

K-12 Guidelines for English Language Proficiency



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K-12 Guidelines for English Language Proficiency

Nebraska Department of Education

Introduction

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

Users of these Guidelines should consider the following:

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

Legal Requirements

No Child Left Behind specifies that states and school districts ensure that children who are limited English proficient develop high levels of academic attainment in English. Districts and states are accountable for the progress these children make in learning English and meeting state content standards. Ultimately, these Guidelines will be used to assess the progress ELL students are making in learning the English language.

State Role

Under No Child Left Behind (NCLB) and Title III, English Language Acquisition, State Departments of Education are required to:

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

In addition, NCLB requires states to:

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

School District Role

School districts, in turn, must:

- Annually assess ELL students in the domains of listening, speaking, reading and writing.
- Ensure that ELL students are making progress in meeting state or district standards as reported for Adequate Yearly Progress (AYP).
- Ensure that ELL students are making progress in learning English and meeting the Annual Measurable Achievement Objectives (AMAOs).
- Adopt the Guidelines for English Language Learners or, if districts adopt their own guidelines/standards, show that they meet or exceed the guidelines developed by the Nebraska Department of Education.

Organization of the Guidelines

As the committee worked on developing these guidelines, they first examined the national TESOL Standards (“ESL Standards for Pre-K – 12 Students,” Teachers of English to Speakers of Other Languages). Based on the key requirements of NCLB, the committee decided that the TESOL standard for academic English was the key to this document. (Goal 2: to use English to achieve academically in all content areas). As all students are expected to meet state academic standards, it is important to understand that the education of ELL students is the responsibility of every teacher and administrator. The Guidelines are aligned with the Nebraska academic content standards for Reading, Writing and Mathematics. Future additions to this document will include an alignment to the Nebraska Science Standards (2005-2006).

Though the time a student spends acquiring English is based on many variables (including age, educational background, level of first language proficiency, learning rate, motivation), the levels through which a student progresses remain the same. Students who have limited formal schooling present unique challenges to school districts. The appendix contains a brief discussion and example indicators designed to assist districts and teachers in serving this population.

Aligning to Nebraska Content Standards (LEARNS)

Aligning to Language Arts

Under Title III, the ELL Guidelines must be aligned to the state content standards for Reading/Language Arts and Mathematics. Each ELL guideline is aligned specifically to the Nebraska Language Arts Standards. Generally the alignment has been done at grade level. There are some guidelines and example indicators that are aligned to grades at lower levels. These are indicators that may need to be taught for students who need assistance in learning skills that are prerequisite for ultimately achieving at grade level.

Aligning to Mathematics

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

How to Read the Guidelines

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

Language Proficiency Levels

The language proficiency levels are broken down as follows:

Language Level	Description
Entry	Those students with limited formal schooling.
1	Beginning
2	Early Intermediate
3	Intermediate
4	Early Advanced
5	Advanced

The following tables define the language domain specific descriptions at each proficiency level. These levels can be generalized across grade clusters.

Comments

This is Version 2 of the Guidelines. The Committee is still anxious to get feedback. Comments on the guidelines, the format of the document, or specific questions should be directed to:

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Proficiency Level	<i>Description</i>
Entry Level	This level of proficiency is reserved for those students with Limited Formal Schooling (LFS). These students are in Grades 4-12, read two levels below grade level, and have pre- or semi-literacy in a native language other than English. Please see the appendix on “Limited Formal Schooling” for more information.
1 Beginning	Characterized by a predominance of lack of achievement of Proficiency Levels 2 through 5.

Proficiency Level	Reading	Writing	Listening	Speaking
2 – Early Intermediate	<p>Understand simple material for informative or social purposes.</p> <p>Understand the essential content of short, general statements, environmental texts and formulaic messages.</p> <p>Comprehend the main ideas of simple informative and simple narrative materials written for native English speakers, especially when these materials contain simple structures and syntax.</p> <p>Rely heavily on visual cues and some prior knowledge or experience with the topic.</p> <p>Read short texts or trade/pattern books independently.</p> <p>Understanding is limited to simple language containing mostly high frequency vocabulary items and grammatical patterns.</p> <p>Can often guess the meaning of unfamiliar words through the use of cognates and text context. May be misled by false cognates.</p> <p>May have to read material several times in order to capture meaning.</p> <p>Begin to distinguish between formal and informal texts.</p>	<p>Express basic personal needs and compose short informal passages on very familiar topics based on personal experiences.</p> <p>Writing consists of a limited set of vocabulary and structures in simple sentences and phrases.</p> <p>Errors in spelling, grammar, and mechanics are frequent and characteristic and expected of language production at this stage.</p> <p>Limited use of conventional organizational structures.</p>	<p>Comprehend simple statements, directions, and questions.</p> <p>Usually understand the main idea of extended but simple messages and conversations with some unfamiliar vocabulary and structures.</p> <p>Limited vocabulary range necessitates repetition or rephrasing for understanding.</p> <p>Comprehend language consisting of simple vocabulary, narratives, and structures in short face-to-face interactions with peers and familiar adults.</p> <p>Perform auditory discrimination of some major phonological elements in English.</p> <p>Understand basic everyday vocabulary of the school environment and common everyday activities.</p> <p>Listen for and understand common and/or critical information in the classroom.</p>	<p>Use level-appropriate strategies to initiate and respond to simple statements.</p> <p>Frequently understood by using repetition and rephrasing.</p> <p>Rely on gestures and other non-verbal cues.</p> <p>Rely on survival vocabulary.</p> <p>Reliance on formulaic patterns and memorized phrases.</p> <p>Tend to omit auxiliary verbs and rely on one form of a verb.</p> <p>Make simple requests for information (for clarification or expansion).</p> <p>Provide information in response to simple requests.</p> <p>Is understood in instructional activities at a basic level with errors.</p> <p>Provide a simple logically structured narration or summary of what has just been learned or what has just happened.</p> <p>Pronunciation patterns show strong evidence of another language that may often prevent effective communication in English.</p> <p>Give simple instruction on concrete day-to-day tasks.</p>

Proficiency Level	Reading	Writing	Listening	Speaking
3- Intermediate	<p>Understand more complex narrative, descriptive authentic materials, and edited texts with a familiar context.</p> <p>Use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures.</p> <p>Comprehend selected passages when written in familiar sentence patterns, but frequently have to guess at meanings of longer or more complex materials.</p> <p>Follow essential points and some details of expository texts and summaries when dealing with areas of special interest.</p> <p>Begin to separate main ideas from supporting ideas.</p> <p>Able to make informed guesses about meaning from context.</p> <p>Understand inference and word connotations.</p> <p>Can read a broader range of genres.</p> <p>Has a broader understanding of purpose of text.</p> <p>Distinguish between formal and informal texts.</p>	<p>Write simple texts, uncomplicated personal letters, and short reports using everyday, high frequency, grade appropriate vocabulary and common language structures.</p> <p>Write brief and informed analyses of more complex content, including academic content, when given opportunity for organization and advance preparation, though errors may occur frequently.</p> <p>Produce written expression of opinions and reactions to information from a variety of media.</p> <p>Can express present, future, and past ideas comprehensibly.</p> <p>Errors still occur when expressing more complex thoughts.</p> <p>Attempt to use more basic reference tools such as dictionaries.</p> <p>Perform basic revisions and editing functions.</p> <p>Complete writing tasks with the use of everyday vocabulary and transitional phrases in more complex sentences.</p> <p>Begin to use a variety of genres as well as produce writing for different audiences.</p>	<p>Comprehend short conversations on topics in everyday situations when listening to peers, familiar adults, and teachers.</p> <p>Rely less on repetition, rephrasing and non-verbal cues for comprehension.</p> <p>Understand frequently used verb tenses and word-order patterns in simple sentences.</p> <p>Frequently demonstrate both a general and detailed understanding of short, discrete expressions but have only a general understanding of longer conversations and messages in academic content areas.</p> <p>Sustain comprehension through contextual inferences in short communications through paraphrases, slower speaking pace, and visual supports.</p> <p>Demonstrate phonological discrimination of many auditory elements in English.</p> <p>Follow multi-step directions.</p> <p>Comprehend more linguistically complex and longer conversations and narratives.</p>	<p>Initiate and sustain a conversation with hesitation and circumlocution using low-frequency vocabulary.</p> <p>Tend to use the more common verb tense forms but still make many errors in formation and selection.</p> <p>Use word order accurately in simple sentences, but still make errors in more complex patterns, especially when speaking about academic issues.</p> <p>Extended communication is largely a series of short utterances.</p> <p>Often have to repeat themselves to be understood by monolingual English speakers.</p> <p>Often rely on familiar utterances in instructional settings.</p> <p>Use repetition as well as gestures and other nonverbal cues to sustain conversation.</p> <p>Able to respond to novel questions and generate simple questions with appropriate form and structure.</p> <p>Prepare and deliver short oral presentations.</p> <p>Give instructions on concrete, day-to-day tasks with appropriate sequencing.</p>

Proficiency Level	Reading	Writing	Listening	Speaking
4 – Early Advanced	<p>Comprehend the content of most texts of interest to students at grade level, and with support, most appropriate academic content area texts.</p> <p>Understand most factual information in non-technical prose.</p> <p>Understand texts with less dependence on context, background knowledge, and familiarity with the topic.</p> <p>Read excerpts from literature for pleasure.</p> <p>Able to separate main ideas from supporting ones.</p> <p>Use linguistic context and prior knowledge to increase comprehension.</p> <p>Detect the overall tone and intent of both expository and literary texts at grade level.</p> <p>Interpret text based on an understanding of the purpose of the text.</p>	<p>Write for various genres in which their thoughts are unified and presented in an organized fashion for their grade level.</p> <p>Compose unified and organized texts on everyday topics with sufficient vocabulary to express themselves.</p> <p>Show good control of English word structure and of the most frequently used grammatical structures. Errors may still occur especially when writing about complex themes or issues.</p> <p>Express complex ideas sequentially with simple language and draw on a broad range of learned vocabulary, idioms, and structures.</p> <p>Begin to detect and edit for grammar and structure.</p> <p>Able to use simple reference tools.</p>	<p>Understand standard speech delivered in most authentic settings with some repetition and rewording.</p> <p>Understand the main ideas and significant relevant details on familiar and relevant academic topics.</p> <p>Comprehend a wide range of language forms, vocabulary, idioms and structures learned in and outside of language and content area classes.</p> <p>Can often detect affective undertones and inferences in spoken language with some repetition and rephrasing.</p> <p>Demonstrate phonological discrimination in most auditory elements in English.</p>	<p>Handle most communicative situations with confidence but may need help with any difficulties they have in language production, especially in academic subjects.</p> <p>Engage in extended discussion with fluent speakers on a broad range of topics.</p> <p>Vocabulary, with some circumlocutions, is sufficient to communicate precisely at the appropriate level.</p> <p>Demonstrate mastery of elementary constructions.</p> <p>Vocabulary is sufficiently broad that the speaker has choices and can be precise.</p> <p>Broader range and greater accuracy in use of idiomatic phrases appropriately.</p> <p>Use appropriate temporal markers and verb tenses.</p> <p>Use pronunciation patterns that have little interference with effective communication.</p> <p>Generate more complex questions with appropriate form and structure.</p>

Proficiency Level	Reading	Writing	Listening	Speaking
5 - Advanced	<p>Understand and obtain meaning from a wide range of texts available to native English speakers.</p> <p>Read academic texts at the appropriate level.</p> <p>Understand a variety of literary genres.</p> <p>Read and comprehend grammar and rhetorical features appropriate for the grade level.</p> <p>Mastered strategies of reading comparable to native English-speaking students at their grade level.</p> <p>Understand vocabulary that is basic and academic and able to figure out technical vocabulary.</p> <p>Read and interpret texts across the curriculum for the grade level.</p>	<p>Approaching fluency in academic writing with the content areas.</p> <p>Demonstrate an increasing ability to successfully use the subtleties of written language for different audiences and purposes.</p> <p>Use writing structures appropriate for their grade level.</p> <p>Use a more varied range of reference tools.</p> <p>Edit for word use, mechanics, and structure and revise for content organization and vocabulary at the appropriate grade level.</p>	<p>Understand most standard speech.</p> <p>Understand and identify the main ideas and relevant details of extended discussions or presentations on a wide range of familiar and unfamiliar topics.</p> <p>Apply linguistic skills and knowledge, including vocabulary, idioms and grammatical structure to the learning of academic content.</p> <p>Can use features of the language such as stress, intonation, pace and rhythm to understand spoken language.</p>	<p>Engage in most social communicative situations with confidence and mastery of language structures.</p> <p>Speak in the academic content areas with fluency and accuracy.</p> <p>Use pronunciation patterns that do not interfere with effective communication.</p> <p>Speak appropriately to a variety of audiences with fluency.</p> <p>Ask questions about academic topics or tasks with the same fluency as the English-speaking students at the appropriate grade level.</p>

Grade Cluster: K-2

Language Domain: Listening

Skill Area: Follow simple and complex directions						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
1.3.1	Follow simple oral directions to complete a task	X	X			
	Respond appropriately to directions and questions	X	X	X	X	X
	Follow two-step oral directions to complete a task	X	X	X	X	X

Skill Area: Understanding meaning of short utterances						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
1.3.1	Understand words, phrases and /or sentences with basic grammatical forms	X	X			
	Understand basic structures, expressions, and vocabulary within the school environment, such as greetings, questions and directions	X	X	X		

Skill Area: Identify major ideas from an excerpt of speech						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
1.3.1	Identify main points of simple conversations	X	X			
	Use active listening comprehension in a variety of situations such as following directions, responding to requests and listening for specific purposes	X	X	X	X	X
	Listen to and extract meaning from a variety of media such as audiotape, video and CD-ROM across the curriculum	X	X	X	X	X
	Listen responsively to and demonstrate comprehension of a variety of genres	X	X	X	X	X

X: The skill is taught at this level of proficiency

Empty Box: The skill is not taught at this level of proficiency.

Shading: The skill is independently demonstrated by the student and no longer directly taught

Skill Area: Identify speaker attitude/point of view						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
1.3.1	Listen to spoken messages to interpret and evaluate purpose and point of view	X	X	X	X	X
	Understand verbal and non-verbal cues	X	X	X	X	X

Skill Area: Identify important details from an excerpt of speech						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
1.3.1	Listen to stories/information and identify key details and concepts across the curriculum	X	X	X	X	X

Skill Area: Identify meaning of content vocabulary						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
1.3.1	Use knowledge of vocabulary to understand the speaker's message	X	X	X	X	X
	Listen for key phrases to interpret the speaker's message.		X	X	X	X

Skill Area: Make inferences/predictions						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
1.3.1	Interpret speaker's messages, purposes and point of view	X	X	X	X	X
	Make predictions based on oral prompt	X	X	X	X	X

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Grade Cluster: K-2

Language Domain: Speaking and Oral Communication

Skill Area: Focus on content, style, purpose, and audience appropriateness						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
1.2.1	Vocabulary					
	• Reproduce basic words and phrases	X				
	• Use developmentally appropriate vocabulary	X	X	X	X	X
	• Use survival vocabulary and phrases for school, class, home and personal information	X	X	X	X	X
1.2.1 1.3.1	Directions					
	• Restate and execute simple directions	X	X	X	X	X
	• Restate and execute multi-step directions		X	X	X	X
	• Give simple directions to complete a task	X	X	X	X	X
	• Give multi-step directions to complete a task		X	X	X	X
	• Share ideas and information to complete a task	X	X	X	X	X
1.2.1	Functional Needs					
	• Communicate needs, wants, ideas and feelings	X	X	X	X	X
	• Ask and answer simple questions with one or two-word expressions	X	X			
	• Use common social greetings and simple repetitive phrases	X	X	X		
	• Ask and give information such as address, name, age and nationality	X	X	X		

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Skill Area: Focus on content, style, purpose, and audience appropriateness						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
1.1.5	Conversation Skills					
1.2.1	<ul style="list-style-type: none"> • Retell familiar stories and participate in short conversations • Recount experiences and tell stories that move through a logical sequence • Converse on simple topics using complete sentences • Ask and answer questions using sentences or phrases to gather and provide information • Use clear, concise, organized language in speaking situations • Adapt spoken language such as word choice, diction, and usage to the audience, purpose and occasion 	X	X	X	X	X
		X	X	X	X	X
			X	X	X	
		X	X	X	X	X
			X	X	X	X
				X	X	X

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Skill Area: Focus on content, style, purpose, and audience appropriateness (continued)						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
1.1.4	Academic Skills					
1.2.1	<ul style="list-style-type: none"> Produce basic academic language such as alphabet, numbers, colors, etc. 	X	X	X	X	X
1.3.1	<ul style="list-style-type: none"> Respond to factual questions about text 	X	X	X	X	X
	<ul style="list-style-type: none"> Present ideas and supporting details in a logical sequence with beginning, middle and end 		X	X	X	X
	<ul style="list-style-type: none"> Ask appropriate questions 	X	X	X	X	X
	<ul style="list-style-type: none"> Respond to questions with relevant details 		X	X	X	X
	<ul style="list-style-type: none"> Demonstrate effective communication skills such as interviewing, reporting, requesting and providing information 			X	X	X
	<ul style="list-style-type: none"> Clarify and support spoken ideas with evidence, elaborations and examples 			X	X	X
	<ul style="list-style-type: none"> Retell/summarize stories including setting, plot and character 		X	X	X	X
	<ul style="list-style-type: none"> Communicate effectively in conversations and group discussions 		X	X	X	X
1.1.2	Form					
1.2.1	<ul style="list-style-type: none"> Articulate sounds and intonation patterns 	X	X	X	X	X
	<ul style="list-style-type: none"> Say the initial, final, or vowel sounds 	X	X	X	X	X
	<ul style="list-style-type: none"> Separate and blend sounds to produce words and phrases 	X	X	X	X	X
	<ul style="list-style-type: none"> Adapt tone, word choice and volume to audience 	X	X	X	X	X
	<ul style="list-style-type: none"> Speak clearly at an understandable pace 		X	X	X	X
	<ul style="list-style-type: none"> Gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences and correct tenses 	X	X	X	X	X

X: The skill is taught at this level of proficiency

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Grade Cluster: K-2

Language Domain: Reading

Skill Area: Demonstrate early reading skills						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
1.1.1	Decoding Skills					
1.1.2	• Demonstrate initial print awareness	X				
1.1.3	• Name and identify each letter and sound of the alphabet	X	X			
	• Know the difference between capital and lower case letters	X	X			
	• Identify words and sentences	X	X			
	• Recognize that there are correct spellings for words	X	X	X		
	• Identify/read environmental print	X	X	X	X	
	• Read high frequency words	X	X	X		
	• Read word families	X	X	X		
	• Read multiple-syllabic words by using common syllable patterns			X	X	X
	• Use knowledge of spelling patterns to read, i.e. diphthongs, special vowel spellings, consonant blends, digraphs and r-controlled letter sounds		X	X	X	X
	Study Skills					
	• Identify the parts of a book	X	X	X		
	• Alphabetize words by the first letter	X	X			
	• Alphabetize words to the second and third letter		X	X	X	
	• Read using one-to-one correspondence (match finger to words being read)	X	X			
	• Follow top to bottom, left to right and front to back.	X	X			
	• Can identify title, author and illustration	X	X			
	• Respond to illustrations in books	X	X	X	X	X

X: The skill is taught at this level of proficiency

Empty Box: The skill is not taught at this level of proficiency.

Shading: The skill is independently demonstrated by the student and no longer directly taught

Skill Area: Demonstrate early reading skills (continued)						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
1.1.3	Comprehension					
1.1.4	<ul style="list-style-type: none"> • Recognize own name in print. • Understand print conveys meaning • Begin to make predictions • Begin to make connections to own experiences • Begin to read own writing • Read and understand simple vocabulary and phrases • Read and understand sentences and paragraphs • Read simple early texts • Use pictures, prior knowledge, and context clues to understand text • Use context clues to determine word meaning of unfamiliar words • Use knowledge of prefixes, suffixes, antonyms, and synonyms to understand unfamiliar words 	X	X			
		X	X			
		X	X	X	X	X
		X	X	X	X	X
		X	X			
			X	X	X	X
		X	X	X	X	X
		X	X	X	X	X
			X	X	X	X
				X	X	X
1.1.1	Word Analysis					
	<ul style="list-style-type: none"> • Read one syllable words • Read compound words • Read contractions • Recognize nouns, verbs, adjectives and adverbs • Use structural cues to recognize words formed from base words, using inflections such as –s, -es, -ed and –ing • Recognize regular and irregular plurals • Recognize abbreviations 	X	X			
		X	X	X	X	
		X	X	X	X	
			X	X	X	
		X	X	X	X	
		X	X	X	X	
1.1.3	Literature					
1.1.4	<ul style="list-style-type: none"> • Hold a book and turn pages correctly • Choose own reading materials 	X	X			
		X	X	X	X	

X: The skill is taught at this level of proficiency

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Shading: The skill is independently demonstrated by the student and no longer directly taught

Skill Area: Follow instructions						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
N/A	Read and follow simple directions to complete a task.	X	X	X		

Skill Area: Analyze style and form						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
1.1.4	Read and recite short poems, rhymes, and songs	X	X	X	X	X
	Make predictions based on title, cover, illustrations, and text	X	X	X	X	X
	Identify patterns in texts, such as rhyming and repetition.	X	X	X	X	X

Skill Area: Identify meaning of important vocabulary						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
1.1.1	Identify simple vocabulary	X				
1.1.4	Recognize words that have multiple meanings.			X	X	X
	Comprehend grade appropriate vocabulary in the content areas			X	X	X
	Define vocabulary taken from texts			X	X	X

Skill Area: Identify main idea, purpose of text and important supporting ideas						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
1.1.4	Identify the main idea of text	X	X	X	X	X
1.1.5	Identify the story elements: characters, setting, and events	X	X	X	X	X

X: The skill is taught at this level of proficiency

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Grade Cluster: K-2

Language Domain: Writing

Skill Area: Write using concepts of print						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
1.1.3	Print upper and lower case letters and numbers in manuscript	X	X	X		
1.1.6	Write messages from left to right and top to bottom on the page	X	X	X		
1.1.7	Write using return sweep	X	X	X		
	Write his/her name	X	X	X		
	Organize letters to form words	X	X	X		
	Use phonetic cues in writing	X	X	X	X	
	Copy words correctly	X	X	X		
	Use appropriate spaces between letters and words	X	X	X		

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Skill Area: Write using characteristics of effective writing						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
1.1.6	Ideas					
1.1.7	• Write words or phrases on any given topic	X	X	X	X	X
	• Write patterned or simple sentences on any given topic	X	X	X	X	X
	• Write multiple sentences on any given topic			X	X	X
	Organization					
	• Organize words to form a correct sentence	X	X	X	X	X
	• Write a series of sentences that resemble a paragraph	X	X	X	X	X
	• Write a series of sentences that follow a logical sequence		X	X	X	X
	Word Choice and Voice					
	• Use survival vocabulary, environmental print and/or high frequency words	X	X	X	X	X
	• Use developmentally appropriate vocabulary from a variety of sources	X	X	X	X	X
	• Use appropriate words to convey intended meaning	X	X	X	X	X
	• Use vocabulary from across the curriculum	X	X	X	X	X
	• Exhibit voice in writing			X	X	X
	Sentence Fluency					
	• Write a simple sentence	X	X	X		
	• Write a variety of simple sentences		X	X	X	X
	• Write complete sentences, varying sentence beginnings			X	X	X
	Conventions					
	• Use correct punctuation, capitalization and spelling	X	X	X	X	X
	• Use standard English sentence structure/syntax	X	X	X	X	X
	• Use parts of speech, contractions, abbreviations, apostrophes and verb tenses correctly	X	X	X	X	X

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Skill Area: Write using a variety of modes with attention to audience and purpose						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
1.1.5	Use picture story mode to create text	X	X	X	X	X
1.1.6	Write for social purposes such as: friendly letters, thank you notes, morning messages and invitations with teacher support	X	X	X	X	X
1.1.7	Write a journal entry from a teacher model	X	X	X		
	Write a journal entry		X	X	X	X
	Write a few words, phrases or simple sentence(s) in response to oral or read material	X	X	X	X	X
	Write a summary of oral or read material				X	X

X: The skill is taught at this level of proficiency

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Skill Area: Use appropriate learning strategies to construct and apply academic knowledge						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
N/A	Use Sources to Write					
	<ul style="list-style-type: none"> Use resources to find correct spellings such as word wall, student-generated dictionaries, picture dictionaries, environmental print 	X	X	X	X	X
	<ul style="list-style-type: none"> Use visuals and manipulatives to form words and sentences 	X	X	X	X	X
	Strategies					
	<ul style="list-style-type: none"> Use graphic organizers to brainstorm/organize information 	X	X	X	X	X
1.1.3	Pre-Write					
1.1.6	<ul style="list-style-type: none"> Generate, organize and sequence ideas through drawing, brainstorming and visuals with teacher support 	X	X	X	X	X
1.1.7	<ul style="list-style-type: none"> Generate, organize and sequence ideas through drawing, brainstorming and visuals independently 				X	X
	<ul style="list-style-type: none"> Use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information and to prepare to write 		X	X	X	X
	Revise and Edit					
	<ul style="list-style-type: none"> Proofread writing for basic grammar and conventions with teacher support 	X	X	X	X	X
	<ul style="list-style-type: none"> Proofread writing for basic grammar and conventions independently 				X	X
	<ul style="list-style-type: none"> Edit for basic conventions of English including spelling, punctuation and capitalization with teacher support 	X	X	X	X	X
	<ul style="list-style-type: none"> Revise writing through adding, elaborating and deleting text with teacher support 	X	X	X	X	X
	Publish					
	<ul style="list-style-type: none"> Produce a quality final product 	X	X	X	X	X

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Grade Cluster: 3-5
Language Domain: Listening

Skill Area: Follow simple and complex directions						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.4.1	Follow simple oral directions to complete a task	X	X			
	Respond appropriately to directions and questions	X	X	X	X	X
	Follow two-step oral directions to complete a task	X	X	X	X	
	Follow multi-step directions in sequence to complete a task		X	X	X	X

Skill Area: Understand meaning of short utterances						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.4.1	Understand words, phrases and /or sentences with basic grammatical forms	X	X			
	Understand basic structures, expressions, and vocabulary within the school environment, such as greetings, questions and directions	X	X	X		
	Understand figurative language, multiple meanings and idiomatic expressions by responding to such expression appropriately			X	X	X

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Skill Area: Identify major ideas from an excerpt of speech						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.4.1	Identify main points of simple conversations	X	X			
	Use active listening comprehension in a variety of situations such as following directions, responding to requests and listening for specific purposes	X	X	X	X	X
	Listen to and extract meaning from a variety of media such as audiotape, video and CD-ROM across the curriculum	X	X	X	X	X
	Listen responsively to and demonstrate comprehension of a variety of genres	X	X	X	X	X
	Demonstrate comprehension of oral presentations, interviews and instructions	X	X	X	X	X

Skill Area: Identify speaker attitude/point of view						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.4.1	Listen to spoken messages to interpret and evaluate purpose and point of view	X	X	X	X	X
	Understand verbal and non-verbal cues	X	X	X	X	X
	Understand how language choice and delivery affect the tone of the message			X	X	X
	Identify the main ideas, points of view and fact/fiction/opinion in media			X	X	X

Skill Area: Identify important details from an excerpt of speech						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.4.1	Listen to stories/information and identify key details and concepts across the curriculum	X	X	X		
	Listen to a variety of media messages and identify supporting details		X	X	X	X
	Listen and respond appropriately to presentations and performances such as, essays, narratives and poetry		X	X	X	X

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Skill Area: Identify meaning of content vocabulary						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.4.1	Use knowledge of vocabulary to understand the speaker's message	X	X	X	X	
	Listen for key phrases to interpret the speaker's message		X	X	X	X

Skill Area: Make inferences/predictions						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.4.1	Interpret speaker's messages, purposes and point of view	X	X	X	X	X
	Make predictions based on oral prompt	X	X	X	X	X

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Grade Cluster: 3-5

Language Domain: Speaking and Oral Communication

Skill Area: Focus on content, style, purpose, and audience appropriateness						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.1.2	Vocabulary					
	• Reproduce basic words and phrases	X				
	• Use developmentally appropriate vocabulary	X	X	X	X	X
	• Use survival vocabulary and phrases for school, class, home and personal information	X	X			
	• Use informal, standard, academic and technical language effectively			X	X	X
4.3.1	Directions					
4.4.1	• Restate and execute simple directions	X	X			
	• Restate and execute multi-step directions		X	X		
	• Give simple directions to complete a task	X	X	X		
	• Give multi-step directions to complete tasks		X	X	X	X
	• Share ideas and information to complete a task	X	X	X	X	X
4.3.1	Functional Needs					
4.4.1	• Communicate needs, wants, ideas and feelings	X	X	X	X	X
	• Ask and answer simple questions with one or two-word expressions	X	X			
	• Use common social greetings and simple repetitive phrases	X	X	X		
	• Ask and give information such as address, name, age and nationality	X	X			

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Skill Area: Focus on content, style, purpose, and audience appropriateness (continued)						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.3.1	Conversational Skills					
4.3.2	• Retell familiar stories and participate in short conversations	X	X	X		
	• Recount experiences and tell stories that move through a logical sequence	X	X	X	X	X
	• Converse on simple topics using complete sentences		X	X		
	• Ask and answer questions using sentences or phrases to gather and provide information	X	X	X	X	X
	• Use clear, concise, organized language in speaking situations		X	X	X	X
	• Adapt spoken language such as word choice, diction, and usage to the audience, purpose and occasion			X	X	X
4.1.3	Academic Skills					
4.1.5	• Produce basic academic language such as alphabet, numbers, colors, etc.	X	X			
4.1.6	• Respond to factual questions about texts	X	X	X	X	X
4.1.7	• Present ideas and supporting details in a logical sequence with beginning, middle and ending		X	X	X	X
4.2.5	• Ask appropriate questions	X	X	X	X	X
4.3.1	• Respond to questions with relevant details	X	X	X	X	X
4.3.2	• Demonstrate effective communication skills such as interviewing, reporting, requesting and providing information			X	X	X
4.4.1	• Clarify and support spoken ideas with evidence, elaborations and examples			X	X	X
	• Retell/summarize stories including setting, plot, character and analysis		X	X	X	X
	• Make valid interpretations and predictions of literary text			X	X	X
	• Communicate effectively in conversations and group discussions.		X	X	X	X

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Skill Area: Focus on content, style, purpose, and audience appropriateness (continued)						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.3.2	Form					
	• Articulate sounds and intonation patterns	X	X			
	• Say the initial, final or vowel sounds	X				
	• Separate and blend sounds to produce words and phrases.	X				
	• Adapt tone, word choice, volume and eye contact to audience	X	X	X	X	X
	• Speak clearly at an understandable pace		X	X	X	
• Gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences and correct tenses	X	X	X	X	X	

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Grade Cluster: 3-5

Language Domain: Reading

Skill Area: Demonstrate early reading skills						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.1.1	Decoding Skills					
4.1.2	• Demonstrate initial print awareness	X				
	• Name and identify each letter and sound of the alphabet	X	X			
	• Know the difference between capital and lower case letters	X	X			
	• Identify words and sentences	X	X			
	• Recognize that there are correct spellings for words	X	X	X		
	• Identify/read environmental print	X	X	X	X	
	• Read high frequency words	X	X	X		
	• Read word families	X	X	X		
	• Read multiple-syllabic words by using common syllable patterns		X	X	X	X
	• Use knowledge of spelling patterns to read, i.e. diphthongs, special vowel spellings, consonant blends, digraphs and r-controlled letter sounds		X	X	X	X
	Study Skills					
	• Identify the parts of a book	X	X	X		
	• Alphabetize words by the first letter	X	X			
	• Alphabetize words to the second and third letter		X	X	X	
	Comprehension					
	• Read and understand simple vocabulary and phrases	X	X			
	• Read and understand sentences and paragraphs		X	X	X	X
	• Read simple early texts	X	X	X		
	• Use pictures, prior knowledge and context clues to understand text	X	X	X	X	X
	• Use context clues to determine word meaning of unfamiliar words		X	X	X	X
	• Use knowledge of prefixes, suffixes, antonyms, and synonyms to understand unfamiliar words			X	X	X

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Skill Area: Demonstrate early reading skills (continued)						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.1.1	Word Analysis					
4.1.2	• Read one syllable words	X	X			
	• Read compound words	X	X	X	X	
	• Read contractions	X	X	X	X	
	• Recognize nouns, verbs, adjectives and adverbs		X	X	X	X
	• Use structural cues to recognize words formed from base words, using inflections such as –s, –es, –ed and –ing	X	X	X		
	• Recognize regular and irregular plurals		X	X	X	X
	• Recognize abbreviations	X	X	X	X	X
4.1.3	Text Analysis					
	• Use pictures, lists and charts to identify the characteristics of three different forms of literature: fiction, non-fiction and poetry		X	X		
	• Use illustrations, diagrams, simple graphs and charts to evaluate information and form conclusions		X	X		
	• Use pictures, lists, charts and tables to identify the factual components to compare and contrast patterns in information materials, newspapers and magazines		X	X		

Skill Area: Following instructions						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.1.7	Read and follow a simple direction to complete a task	X				
	Read and follow two-step directions to complete a task		X	X		
	Read and follow multi-step directions to complete a task			X	X	X

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Skill Area: Analyze style and form						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.1.5	Read and recite short poems, rhymes and songs	X	X	X	X	X
4.1.7	Make predictions based on title, cover, illustrations and text	X	X	X	X	X
	Identify patterns in text, such as rhyming and repetition	X	X	X		
	Identify characteristics of different types of fiction		X	X	X	X
	Distinguish between fact and opinion			X	X	X

Skill Area: Identify meaning of important vocabulary						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.1.2	Identify simple vocabulary	X				
4.1.6	Recognize words that have multiple meanings			X	X	X
	Comprehend grade appropriate vocabulary in the content areas.			X	X	X
	Define vocabulary taken from texts	X	X	X	X	X
	Understand and identify a variety of literary terms and devices		X	X	X	X
	Identify and use homophones and homographs to understand text			X	X	X
	Recognize simple analogies, metaphors, idioms and similes			X	X	X

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Skill Area: Identify main idea, purpose of text and important supporting ideas						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.1.3 4.1.6 4.1.7	Identify the main idea of text	X	X	X	X	
	Identify the story elements: characters, setting, plot and theme	X	X	X	X	X
	Retell story in sequence	X	X	X	X	X
	Demonstrate comprehension by recalling details and drawing conclusions		X	X	X	X
	Ask questions to gain understanding of important information in a text	X	X	X	X	X
	Generate and respond to comprehension questions related to the text		X	X	X	X

Skill Area: To use English to achieve academically in all content areas						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.1.2 4.1.5 4.1.6	Identify and use homophones and homographs to understand text		X	X	X	X
	Recognize simple analogies, metaphors, idioms and similes in literature and content areas			X	X	X
	Use pictures, lists and charts to comprehend texts across the curriculum	X	X	X	X	X
	Use illustrations, diagrams, simple graphs and charts to evaluate information and form conclusions		X	X	X	X
	Determine meaning of content vocabulary through the use of text	X	X	X	X	X

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Skill Area: Read for research purposes						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.1.3	Use visuals and print to gather information and answer questions Use a single resource to locate information Use multiple resources such as technology, dictionaries and encyclopedias to locate information Interpret graphic sources such as charts, graphs and maps to obtain information	X	X	X	X	X
4.1.4		X	X			
			X	X	X	X
			X	X	X	X

Skill Area: Read for research purposes						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.1.3	Read information to form conclusions		X	X	X	X
4.1.7	Draw inferences such as conclusions or generalizations and support them with details from text, both fiction and non-fiction			X	X	X
4.1.8		Connect, compare, and contrast ideas, themes, and issues across text			X	X

X: The skill is taught at this level of proficiency

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Grade Cluster: 3-5

Language Domain: Writing

Skill Area: Write using concepts of print						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
1.1.2 1.1.3 4.2.1	Print numbers and upper and lower case letters in manuscript	X				
	Write messages from left to right and top to bottom on the page	X				
	Write using return sweep	X				
	Write his/her name	X				
	Organize letters to form words	X				
	Use phonetic cues in writing	X				
	Copy words correctly	X				
	Use appropriate spaces between letters and words	X				
	Write upper and lower case letters in cursive		X	X		

X: The skill is taught at this level of proficiency

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Skill Area: Use the writing process						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.2.1	Pre-Write					
4.2.2	• Generate, organize and sequence ideas through drawing, brainstorming and visuals with teacher support	X	X	X		
4.2.3				X	X	X
4.2.4	• Generate, organize and sequence ideas through drawing, brainstorming and visuals independently			X	X	X
	• Use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information and to prepare to write		X	X	X	X
	• Develop a plan before writing		X	X	X	X
	Draft					
	• Use simple sentences to create a draft	X	X			
	• Organize sentences into paragraph form	X	X	X	X	X
	• Use multiple paragraphs to organize writing		X	X	X	X
	Revise and Edit					
	• Revise writing through adding, elaborating, deleting, combining and rearranging text with teacher support	X	X	X	X	X
	• Revise writing through adding, elaborating, deleting, combining and rearranging text independently.		X	X	X	X
	• Edit for basic conventions such as spelling, punctuation and capitalization with teacher support	X	X			
	• Edit for basic conventions such as spelling, punctuation and capitalization independently		X	X	X	X
	• Edit for standard grammar and usage including: subject-verb agreement, pronoun agreement, proposition usage, word derivation and appropriate verb tenses in final drafts with teacher support	X	X	X	X	X
	Publish					
	• Produce a quality final product.	X	X	X	X	X

X: The skill is taught at this level of proficiency

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Skill Area: Write using characteristics of effective writing						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.2.1	Ideas					
4.2.2	• Write words or phrases on any given topic	X	X			
	• Write patterned or simple sentences on any given topic	X	X	X		
	• Write multiple sentences on any given topic		X	X		
	• Write a cohesive paragraph on any given topic		X	X	X	X
	• Write multiple paragraphs on any given topic			X	X	X
	Organization					
	• Organize words to form a correct sentence	X	X			
	• Write a series of sentences that resemble a paragraph	X	X			
	• Write a cohesive paragraph with a main idea, supporting details and concluding sentence		X	X	X	X
	• Write multiple paragraphs that attempt the use of transitions			X	X	
	• Write multiple paragraphs that are clearly connected through the effective use of transitions				X	X
	Word Choice and Voice					
	• Use survival vocabulary and environmental print	X	X			
	• Use vocabulary from a variety of sources		X	X	X	X
	• Use appropriate words to convey intended meaning		X	X	X	X
	• Use content vocabulary		X	X	X	X
	• Exhibit voice in writing			X	X	X

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Skill Area: Write using characteristics of effective writing (continued)						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.2.1	Sentence Fluency					
4.2.2	• Write a simple sentence	X	X			
	• Write a variety of simple sentences		X	X		
	• Write complete sentences, varying the types such as compound and complex			X	X	X
	• Write a variety of sentence constructions that include the appropriate use of transitional elements				X	X
	Conventions					
	• Use correct punctuation, capitalization and spelling	X	X	X	X	X
	• Use standard English sentence structure/syntax	X	X	X	X	X
	• Use parts of speech, contractions, abbreviations, apostrophes and verb tenses	X	X	X	X	X
	• Use paragraph indentation correctly	X	X	X		

Skill Area: Write using a variety of modes with attention to audience and purpose						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.2.4	Use picture story mode to create text	X	X	X		
4.2.5	Write for social purposes such as friendly letters, thank you notes, invitations, journals, learning logs, poems, etc.	X	X	X	X	X
	Write a summary in response to oral or read material		X	X	X	X
	Write a report on a single topic		X	X	X	X
	Use writing to give directions in sequence		X	X	X	X
	Write a descriptive paragraph		X	X	X	X
	Write a narrative paragraph with a beginning, middle and end		X	X	X	X
	Write an expository paragraph including main idea and points of support			X	X	X

X: The skill is taught at this level of proficiency

Empty Box: The skill is not taught at this level of proficiency.

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Skill Area: Use appropriate learning strategies to construct and apply academic knowledge						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.2.1	Use Sources to Write					
4.2.3	• Use resources to find correct spellings such as word walls, student-generated dictionaries, picture dictionaries, environmental print	X	X	X	X	X
4.2.5	• Use a source to write a simple informative paper		X	X	X	X
	• Use visuals and manipulatives to form words and sentences	X	X	X	X	X
	• Use resources to find synonyms and replacement words	X	X	X	X	X
	• Use a source to write a paragraph		X	X	X	X
	• Use multiple sources to collect information and take notes to write multiple paragraphs			X	X	X
	Strategies					
	• Use graphic organizers to organize information with teacher support	X	X			
	• Use graphic organizers to organize information independently		X	X	X	X
	• Summarize information in written form		X	X	X	X
	• Paraphrase information in written form			X	X	X
	• Use note-taking strategies and/or outlines to organize information			X	X	X

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Skill Area: Use appropriate learning strategies to construct and apply academic knowledge (continued)						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.2.2	Pre-write					
4.2.3	<ul style="list-style-type: none"> Generate, organize and sequence ideas through drawing, brainstorming and visuals with teacher support 	X	X			
	<ul style="list-style-type: none"> Generate, organize and sequence ideas through drawing, brainstorming and visuals independently 			X	X	X
	<ul style="list-style-type: none"> Use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information and to prepare to write 		X	X	X	X
	<ul style="list-style-type: none"> Develop a plan before writing 		X	X	X	X
	Revise and Edit					
	<ul style="list-style-type: none"> Revise writing through adding, elaborating, and deleting text with teacher support 	X	X	X	X	X
	<ul style="list-style-type: none"> Edit writing for basic grammar and conventions including spelling, punctuation, and capitalization with teacher support 	X	X	X	X	X
	<ul style="list-style-type: none"> Edit writing for basic grammar and conventions including spelling, punctuation, and capitalization independently 			X	X	X
	Publish					
	<ul style="list-style-type: none"> Produce a quality final product 	X	X	X	X	X

X: The skill is taught at this level of proficiency

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Grade Cluster: 6-8

Language Domain: Listening

Skill Area: Follow simple and complex directions						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.4.1	Follow simple oral directions to complete a task	X	X			
	Respond appropriately to directions and questions	X	X	X	X	X
	Follow two-step oral directions to complete a task	X	X	X	X	
	Follow multi-step directions in sequence to complete a task		X	X	X	X
	Restate and execute multi-step directions		X	X	X	X

Skill Area: Understand meaning of short utterances						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.4.1	Understand words, phrases and /or sentences with basic grammatical forms	X	X			
	Understand basic structures, expressions, and vocabulary within the school environment, such as greetings, questions and directions	X	X	X		
	Understand figurative language, multiple meanings and idiomatic expressions by responding to such expression appropriately			X	X	X

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Skill Area: Identify major ideas from an excerpt of speech						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.4.1	Identify main points of simple conversations	X	X			
	Use active listening comprehension in a variety of situations such as following directions, responding to requests and listening for specific purposes	X	X	X	X	X
	Listen to and extract meaning from a variety of media such as audiotape, video and CD-ROM across the curriculum	X	X	X	X	X
	Listen responsively to and demonstrate comprehension of a variety of genres	X	X	X	X	X
	Demonstrate comprehension of oral presentations, interviews and instructions	X	X	X	X	X

Skill Area: Identify speaker attitude/point of view						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.4.1	Listen to spoken messages to interpret and evaluate purpose and point of view	X	X	X	X	X
	Understand verbal and non-verbal cues	X	X	X		
	Understand how language choice and delivery affect the tone of the message	X	X	X		
	Evaluate a spoken message in terms of its content, credibility and delivery		X	X	X	X
	Identify the main ideas, points of view and fact/fiction/opinion in media			X	X	X

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Skill Area: Identify important details from an excerpt of speech						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.4.1	Listen to stories/information and identify key details and concepts across the curriculum	X	X	X		
	Listen to a variety of media messages and identify supporting details		X	X	X	X
	Listen and respond appropriately to presentations and performances such as, essays, narratives and poetry		X	X	X	X

Skill Area: Identify meaning of content vocabulary						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.4.1	Use knowledge of vocabulary to understand the speaker's message	X	X	X	X	
	Listen for key phrases to interpret the speaker's message		X	X	X	X

Skill Area: Make inferences/predictions						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.4.1	Interpret speaker's messages, purposes and point of view	X	X	X	X	X
	Make predictions based on oral prompt	X	X	X	X	X

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Grade Cluster: 6-8

Language Domain: Speaking and Oral Communication

Skill Area: Focus on content, style, purpose and audience appropriateness						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.3.1	Vocabulary					
8.3.2	<ul style="list-style-type: none"> • Reproduce basic words and phrases 	X				
	<ul style="list-style-type: none"> • Use developmentally appropriate vocabulary 	X	X	X	X	X
	<ul style="list-style-type: none"> • Use survival vocabulary and phrases for school, class, home and personal information. 	X	X			
	<ul style="list-style-type: none"> • Use informal, standard, academic and technical language effectively 			X	X	X
8.3.1	Directions					
8.4.1	<ul style="list-style-type: none"> • Restate and execute simple directions 	X	X			
	<ul style="list-style-type: none"> • Restate and execute multi-step directions 		X	X		
	<ul style="list-style-type: none"> • Give simple directions to complete a task 	X	X	X		
	<ul style="list-style-type: none"> • Give multi-step directions to complete a task 		X	X	X	X
	<ul style="list-style-type: none"> • Share ideas and information to complete a task 	X	X	X	X	X
8.3.1	Functional Needs					
	<ul style="list-style-type: none"> • Communicate needs, wants, ideas and feelings 	X	X	X	X	X
	<ul style="list-style-type: none"> • Ask and answer simple questions with one or two-word expressions 	X	X			
	<ul style="list-style-type: none"> • Use common social greetings and simple repetitive phrases 	X	X			
	<ul style="list-style-type: none"> • Ask and give information such as address, name, age and nationality 	X	X			

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Skill Area: Focus on content, style, purpose and audience appropriateness (continued)						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.1.4	Conversational Skills					
8.3.1 8.3.2	• Retell familiar stories and participate in short conversations	X	X	X		
	• Recount experiences and tell stories that move through a logical sequence	X	X	X		
	• Converse on simple topics using complete sentences		X	X		
	• Ask and answer questions using sentences or phrases to gather and provide information	X	X	X	X	X
	• Use clear, concise, organized language in speaking situations		X	X	X	X
	• Adapt spoken language such as word choice, diction, and usage to the audience, purpose and occasion		X	X	X	X
8.1.1	Academic Skills					
8.1.4 8.3.1 8.4.1	• Produce basic academic language such as alphabet, numbers, colors, etc.	X	X			
	• Respond to factual questions about texts	X	X	X	X	X
	• Present ideas and supporting details in a logical sequence with beginning, middle and ending		X	X	X	X
	• Ask appropriate questions	X	X	X	X	X
	• Respond to questions with relevant details	X	X	X	X	X
	• Demonstrate effective communication skills such as interviewing, reporting, requesting and providing information			X	X	X
	• Clarify and support spoken ideas with evidence, elaborations and examples			X	X	X
	• Retell/summarize stories including setting, plot, character and analysis		X	X	X	X
	• Make valid interpretations and predictions of literary text			X	X	X
	• Present and advance a clear thesis and support the main thesis with logical points or arguments.				X	X
	• Communicate effectively in conversations and group discussions		X	X	X	X

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Skill Area: Focus on content, style, purpose and audience appropriateness (continued)						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.2.5	Form					
8.3.2	• Articulate sounds and intonation patterns	X	X			
	• Say initial, final or vowel sounds	X				
	• Separate and blend sounds to produce words and phrases	X				
	• Adapt tone, word choice, volume and eye contact to audience	X	X	X	X	X
	• Use English to be understood when speaking even though standard usage may be inconsistent	X	X			
	• Speak clearly at an understandable pace		X	X	X	
	• Gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences and correct tenses	X	X	X	X	X

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Grade Cluster: 6-8

Language Domain: Reading

Skill Area: Demonstrate early reading skills						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.1.1	Decoding Skills					
8.1.6	• Demonstrate initial print awareness	X				
	• Name and identify each letter and sound of the alphabet	X				
	• Know the difference between capital and lower case letters	X				
	• Recognize that there are correct spellings for words	X	X			
	• Read high frequency words	X	X			
	• Read word families	X	X			
	• Identify multiple-syllabic words by using common syllable patterns		X	X		
	• Use knowledge of spelling patterns to read, i.e. diphthongs, special vowel spellings, consonant blends, digraphs and r-controlled letter sounds	X	X	X		
	Study Skills					
	• Identify the parts of a book	X				
	• Alphabetize words to the second and third letter	X	X			
	Comprehension					
	• Read and understand simple vocabulary, phrases, sentences and paragraphs independently	X	X	X		
	• Use pictures, prior knowledge and context clues to understand text	X	X	X	X	X
	• Use context clues to determine word meaning of unfamiliar words	X	X	X	X	X
	• Use knowledge of prefixes, suffixes, antonyms, and synonyms to understand unfamiliar words		X	X	X	X

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Skill Area: Demonstrate early reading skills (continued)						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.1.1	Word Analysis					
8.1.6	• Read compound words		X	X		
	• Read contractions	X	X	X		
	• Identify parts of speech appropriate to language level	X	X	X	X	X
	• Use structural cues to recognize words formed from base words, using inflections such as –s, –es, –ed and –ing	X	X			
	• Identify and correctly use regular plurals and irregular plurals	X	X	X		
	• Recognize abbreviations	X	X	X		
	• Use knowledge of affixes, roots and vocabulary to interpret the meaning of words in content area texts		X	X	X	X
	Text Analysis					
	• Use pictures, lists and charts to identify the characteristics of three different forms of literature: fiction, non-fiction and poetry		X	X		
	• Use illustrations, diagrams, simple graphs and charts to evaluate information and form conclusions		X	X		
	• Use pictures, lists, charts, and tables to identify the factual components to compare and contrast patterns in information materials, newspapers and magazines		X	X		

Skill Area: Following instructions						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.1.5	Read and follow a simple direction to complete a task	X				
	Read and follow two-step directions to complete a task		X	X		
	Read and follow multi-step directions to complete a task			X	X	X

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Skill Area: Analyze style and form						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.1.3	Read/recite short poems, rhymes and songs	X	X			
	Identify patterns in text, such as rhyming and repetition	X				
	Identify some significant structural patterns in text, such as sequence/chronological order and cause/effect		X	X	X	
	Identify characteristics of different types of fiction, i.e. legend, short story, novels, non-fiction, biography and poetry		X	X	X	X
	Distinguish between fact and opinion		X	X	X	X

Skill Area: Identify meaning of important vocabulary						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.1.1	Define vocabulary taken from texts		X	X	X	X
8.1.4	Comprehend grade appropriate vocabulary in the content areas		X	X	X	X
	Recognize words that have multiple meanings			X	X	X
	Understand and identify a variety of literary terms and devices		X	X	X	X
	Identify and use homophones and homographs to understand text		X	X	X	X
	Recognize simple analogies, metaphors, idioms and similes		X	X	X	X

Skill Area: Identify main idea, purpose of text and important supporting ideas						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.1.3	Identify the main idea of text	X	X	X	X	
8.1.4	Identify the story elements: characters, setting, plot and theme	X	X	X	X	
8.1.5	Demonstrate comprehension by recalling details and drawing conclusions		X	X	X	X
	Ask questions to gain understanding of important information in a text	X	X	X		
	Generate and respond to comprehension questions related to the text		X	X	X	X

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Skill Area: To use English to achieve academically in all content areas						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.1.1 8.1.4	Identify and use homophones and homographs to understand text		X	X	X	X
	Recognize simple analogies, metaphors, idioms, and similes in literature and content areas			X	X	X
	Use pictures, lists and charts to comprehend texts across the curriculum	X	X	X	X	X
	Use illustrations, diagrams, simple graphs and charts to evaluate information and form conclusions		X	X	X	X
	Determine meaning of content vocabulary through the use of text	X	X	X	X	X

Skill Area: Read for research purposes						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.1.1 8.1.2	Use visuals and print to gather information and answer questions	X	X	X	X	X
	Use multiple resources such as technology, dictionaries, and encyclopedias to locate information		X	X	X	X
	Interpret graphic sources such as charts, graphs and maps to obtain information	X	X	X	X	X

Skill Area: Make inferences, predictions and conclusions						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.1.6	Read information to form conclusions		X	X	X	X
8.1.7	Draw inferences such as conclusions or generalizations and support them with details from text, both fiction and non-fiction			X	X	X
	Connect, compare and contrast ideas, themes, and issues across text			X	X	X

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Grade Cluster: 6-8

Language Domain: Writing

Skill Area: Write using concepts of print						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
1.1.2	Print upper and lower case letters and numbers in manuscript	X				
1.1.3	Write messages from left to right and top to bottom on the page	X				
8.2.1	Write using return sweep	X				
	Write his/her name	X				
	Draw or copy from a model	X				
	Organize letters to form words	X				
	Use phonetic cues in writing	X				
	Copy words correctly	X				
	Use appropriate spaces between letters and words	X				
	Write upper and lower case letters in cursive	X	X			

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Skill Area: Use the writing process						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.2.1	Pre-write					
8.2.2	<ul style="list-style-type: none"> Generate, organize and sequence ideas through drawing, brainstorming and visuals with teacher support 	X	X			
8.2.3						
	<ul style="list-style-type: none"> Generate, organize and sequence ideas through drawing, brainstorming and visuals independently 		X	X	X	X
	<ul style="list-style-type: none"> Use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information and to prepare to write 	X	X	X	X	X
	<ul style="list-style-type: none"> Develop a plan before writing 		X	X	X	X
	Draft					
	<ul style="list-style-type: none"> Use simple sentences to create a draft 	X	X			
	<ul style="list-style-type: none"> Organize sentences into paragraph form 	X	X	X		
	<ul style="list-style-type: none"> Use multiple paragraphs to organize writing 		X	X	X	X
	Revise and Edit					
	<ul style="list-style-type: none"> Revise writing through adding, elaborating, deleting, combining and rearranging text with teacher support 	X	X	X	X	
	<ul style="list-style-type: none"> Revise writing through adding, elaborating, deleting, combining and rearranging text independently 		X	X	X	X
	<ul style="list-style-type: none"> Edit for basic conventions such as spelling, punctuation and capitalization with teacher support 	X	X			
	<ul style="list-style-type: none"> Edit for basic conventions such as spelling, punctuation and capitalization independently 		X	X	X	X
	<ul style="list-style-type: none"> Edit writing for standard grammar and usage, including: subject-verb agreement; pronoun agreement, preposition usage, word derivation and appropriate verb tenses in final drafts with teacher support 	X	X	X	X	X
	Publish					
	<ul style="list-style-type: none"> Produce a quality final product 	X	X	X	X	X

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Skill Area: Write using characteristics of effective writing						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.2.1	Ideas					
8.2.2	• Write patterned or simple sentences on any given topic	X				
8.2.3	• Write multiple sentences on any given topic	X	X	X		
8.2.4	• Write a cohesive paragraph on any given topic		X	X	X	
	• Write multiple paragraphs on any given topic		X	X	X	X
	Organization					
	• Write a series of sentences that resemble a paragraph	X	X			
	• Write a cohesive paragraph with main idea, supporting details and a concluding sentence		X	X	X	
	• Write multiple paragraphs that attempt the use of transitions			X	X	X
	• Write multiple paragraphs that are clearly connected through the effective use of transitions			X	X	X
	Word Choice and Voice					
	• Use survival vocabulary, environmental print and/or high frequency words	X				
	• Use vocabulary from a variety of sources	X	X	X	X	X
	• Use appropriate words to convey intended meaning		X	X	X	X
	• Use content vocabulary across all content areas		X	X	X	X
	• Exhibit voice in writing			X	X	X
	Sentence Fluency					
	• Write a simple sentence	X				
	• Write a variety of simple sentences	X	X			
	• Write complete sentences, varying the types such as compound and complex		X	X	X	X
	• Write a variety of sentence constructions that include the appropriate use of transitional elements			X	X	X
	Conventions					
	• Use correct punctuation, capitalization and spelling	X	X	X	X	X
	• Use standard English sentence structure/syntax	X	X	X	X	X
	• Use parts of speech, contractions, abbreviations, apostrophes and verb tenses correctly	X	X	X	X	X
	• Use paragraph indentation correctly	X	X	X	X	

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Skill Area: Write using a variety of modes with attention to audience and purpose						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.2.3	Use picture story mode to create text	X				
8.2.4	Write informal letters, thank you notes, memos, journals, learning logs, poems, etc.	X	X	X	X	X
	Write a summary in response to oral or read material	X	X	X	X	X
	Write a report on a single topic		X	X	X	X
	Use writing to give directions in sequence		X	X	X	X
	Write a descriptive paragraph		X	X	X	X
	Write a narrative paragraph with a beginning, middle and end		X	X	X	X
	Complete applications/forms		X	X	X	X
	Write an expository paragraph including main idea and points of support using cause/effect, problem/solution and/or compare/contrast			X	X	X
	Write a persuasive paragraph with at least two supporting ideas				X	X
	Compose a formal letter			X	X	X
	Take notes in content classes			X	X	X

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Skill Area: Use appropriate learning strategies to construct and apply academic knowledge						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.1.2	Use Sources to Write					
8.2.5	<ul style="list-style-type: none"> Use resources to find correct spellings, synonyms and replacement words 	X	X	X	X	X
	<ul style="list-style-type: none"> Use a source to write a simple informative paper 	X	X	X		
	<ul style="list-style-type: none"> Use a source to write a paragraph 		X	X	X	X
	<ul style="list-style-type: none"> Use multiple sources to collect information and take notes to write a paper 			X	X	X
	Strategies					
	<ul style="list-style-type: none"> Use graphic organizers to organize information with teacher support 	X	X			
	<ul style="list-style-type: none"> Use graphic organizers to organize information independently 		X	X	X	X
	<ul style="list-style-type: none"> Paraphrase information in written form 		X	X	X	X
	<ul style="list-style-type: none"> Summarize information in written form 		X	X	X	X
	<ul style="list-style-type: none"> Use note-taking strategies and/or outlines to organize information 		X	X	X	X
	Pre-Write					
	<ul style="list-style-type: none"> Generate, organize and sequence ideas through drawing, brainstorming, and visuals with teacher support 	X	X			
	<ul style="list-style-type: none"> Generate, organize and sequence through drawing, brainstorming, and visuals independently 		X	X	X	X
	<ul style="list-style-type: none"> Use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write 		X	X	X	X
	<ul style="list-style-type: none"> Develop a plan before writing 		X	X	X	X

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Skill Area: Use appropriate learning strategies to construct and apply academic knowledge						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
	Revise and edit					
	• Revise writing through adding, elaborating and deleting text with teacher support	X	X	X	X	X
	• Revise writing through adding, elaborating and deleting text independently			X	X	X
	• Edit writing for basic grammar and conventions including spelling, punctuation and capitalization with teacher support	X	X	X	X	X
	• Edit writing for basic grammar and conventions including spelling, punctuation and capitalization independently			X	X	X
	Publish					
	• Produce a quality final product	X	X	X	X	X

X: The skill is taught at this level of proficiency

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Grade Cluster: 9-12

Language Domain: Listening

Skill Area: Follow simple and complex directions						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
N/A	Follow simple oral directions to complete a task	X	X			
	Respond appropriately to directions and questions	X	X	X	X	X
	Follow two-step oral directions to complete a task	X	X	X		
	Follow multi-step directions in sequence to complete a task		X	X	X	
	Restate and execute multi-step directions		X	X	X	X

Skill Area: Understand meaning of short utterances						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
N/A	Understand words, phrases and /or sentences with basic grammatical forms	X	X			
	Understand basic structures, expressions, and vocabulary within the school environment, such as greetings, questions and directions	X	X	X		
	Understand figurative language, multiple meanings and idiomatic expressions by responding to such expression appropriately			X	X	X

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Skill Area: Identify major ideas from an excerpt of speech						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
N/A	Identify main points of simple conversations	X	X			
	Use active listening comprehension in a variety of situations such as following directions, responding to requests and listening for specific purposes	X	X	X		
	Listen to and extract meaning from a variety of media such as audiotape, video and CD-ROM across the curriculum	X	X	X	X	X
	Listen responsively to and demonstrate comprehension of a variety of genres	X	X	X	X	X
	Demonstrate comprehension of oral presentations, interviews and instructions	X	X	X	X	X

Skill Area: Identify speaker attitude/point of view						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
N/A	Listen to spoken messages to interpret and evaluate purpose and point of view	X	X	X	X	X
	Understand verbal and non-verbal cues	X	X	X		
	Understand how language choice and delivery affect the tone of the message	X	X	X		
	Evaluate a spoken message in terms of its content, credibility and delivery		X	X	X	X
	Identify the main ideas, points of view and fact/fiction/opinion in media			X	X	X

Skill Area: Identify speaker attitude/point of view						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
N/A	Listen to stories/information and identify key details and concepts across the curriculum	X	X	X		
	Listen to a variety of media messages and identify supporting details		X	X	X	X
	Listen and respond appropriately to presentations and performances such as, essays, narratives and poetry		X	X	X	X

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Skill Area: Identify meaning of content vocabulary						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
N/A	Use knowledge of vocabulary to understand the speaker's message	X	X	X	X	
	Listen for key phrases to interpret the speaker's message		X	X	X	X

Skill Area: Make inferences/predictions						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
N/A	Interpret speaker's messages, purposes and point of view	X	X	X	X	X
	Make predictions based on oral prompt	X	X	X	X	X

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Grade Cluster: 9-12

Language Domain: Speaking and Oral Communication

Skill Area: Focus on content, style, purpose, and audience appropriateness						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
12.2.1	Vocabulary					
	• Reproduce basic words and phrases	X				
	• Use developmentally appropriate vocabulary	X	X	X	X	X
	• Use survival vocabulary and phrases for school, class, home and personal information	X	X			
	• Use informal, standard, academic and technical language effectively			X	X	X
12.3.1	Directions					
	• Restate and execute simple directions	X	X			
	• Restate and execute multi-step directions		X	X		
	• Give simple directions to complete a task	X	X	X		
	• Give multi-step directions to complete a task		X	X	X	X
	• Share ideas and information to complete a task	X	X	X	X	X
	Functional Needs					
	• Communicate needs, wants, ideas and feelings	X	X	X	X	X
	• Ask and answer simple questions with one or two-word expressions	X	X			
	• Use common social greetings and simple repetitive phrases	X	X			
• Ask and give information such as address, name, age and nationality	X	X				

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Skill Area: Focus on content, style, purpose, and audience appropriateness (continued)						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
12.2.5	Conversational Skills					
12.3.1	• Retell familiar stories and participate in short conversations	X	X	X		
12.3.2	• Recount experiences and tell stories that move through a logical sequence	X	X	X		
	• Converse on simple topics using complete sentences	X	X	X		
	• Ask and answer questions using sentences or phrases to gather and provide information	X	X	X	X	X
	• Use clear, concise, organized language in speaking situations		X	X	X	X
	• Adapt spoken language such as word choice, diction, and usage to the audience, purpose and occasion.		X	X	X	X
12.1.1	Academic Skills					
12.1.3	• Produce basic academic language such as alphabet, numbers, colors, etc	X	X			
12.1.4						
12.3.1	• Respond to factual questions about texts.	X	X	X	X	X
12.3.2	• Present ideas and supporting details in a logical sequence with beginning, middle and ending.		X	X	X	X
	• Ask appropriate questions	X	X	X	X	X
	• Respond to questions with relevant details	X	X	X	X	X
	• Demonstrate effective communication skills such as interviewing, reporting, requesting and providing information.			X	X	X
12.3.1	Form					
12.3.2	• Articulate sounds and intonation patterns	X	X			
	• Say initial, final or vowel sounds	X				
	• Separate and blend sounds to produce words and phrases	X				
	• Adapt tone, word choice, volume and eye contact to audience	X	X	X	X	X
	• Use English to be understood when speaking even though standard usage may be inconsistent	X	X			
	• Speak clearly at an understandable pace		X	X	X	
	• Gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences and correct tenses	X	X	X	X	X

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Grade Cluster: 9-12

Language Domain: Reading

Skill Area: Demonstrate early reading skills						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.1.1	Decoding Skills					
8.1.6	<ul style="list-style-type: none"> • Demonstrate initial print awareness • Name and identify each letter and sound of the alphabet • Know the difference between capital and lower case letters. • Recognize that there are correct spellings for words • Read high frequency words • Read word families • Identify multiple-syllabic words by using common syllable patterns • Use knowledge of spelling patterns to read, i.e. diphthongs, special vowel spellings, consonant blends, digraphs and r-controlled letter sounds 	X				
	Study Skills					
	<ul style="list-style-type: none"> • Identify the parts of a book • Alphabetize words to the second and third letter 	X	X			
	Comprehension					
	<ul style="list-style-type: none"> • Read and understand simple vocabulary, phrases, sentences and paragraphs independently • Use pictures, prior knowledge and context clues to understand text • Use context clues to determine word meaning of unfamiliar words • Use knowledge of prefixes, suffixes, antonyms and synonyms to understand unfamiliar words 	X	X	X		
		X	X	X	X	X
		X	X	X	X	X
			X	X	X	X

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Skill Area: Demonstrate early reading skills (continued)						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.1.1	Word Analysis					
8.1.6	• Read compound words		X	X		
12.1	• Read contractions	X	X	X		
	• Identify parts of speech appropriate to language level	X	X	X	X	X
	• Use structural cues to recognize words formed from base words, using inflections such as –s, –es, –ed and –ing	X	X			
	• Identify and correctly use regular plurals and irregular plurals	X	X	X		
	• Recognize abbreviations	X	X	X		
	• Use knowledge of affixes, roots and vocabulary to interpret the meaning of words in content area texts		X	X	X	X
	Text Analysis					
	• Use pictures, lists and charts to identify the characteristics of three different forms of literature: fiction, non-fiction and poetry		X	X		
	• Use illustrations, diagrams, simple graphs and charts to evaluate information and form conclusions		X	X		
	• Use pictures, lists, charts and tables to identify the factual components to compare and contrast patterns in information materials, newspapers and magazines		X	X		

Skill Area: Following instructions						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.1.7	Read and follow a simple direction to complete a task	X				
	Read and follow two-step directions to complete a task		X	X		
	Read and follow multi-step directions to complete a task			X	X	X

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Skill Area: Analyze style and form						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
12.1.3	Read/recite short poems, rhymes, and songs	X	X			
	Identify patterns in text, such as rhyming and repetition	X				
	Identify some significant structural patterns in text, such as sequence/chronological order, and cause/effect		X	X	X	
	Identify characteristics of different types of fiction, i.e. legend, short story, novels, non-fiction, biography and poetry		X	X	X	X
	Distinguish between fact and opinion		X	X	X	X

Skill Area: Identify meaning of important vocabulary						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
4.1.2	Define vocabulary from text	X	X	X	X	X
4.1.6	Comprehend grade appropriate vocabulary in the content areas		X	X	X	X
12.1.3	Understand and identify a variety of literary terms and devices		X	X	X	X
	Identify and use homophones and homographs to understand text			X	X	X
	Recognize simple analogies, metaphors, idioms and similes			X	X	X

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Skill Area: Identify main idea, purpose of text and important supporting ideas						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
12.1.1	Identify the main idea of text	X	X	X	X	
12.1.3	Identify the story elements: characters, setting, plot and theme	X	X	X	X	
12.1.4	Demonstrate comprehension by recalling details and drawing conclusions		X	X	X	X
12.1.5						
12.1.6	Ask questions to gain understanding of important information in a text	X	X	X		
12.1.7						
12.1.8	Generate and respond to comprehension questions related to the text		X	X	X	X
	Evaluate information and form conclusions from text	X	X	X	X	X
	Draw inferences such as conclusions or generalizations and support them with details from text, both fiction and non-fiction		X	X	X	
	Understand the role of characters, setting and events		X	X		
	Connect, compare, and contrast ideas, themes, characters and issues across text			X	X	X
	Analyze how conflicts are resolved			X	X	X
	Identify point of view			X	X	X
	Analyze texts for bias and use of common persuasive techniques			X	X	X
	Recognize shared characteristics of cultures, themes and connections that cross cultures in literary work			X	X	X

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Skill Area: To use English to achieve academically in all content areas						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
12.1.1	Identify and use homophones and homographs to understand text		X	X	X	X
12.1.3	Recognize simple analogies, metaphors, idioms and similes in literature and content areas			X	X	X
	Use pictures, lists and charts to comprehend texts across the curriculum	X	X	X	X	X
	Use illustrations, diagrams, simple graphs and charts to evaluate information and form conclusions		X	X	X	X
	Determine meaning of content vocabulary through the use of text	X	X	X	X	X

Skill Area: Read for research purposes						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
8.1.2	Use visuals and print to gather information and answer questions	X	X	X	X	X
12.1.1						
12.1.2	Use multiple resources such as technology, dictionaries and encyclopedias to locate information		X	X	X	X
12.1.5						
12.1.7	Interpret graphic sources such as charts, graphs and maps to obtain information	X	X	X	X	X

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Skill Area: Make inferences, predictions and conclusions						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
	Read information to form conclusions		X	X	X	X
	Draw inferences such as conclusions or generalizations and support them with details from text, both fiction and non-fiction		X	X	X	X
	Connect, compare and contrast ideas, themes, characters and issues across text			X	X	X
	Analyze how conflicts are resolved			X	X	
	Identify point of view			X	X	X
	Analyze texts for bias and use of common persuasive techniques			X	X	X
	Recognize shared characteristics of cultures, themes and connections that cross cultures in literary works			X	X	X
	Define impact of work on the reader				X	X
	Identify and analyze author's message			X	X	X

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Grade Cluster: 9-12

Language Domain: Writing

Skill Area: Write using concepts of print						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
1.1.2	Print upper and lower case letters and numbers in manuscript	X				
1.1.3	Write messages from left to right and top to bottom on the page	X				
	Write using return sweep	X				
	Write his/her name	X				
	Organize letters to form words	X				
	Use phonetic cues in writing	X				
	Copy words correctly	X				
	Use appropriate spaces between letters and words	X				
	Write upper and lower case letters in cursive	X				

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Skill Area: Use the writing process						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
12.2.1	Pre-write					
12.2.2	• Generate, organize and sequence ideas through drawing, brainstorming and visuals with teacher support	X	X			
12.2.3	• Generate, organize and sequence ideas through drawing, brainstorming and visuals independently		X	X	X	X
	• Use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information and to prepare to write	X	X	X	X	X
	• Develop a plan before writing		X	X	X	X
	Draft					
	• Use simple sentences to create a draft	X	X			
	• Organize sentences into paragraph form	X	X	X		
	• Use multiple paragraphs to organize writing		X	X	X	X
	Revise and Edit					
	• Revise writing through adding, elaborating, deleting, combining and rearranging text with teacher support		X	X	X	
	• Revise writing through adding, elaborating, deleting, combining and rearranging text independently		X	X	X	X
	• Edit for basic conventions such as spelling, punctuation and capitalization with teacher support	X	X			
	• Edit for basic conventions such as spelling, punctuation and capitalization independently	X	X	X	X	X
	• Edit writing for standard grammar and usage including: subject-verb agreement; pronoun agreement, preposition usage, word derivation and appropriate verb tenses in final drafts with teacher support	X	X	X	X	X
	Publish					
	• Produce a quality final product	X	X	X	X	X

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Skill Area: Write using characteristics of effective writing						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
12.2.1	Ideas					
12.2.2	• Write patterned or simple sentence on any given topic	X				
	• Write multiple sentences on any given topic	X	X	X		
	• Write a cohesive paragraph on any given topic	X	X	X	X	
	• Write multiple paragraphs on any given topic		X	X	X	X
	Organization					
	• Write a series of sentences that resemble a paragraph	X				
	• Write a cohesive paragraph with a main idea, supporting details and a concluding sentence	X	X	X	X	
	• Write multiple paragraphs that attempt use of transitions		X	X		
	• Write multiple paragraphs that are clearly connected through the effective use of transitions			X	X	X
	Word Choice and Voice					
	• Use survival vocabulary, environmental print and/or high frequency words	X				
	• Use vocabulary from a variety of sources	X	X	X	X	X
	• Use appropriate words to convey intended meaning	X	X	X	X	X
	• Use content vocabulary		X	X	X	X
	• Exhibit voice in writing		X	X	X	X
	Sentence Fluency					
	• Write a simple sentence	X				
	• Write a variety of simple sentences	X	X			
	• Write complete sentences, varying the types such as compound and complex		X	X	X	X
	• Write a variety of sentence constructions that include the appropriate use of transitional elements			X	X	X
	Conventions					
	• Use correct punctuation, capitalization, and spelling	X	X	X	X	X
	• Use standard English sentence structure/syntax	X	X	X	X	X
	• Use parts of speech, contractions, abbreviations, apostrophes, and verb tenses	X	X	X	X	X
	• Use paragraph indentation correctly	X	X	X		

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Skill Area: Write using a variety of modes with attention to audience and purpose						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
12.2.1	Use picture story mode to create text	X				
12.2.2	Write informal letters, thank you notes, memos, journals, learning logs, poems, etc.	X	X	X	X	X
12.2.4	Write a summary in response to oral or read material	X	X	X	X	X
	Write a report on a single topic		X	X	X	X
	Use writing to give directions in sequence		X	X	X	X
	Write a descriptive paragraph	X	X	X	X	X
	Write a narrative paragraph with a beginning, middle and end	X	X	X	X	X
	Write an expository paragraph including main idea and points of support using cause/effect, problem/solution and/or compare/contrast		X	X	X	X
	Write a persuasive paragraph with at least two supporting ideas			X	X	X
	Complete applications/forms	X	X	X	X	X
	Compose a formal letter and job related documents			X	X	X
	Take notes in content classes			X	X	X

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Skill Area: Use appropriate learning strategies to construct and apply academic knowledge						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
12.1.2	Use Sources to Write					
12.2.2	• Use resources to find correct spellings, synonyms, and replacement words	X	X	X	X	X
12.2.3						
12.2.5	• Use a source to write a simple informative paper	X	X			
	• Use a source to write a paragraph		X	X	X	X
	• Use multiple sources to collect information and take notes to write a paper			X	X	X
	Strategies					
	• Use graphic organizers to organize information with teacher support	X	X			
	• Use graphic organizers to organize information independently		X	X	X	X
	• Paraphrase information in written form		X	X	X	X
	• Summarize information in written form		X	X	X	X
	• Use note-taking strategies and/or outlines to organize information		X	X	X	X
	Pre-Write					
	• Generate, organize and sequence ideas through drawing, brainstorming and visuals with teacher support	X	X			
	• Generate, organize and sequence through drawing, brainstorming and visuals independently			X	X	X
	• Use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write		X	X	X	X
	• Develop a plan before writing		X	X	X	X

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Skill Area: Use appropriate learning strategies to construct and apply academic knowledge (continued)						
Language Arts Standards	Example Indicators	Proficiency Levels				
		1	2	3	4	5
12.1.2	Revise and edit					
12.2.2	• Revise writing through adding, elaborating, and deleting text with teacher support	X	X	X	X	X
12.2.3	• Edit writing for basic grammar and conventions with teacher support	X	X	X	X	X
12.2.5	• Edit writing for basic grammar and conventions independently			X	X	X
	• Edit for basic conventions of English including spelling, punctuation and capitalization with teacher support	X	X	X	X	X
	Publish					
	• Produce a quality final product	X	X	X	X	X

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Students With Limited Formal Schooling

Limited Formal Schooling (LFS)

As used in this document, this is a limited English proficient student who is in 4th grade and above according to age/grade placement with limited literacy skills in any language. However, districts can establish their own definition of LFS students according to their own specific needs.

Students with limited formal schooling (LFS) are generally recent arrivals to the United States, whose backgrounds differ significantly from the school environment they are entering. 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 some of the following characteristics:

- *Pre- or semi- literacy in a native language*
- *Minimal understanding of the function of literacy*
- *Performance significantly below grade level*
- *A lack of awareness of the organization and culture of school*

(Taken from “ESL Standards for Pre-K – 12 Students,” TESOL).

Identification of LFS Students

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

- Parent survey
- Last grade completed in native country
- Native language writing sample
- Language proficiency assessment
- Math assessment

If these measures indicate a student has limited formal schooling, according to the definition provided above, begin with the English language proficiency guidelines developed specifically for LFS students. Students will be held accountable for the LFS Guidelines as well as the appropriate language proficiency guidelines.

Grade Cluster: Limited Formal Schooling (Grades 4-12)

Language Domain: Reading, Writing, Math, and Speaking/Listening

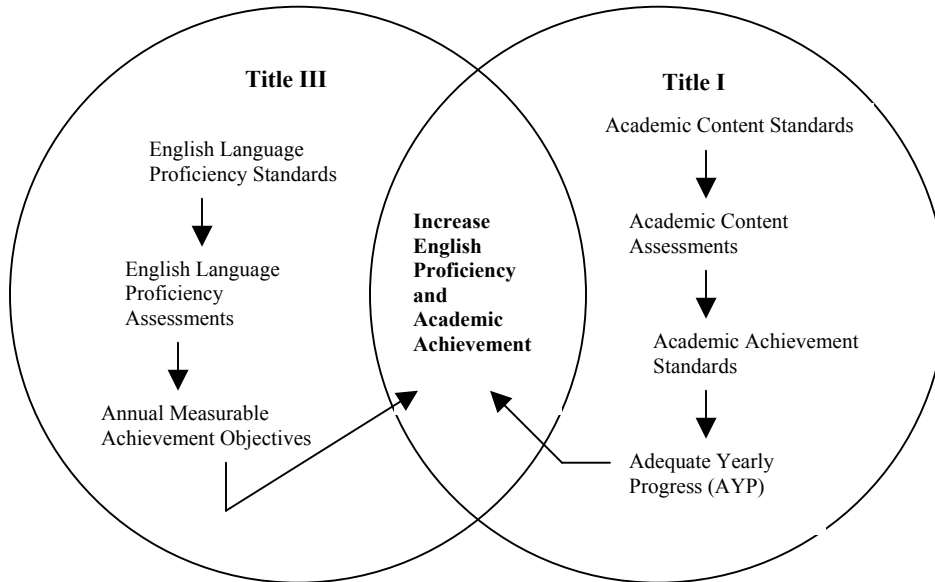
Skill Area: Early Literacy Readiness Skills	
Example Indicators	
Reading Readiness	
• Recognize environmental print	
• Begin to choose own reading materials	
• Recognize own name in print	
• Hold a book and turn pages correctly	
• Can indicate front and back parts of the book	
• Respond to illustrations in book	
• Participate in group reading	
• Begin to make predications	
• Begin to make connections to own experiences	
• Memorize pattern books, songs, poems, and familiar books	
• Understand print conveys meaning	
• Begin to read environmental print	
• Read using one-to-one correspondence (match finger to words being read)	
• Follow top to bottom, left to right, and front to back	
• Know letter names	
• Know letter sounds	
• Begin to read basic sight words	
• Read books with simple patterns	
• Can identify title, author, and illustrator	
• Begin to read own writing	
• Read simple early readers	
Writing Readiness	
• Rely on pictures to convey meaning	
• Begin to label and adds words	
• Demonstrate that print conveys meaning	
• Write recognizable letters to represent words	
• Tell about own pictures and writing	
• Write top to bottom, left to right	
• Begin to demonstrate understanding of letter/sound relationship	
• Copy letters and words from a model (Environmental print)	
• Print upper/lower case letters legibly	
• Use beginning consonants to make words	
• Use beginning and ending consonants to make words	
• Use beginning, middle, and ending sounds to make words	
• Write using invented spelling	

Writing Continued
<ul style="list-style-type: none"> • Write names and familiar words
<ul style="list-style-type: none"> • Begin to use proper spacing between letters and words
<ul style="list-style-type: none"> • Begin to write recognizable short sentences
<ul style="list-style-type: none"> • Begin to use simple punctuation in writing such as, capital letters and periods
<ul style="list-style-type: none"> • Begin to read own writing
Math Readiness*
*Students can demonstrate math readiness in English or native language.
<ul style="list-style-type: none"> • Distinguish between numerals and letters
<ul style="list-style-type: none"> • Count orally to 10
<ul style="list-style-type: none"> • Say, read and write numbers to 20
<ul style="list-style-type: none"> • Say, read and write numbers to 100
<ul style="list-style-type: none"> • Count objects to 10 (Make one-to-one correspondence)
<ul style="list-style-type: none"> • Count objects to 20 (Make one-to-one correspondence)
<ul style="list-style-type: none"> • Count objects to 100 (Make one-to-one correspondence)
<ul style="list-style-type: none"> • Count backwards from 20
<ul style="list-style-type: none"> • Understand part to relationships
<ul style="list-style-type: none"> • Relate money to buying
<ul style="list-style-type: none"> • Recognize currency
<ul style="list-style-type: none"> • Begin to relate time to personal life, such as calendar and clock
<ul style="list-style-type: none"> • Sort objects according to size, shape and color
<ul style="list-style-type: none"> • Recognize patterns in the environment
<ul style="list-style-type: none"> • Use measurement for comparison such as, more/less, bigger/smaller
<ul style="list-style-type: none"> • Count to 10 by 2's, 20 by 5's and 100 by 10's
<ul style="list-style-type: none"> • Add and subtract by manipulating objects
<ul style="list-style-type: none"> • Use time vocabulary such as, seasons, months, hours, and minutes
<ul style="list-style-type: none"> • Identify shapes
<ul style="list-style-type: none"> • Interpret developmentally appropriate math symbols (+,-,x,=)
Speaking and Listening
<ul style="list-style-type: none"> • Phonological awareness
<ul style="list-style-type: none"> • Divide words into individual phonemes (sounds)
<ul style="list-style-type: none"> • Divide spoken sentence into individual words
<ul style="list-style-type: none"> • Distinguish rhyming words from non-rhyming words
<ul style="list-style-type: none"> • Produce rhyming words
<ul style="list-style-type: none"> • Identify and isolate the initial and final sound of a spoken word
<ul style="list-style-type: none"> • Add delete or change sounds to change words such as, cow to how
<ul style="list-style-type: none"> • Blend sounds to make words

Frequently Asked Questions

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

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



2. What is the relationship between English language proficiency standards, English language proficiency annual measurable achievement objectives, and English language proficiency assessments?

The “K-12 Guidelines for English Language Proficiency” are linked to the Nebraska Language Arts Standards. The annual measurable achievement objectives for English language proficiency, required under Title III, will serve as targets for the achievement of these Guidelines. English language proficiency assessments must be aligned with the Guidelines and provide a means of demonstrating progress towards meeting the annual measurable achievement objectives.

3. How do the “K-12 Guidelines for English Language Learners” differ from English Language Arts Standards Proficiency levels?

The “K-12 Guidelines for English Language Learners” define ELL students’ English language proficiency levels in the form of descriptions in the domains of listening, speaking, reading, and writing. These Guidelines define proficiency levels that will help ELL students acquire the English language skills necessary to attain the standards described in the English Language Arts Standards.

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

All teachers in a school district are responsible for ensuring that students meet state content standards (LEARNS). The “Guidelines for English Language Learners” are currently linked to the Language Arts and Math standards. Eventually, they will also be linked to the Science standards.

In addition, school districts are accountable for meeting Adequate Yearly Progress (AYP) as defined under No Child Left Behind. Districts will disaggregate this data not only by racial/ethnic group, but also by English language learner status. It is critical that districts develop an integrated plan to help ELL students meet both language and content standards.

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

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

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

5. *What is the difference between a transitioned and monitored student?*

A transitioned student is an English language learner who performs with an advanced degree of language proficiency but may not have met the district language assessments and/or district exit criteria.

A monitored student is one who has met the district exit criteria but is formally monitored and reviewed to ensure that they are successful in the content area classrooms. This is a process required by the Office for Civil Rights under Title VI of the Civil Rights Act.

Generally speaking, a student on “monitor status” is not classified as Limited English Proficient while a student who is classified as in “transition” still meets the definition of a LEP student.

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

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

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

This student may be one with Limited Formal Schooling (LFS). Please refer to the section of these Guidelines that provide information on these students and the sample indicators.

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

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

- ELL/bilingual teachers in your district and throughout Nebraska. Many districts are willing to provide ideas and resources on developing programs to serve the students.
- Educational Service Units
- Nebraska Department of Education
 - Title III (ESL/Bilingual Education) Office – 402.471.2477
 - Migrant Education Office – 402.471.3440
- Midwest Equity Assistance Center, Kansas State University – 912.532.6408
- Region VII Comprehensive Assistance Center, University of Oklahoma – 405.325.1729 or 800.228.1766
- Web Resources
 - National Clearinghouse for English Language Acquisition - www.ncele.gwu.edu
 - NDE Title III Office – www.nde.state.ne.us/NATLORIGIN
 - NDE Migrant Office – www.nebraskamep.org
 - English Language Learner KnowledgeBase – www.helpforschools.com
 - Office of English Language Acquisition (OELA), U.S. Department of Education – www.ed.gov/offices/OELA

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GLOSSARY

- **AMAOs** – Annual Measurable Achievement Objectives – Under Title III, AMAOs are state-defined achievement targets that will be used to evaluate the effectiveness of language instructional programs. These targets determine if ELL students are making progress in learning English in the domains of listening, speaking, reading, and writing.
- **AYP** – Adequate Yearly progress – Individual state’s measures of yearly progress toward achieving state academic standards. It sets minimum level of improvement that states, school districts and schools must achieve each year. This data will be disaggregated for ELL students and is required under Title I.
- **BICS/CALP**
 - *BICS* – Basic Interpersonal Communication Skills: The language used for conversation by students; often referred to as “playground English.” Students can become fluent in BICS in 2-3 years.
 - *CALP* – Cognitive Academic Language Proficiency: The language needed for the content area classroom. It often takes students 5-7 years to acquire CALP.
- **ELL** – English Language Learner: Students whose first language is not English and who are in the process of learning English. This term is often used interchangeably with LEP or Limited English Proficient.
- **ESL** – English as a Second Language: An educational approach specifically designed to teach English to ELL students.
- **LEP** – Limited English Proficient: A student who has a first language other than English and has difficulty speaking, listening, speaking, and writing to allow them to function in the content classroom and meet state content standards.
- **LFS** – Limited Formal Schooling: A student who is in 4th grade and above according to age/grade placement with limited literacy skills in any language.
- **LEARNS** – “Leading Educational Achievement through Rigorous Nebraska Standards”: Nebraska academic content standards for reading, writing, mathematics, science, social studies and history.
- **Monitoring** – Students who have met district exit criteria but are formally monitored/reviewed to ensure that they are successful in the content area classroom.
- **NCLB** – No Child Left Behind: The act authorized by Congress to and signed by President Bush in January 2002. This law is the education reform plan of the Elementary and Secondary Education Act. (ESEA).
- **Native language proficiency** – The ability of a student to speak, read, write, and understand their native or home language.
- **OCR** – Office of Civil Rights: A government agency that provides technical assistance and monitors compliance with all Federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the U.S. Department of Education.
- **Primary language** – The language in which bilingual speakers are most fluent, or which they prefer to use. This is not necessarily the first language learned.
- **STARS** – “School-based, Teacher-led Assessment and Reporting System”: The Nebraska Assessment system that uses locally designed assessment in combination with national tests and a statewide writing assessment to determine the performance of students on the academic content standards.

- **TESOL** – Teachers of English to Speakers of Other Languages: A national professional organization that has developed national ESL standards for Pre-Kindergarten through 12th Grade.
- **Title III** – Authorized under NCLB, this Title is formula funded and based on the number of LEP students in a state/district. The focus is on assisting school districts in teaching English to LEP students and in helping these students meet challenging State standards.
- **Transition-** Students who perform with an advanced degree of language proficiency but may not have passed the district language assessments and/or met the district exit criteria.

Rule 10 Appendices

- **Reading/Writing Standards**
- **Math Standards**