow a pattern; they don't necessarily change the semantic meaning of the word or the grammatical category. Examples: he →they, or cat →cats.

intonation: changes in fundamental frequency during the course of an utterance. This change may tell the listener whether the sentence is a question or a statement, or that more information will follow. Intonation may also signal differences in meaning or in attitude.

irregular plurals: nouns that do not follow the regular pattern of adding -s or -es. Ex: child → children; man →men, etc.

L1: the first or native language of a person.

L2: a second or additional language learned after the native language. Within this standards document, it refers to English.

limited vocabulary: students will have a narrow range of simple vocabulary, mostly of concrete words or familiar phrases. For example, “walk”, “sit”, “run”, “house”, “big”, “fast.”

manipulatives: concrete objects used to demonstrate learning concepts. For example, rulers, thermometers, letter tiles, etc.

metaphor: A figure of speech in which an implied comparison is made between two unlike things that actually have something in common. It expresses the unfamiliar in terms of the familiar. For example, "love is a rose," "time is money."

modified text: any text that has been changed from its original form which in some way changes the content. Content concepts may be changed to be more easily understood, or technical/academic language may be changed to a lower level. Another technique for modifying text content is to provide support in the form of hyperlinks that explain difficult vocabulary or text structures.

narrative or literary text: also known as story schema; the patterns of organization that characterize a particular type of story, usually in simplified terms such as setting, characters, problem, goal, action, and outcome.

organizational structure: The internal organizational pattern the author uses to convey concepts and ideas to the reader. For example cause/effect, compare/ contrast, sequence, etc.

perfect tense: the three verb tenses (present perfect, past perfect, future perfect) that indicate an action is already completed. For example, “I have finished” (present perfect), “I had finished” (past perfect), “I will have finished” (future perfect).

phrasal verbs: verb + verb particle that together make a single grammatical unit. For example, “look up”, “put on”, etc.

primary language: first or native language spoken by an individual; also known as L1.

proficiency: competence in using a language for basic communication and for academic purposes. May be categorized as stages of language acquisition.

Kansas Curricular Standards for English for Speakers of Other Languages

progressive tense: the tenses of verbs (present progressive, present perfect progressive, past progressive, future progressive) used to describe action that is on-going. For example, “I am going” (present progressive), “I have been going” (present perfect progressive), “I was going” (past progressive), “I will be going” (future progressive).

quantifiers: words or word phrases that indicate an amount or comparison. For example, much, many, more, few, etc.

realia: actual objects or items or facsimiles thereof, which are used in the classroom to illustrate and teach vocabulary or to serve as an aid to facilitate language acquisition and production. Examples include bringing foods in the classroom for a lesson on nutrition, using collected leaves for lessons on classifications or tree identification, etc.

regular plural: nouns that follow the pattern of adding -s, -es to indicate more than one. Ex: door → doors, essay → essays, dress → dresses.

relative clause: a subordinate clause (phrase that cannot stand alone as a sentence) that gives more information about a noun or noun phrase. For example, man *who was wearing the brown hat*, the woman *with the French accent*.

rime: the part of a syllable which consists of its vowel and any consonant sounds that come after it. For example, -an in “can” and “fan”, -it in “fit” and “sit.”

scaffolding: providing support during instruction via instructional strategies (e.g., modeling, feedback, questioning techniques), contextual support (e.g., pictures, diagrams, lists), or classroom arrangements and processes (e.g., working in groups, pairs, activating previous knowledge); using one level of language proficiency as the foundation for developing the next level.

simile: a figure of speech in which two unlike things are explicitly compared, as in “she is like a rose” or “he was quiet as a mouse.”

simplified text: text content has been simplified by rewriting the text for readability -- such as shortening sentences, substituting simpler words for more difficult words, or providing more supports and explanations within the text. Content concepts and academic vocabulary are not changed or simplified.

sentence frame: a partial sentence, also referred to as a sentence starter, that students then complete. For example, “I like ____ best,” “I think ____ is the best choice because ____.”

superlative: adjective used to compare at least three things or three groups. For example, “most”, “least”, “highest.”

syntax: grammatical rules that govern the formation of sentences; the pattern of word order in sentences, clauses, and phrases.

text structure: the various patterns of ideas that are embedded in the organization of text. Common patterns are expository, cause-effect, compare-contrast, problem-solution, description, and sequence.

visual supports: accompanying pictures, illustrations, photographs, charts, tables, graphs, graphic organizers, or reproductions offered to English learners as opportunities to access meaning from multiple sources.

Kansas Curricular Standards for English for Speakers of Other Languages



Kansas State Board of Education

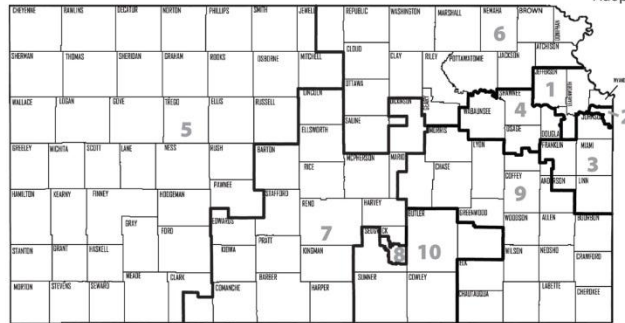
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- Redesign the delivery system to meet our students' changing needs.
- Provide an effective educator in every classroom.
- Ensure a visionary and effective leader in every school.
- Improve collaboration with families and communities, constituent groups and policy partners.

Kansas State Board of Education
Adopted 5/2009



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