



New Mexico English Language Development Standards

Bilingual Multicultural Education Unit
New Mexico State Department of Education
January 01,2004

New Mexico English Language Development
Curriculum Framework

Introduction

Schools throughout New Mexico are challenged to meet the academic and linguistic needs of English Language Learners (ELL). New Mexico classrooms serve the highest percentage of Hispanic students in the nation and, after Alaska, the second highest percentage of Native American students. In addition to Spanish, there are eight different indigenous languages spoken in New Mexico, some of which are oral languages only. Consistently, many students bring to their classrooms linguistic structures and cultures that are fundamentally different from a standard English-speaking tradition.

While the public school system of New Mexico has taken steps to improve student performance, there are still significant numbers of students who are not performing to expected standards. When test results and other accountability data are disaggregated by ethnicity, larger numbers of both Hispanic and Native American students are found to regularly perform below Anglo students. New Mexico is committed to providing a quality education for all students, including academically and linguistically appropriate instruction. In this commitment, the New Mexico Public Education Department (PED) provides districts with content standards and assessment tools to help meet the needs of their diverse student population.

The diversity that students bring to our public schools is also reflected in the varying degrees of English language proficiency that these children bring to the classroom. Approximately 20% (62,393) of New Mexico's K-12 students are English Language Learners (New Mexico State Department of Education, *ADS 40th Day Report*, 2002). This term refers to non-native English speakers who are learning English. It is critical to the future of these children and the future of our state that, as a part of their public school education, they acquire language and literacy skills (i.e., "fluency") in both English and their home language.

To be sure, English Language Learners must have full access to challenging curriculum and must achieve to the same high level in the content areas as native English speakers. The proper assessment and placement of English Language Learners and the degree of knowledge that the instructor has about first and second language acquisition are important considerations for an English Language Development program. A student's linguistic competency should not be confused with his or her cognitive ability. A beginning English Language Learner is capable of high-level abstract concepts. A lack of English proficiency may limit the student's ability to articulate this knowledge. Teachers need to be aware that the student may have a conceptual framework in place, and therefore must be assisted and challenged at an age-appropriate level while acquiring the English language. All teachers, including content area specialists, must be aware of the importance of language in relation to their disciplines.

This document provides the language infrastructure necessary to enable New Mexico students to access the *New Mexico Content Standards, Benchmarks and Performance Standards* by integrating language development, culture and diversity into the curriculum. This is not intended to be an isolated document, but rather a companion piece to the existing Language Arts standards.

Specifically, English Language Development (ELD) Instructional Strategies are a necessary foundation to the *New Mexico Language Arts Content Standards and Benchmarks*, which are used to guide language instruction for K-12 students. The English Language Learner population falls into three basic categories:

- (1) students whose primary or home language is other than English, including recent immigrants;
- (2) students from heritage language groups needing enrichment and further development of academic English, some of whom maintain degrees of fluency in their heritage language; and
- (3) any other students needing enrichment and further development of academic English.

The New Mexico ELD Instructional Strategies differentiate five general levels of English language proficiency, ranging from Beginning to Advanced for reading, writing, listening and speaking. Assessment of comprehension will be derived through the analysis of reading and listening assessments. Performance standards are provided for each category and applied to the three-strand framework of the *New Mexico Language Arts Content Standards, Benchmarks and Performance Standards*. These strands are:

- Writing and Speaking for Expression;
- Reading and Listening for Comprehension; and
- Literature and Media to develop an understanding of people, societies and the self.

The following chart is a tool developed to assist teachers in understanding the various levels of English proficiency. It is not intended to serve as an assessment tool, but rather to demonstrate the highly interdependent nature of English language development across the curriculum. Language acquisition, for one's first or second language, is dynamic and constantly changing over time, with learners moving through developmental stages and gradually growing in proficiency. Individual learners move through these stages at variable rates, which are influenced by multiple factors, including: an individual's educational background, cultural and/or heritage language background, learning style, cognitive style, motivation, and/or personality. Indeed, language development is an individual process, and the characteristics listed on the chart are indicators of proficiency, and are not necessarily sequential or absolute. For this reason, students may demonstrate differing abilities in literacy levels across the curriculum. For example, they may demonstrate characteristics of the Advanced Level in listening, while demonstrating characteristics of the Intermediate Level in speaking.

CHARACTERISTICS OF ENGLISH PROFICIENCY LEVELS

English Proficiency Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Listening	<ul style="list-style-type: none"> • Understands no spoken English. • Progresses to understanding simple questions and statements with a strong reliance on graphic stimuli. 	<ul style="list-style-type: none"> ▪ Demonstrates an understanding of simple and familiar conversations, questions, and statements when spoken at normal speeds. ▪ Restates information for clarification. 	<ul style="list-style-type: none"> • Demonstrates an understanding of informal conversation. • Comprehends lectures on familiar subjects conducted at normal speeds of discourse. 	<ul style="list-style-type: none"> ▪ Understands most conversations and lectures on familiar topics at a normal speed of discourse. 	<ul style="list-style-type: none"> • Understands both social and academic language without difficulty.
Speaking	<ul style="list-style-type: none"> ▪ Progresses from expressing non-verbally to expressing the most basic and routine needs. ▪ Asks and answers questions on very familiar topics. 	<ul style="list-style-type: none"> • Shows more confidence, but still encounters difficulty with everyday conversations. ▪ Handles some academic language tasks but still needs assistance. 	<ul style="list-style-type: none"> • Develops social and academic languages, yet participation in such conversations is hesitant due to errors in idiom or structure. 	<ul style="list-style-type: none"> ▪ Demonstrates the ability to speak the language in most situations. ▪ Produces an occasional error in idiom or structure. 	<ul style="list-style-type: none"> • Uses both social and academic language with a high degree of fluency.
Reading	<ul style="list-style-type: none"> ▪ Reads and understands simple text ranging from a non-English reader to a simple text in English. ▪ Uses vocabulary that is basic and limited. ▪ Rereads and checks for meaning but details are often missed. 	<ul style="list-style-type: none"> ▪ Comprehends simple, basic, familiar material. ▪ Reads more complex material several times and is able to understand new vocabulary if introduced in a highly contextual manner. 	<ul style="list-style-type: none"> • Reads simple and familiar material. • Reads facts, but inferred meaning is usually misunderstood. 	<ul style="list-style-type: none"> ▪ Comprehends most factual information. • Reads for information and description. ▪ Divides the text into main ideas and sub-categories. 	<ul style="list-style-type: none"> • Reads from a variety of written forms, ranging from technical materials to newspaper items. • Acquires new knowledge on unfamiliar topics in areas of a general nature.
Writing	<ul style="list-style-type: none"> ▪ Writes and understands simple text ranging from a non-English text to writes simple text in English. ▪ Recognizes basic and limited vocabulary. ▪ Rereads and checks for meaning; details are included within written text. 	<ul style="list-style-type: none"> • Develops survival skills for writing. • Writes short sentences and paragraphs while demonstrating a developmental understanding of grammar, punctuation, spelling, and use of tenses. • Works inconsistently; accuracy still varies. 	<ul style="list-style-type: none"> ▪ Develops sufficient skills to meet any survival need. • Writes notes and responds to questions on familiar topics by using an already-established repertoire of writing patterns. ▪ Produces past tenses of words at varying degrees of accuracy. 	<ul style="list-style-type: none"> ▪ Writes summaries and other types of correspondence that demonstrate control and knowledge of common conventions. ▪ Produces common errors in spelling and punctuation. ▪ Organizes paragraphs but there still exists some difficulty with writing complex sentences. 	<ul style="list-style-type: none"> • Writes effectively in most situations. • Demonstrates a refined knowledge of spelling, punctuation, and vocabulary. • Writes complex sentences to express ideas clearly.

General Principles of Language Acquisition

A number of general principles derived from current research about the nature of language, language learning and human development, and pedagogy underlie the ESL/ELD Instructional strategies described in this document. These principles are taken from the *National TESOL Standards (TESOL Standards, 1999, p.7)* and are outlined below:

Language is functional. Language learning is a means of communication used by people in multiple and varied social contexts to express themselves, interact with others, learn about the world, and meet their individual and collective needs. What is most important for the English Language Learner is the ability to function effectively in English and through English while learning challenging academic content.

Language varies. It varies according to person, topic, purpose and situation. As competent language users, English Language Learners already use their own language varieties. They must also learn the oral and written language varieties used in schools and in the community at large. What is most important for the English Language Learner is to function effectively in academic environments while retaining native language varieties.

Language learning is cultural learning. Patterns of language usage vary across cultures and reflect differences in values, norms and beliefs about social roles. To learn another language is to learn new norms, behaviors and beliefs that are appropriate to the new culture, and thus to extend one's socio-cultural competence to new environments. Therefore, to add a new language is to add a new culture. If English Language Learners are to attain the same high standards as native English-speaking students, educational programs must be based on acknowledgement of, understanding of, respect for, and valuing of diverse cultural backgrounds. What is important for all language learners is to develop attitudes of additive bilingualism and biculturalism.

Language acquisition is a long-term process. Language acquisition occurs over time, with learners moving through developmental stages and gradually growing in proficiency. Individual learners move through these stages at variable rates. Rates of acquisition are influenced by multiple factors, including an individual's educational background, first language background, learning style, cognitive style, motivation and personality. In addition, socio-cultural factors, such as the influence of the English- or native language-community in the learner's life, may play a role in acquisition. Educational programs must recognize the length of time it takes to acquire the English language skills necessary for success in school. This means that the English Language Learner must be given the time it takes to attain full academic proficiency in English, often from 5 to 7 years.

Language acquisition occurs through meaningful use and interaction. Research in first- and second-language acquisition indicates that language is learned most effectively when it is used in significant and meaningful situations as learners interact with others. Language acquisition takes place as learners engage in activities of a social nature, with opportunities to practice language forms for a variety of communicative purposes. This means that English Language Learners must have multiple opportunities to use English, to interact with others as they study meaningful and intellectually challenging content, and to receive feedback on their language use.

Native language proficiency contributes to second language acquisition. By definition, English Language Learners know and use at least one other language, and they have acquired an intuitive understanding of the general structural and functional characteristics of language. They bring this knowledge to the task of second language learning. Literacy in the native language correlates positively with the acquisition of literacy in a second language. Academic instruction that includes the use of English Language Learners' native language (especially if they are literate in that language) promotes learners' academic achievement while they are acquiring the proficiency needed to benefit fully from instruction through English. For English Language Learners, the most effective environment for second language teaching and learning is one that promotes the English Language Learner's native language and literacy development as a foundation for English language and academic development.

Bilingualism is an individual and societal asset. Acquisition of two languages simultaneously is a common and normal developmental phenomenon, and acquisition of a second (or third) language can confer certain cognitive and linguistic advantages on the individual. To realize these benefits, advanced levels of proficiency in both languages are necessary. The most effective educational environments for English Language Learners are those that promote the continued development of learners' primary language for both academic and social purposes.

NEW MEXICO ENGLISH LANGUAGE DEVELOPMENT INSTRUCTIONAL STRATEGIES

Reading and Listening for Comprehension
CONTENT STANDARD I: Students will apply strategies and skills to comprehend information that is read, heard or viewed.
K-5 Benchmark I-A: Listen to, read, react to, and retell information.

Level	ELD Language Arts Alignment Designed for English Language Learners (ELL students)
B	<p>Listen to stories read aloud. Repeat familiar rhymes, songs, and simple stories. Use pictures to comprehend text, and to associate text to prior knowledge.</p> <p>Recognize some sound/symbol relationships and make connections to L1. Preview and read simple or familiar books. Respond nonverbally or verbally in L1 and/or L2 to what is heard.</p> <p>Repeat words and phrases when asked or as verbal practice. Use non-verbal gestures or body language to participate in experiences.</p> <p>Demonstrate alternative ways to indicate comprehension such as artistic expression, responding in L1, code switching, role-playing, using gestures, etc. With scaffolding, begin to retell familiar stories and participate in short conversations.</p> <p>Respond to simple stories read to student using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</p> <p>Respond orally and/or non-verbally to stories read to the student, by answering factual comprehension questions using appropriate gestures, expressions, illustrative objects and or one- or two-word responses.</p> <p>Identify the basic sequence of events in stories read to the student, using key words or pictures.</p>

B = Beginning EA = Early Advanced
EI = Early Intermediate A = Advanced
I = Intermediate

B	<p>Respond orally to stories read to the student by answering factual comprehension questions using phrases or sentences. Repeat spoken words and phrases. Use picture clues and or key words to develop a story plot or summary.</p> <p>Orally communicate basic needs. Respond verbally to yes/no questions in L2.</p> <p>Follow one-step or two-step context-embedded directions for classroom- or work-related activities. Answer questions with one or two-word responses. Independently use common social greetings and repetitive phrases.</p> <p>Respond to basic directions and questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures). Practice pronunciation and intonation in oral interaction.</p> <p>Ask and answer questions using phrases or sentences. Begin to use comprehension aids, such as picture dictionaries, manuals, maps and other media as reference tools.</p>
EI	<p>Recite familiar rhymes, songs, and simple stories. Read aloud some words in stories or games (e.g., nouns and adjectives). Begin to read simple words and simple academic vocabulary independently and use them in various contexts.</p> <p>Identify the basic sequence of events in a story using key words or pictures. Respond to yes/no questions in L2 about images, sounds, activities, oral expressions, and words in media, print or in handwriting. Discriminate between/among minimal sound pairs.</p> <p>Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. Use comprehension aids (i.e., pictures, bold words, captions, picture walk, etc.) to facilitate the reading process.</p>

EI	<p>Use the content of stories and informational text read aloud to draw inferences about the stories. Use phrases or short sentences to communicate the inferences made.</p> <p>Orally identify the main points of conversations and stories that are read aloud, using phrases or short sentences.</p> <p>Read and use sentences to orally respond to stories by answering factual comprehension questions.</p> <p>Read aloud an increasing number of English words, sentences, and paragraphs within text.</p> <p>Read and listen to stories and demonstrate understanding by using short sentences to respond to explicit, detailed questions about written text.</p> <p>Follow teacher’s directions when acquiring and using new information.</p> <p>Ask and/or answer content-related questions.</p>
I	<p>Use various reading strategies based on knowledge of social and academic vocabulary, with appropriate scaffolding.</p> <p>Read simple vocabulary, phrases and sentences independently.</p> <p>Listen attentively to stories/ information and identify key details and concepts using both verbal and non-verbal responses.</p> <p>Retell stories and talk about school-related activities using expanded vocabulary, descriptive words, and paraphrasing.</p> <p>Read and orally respond to stories and texts from content areas and informational text by restating facts and eliciting details in order to identify main ideas and to understand the story.</p> <p>Follow teacher’s directions for acquiring and using new information specific to a content area.</p> <p>Read narratives and expository texts aloud with attention to pacing, intonation, pronunciation and expression, based on independent reading level.</p> <p>Read and understand the meaning of words, phrases and short sentences representing learned vocabulary.</p> <p>Ask and/or answer instructional and informational questions with more extensive supporting details.</p> <p>Respond correctly to complex questions about images, sounds, activities, oral expressions, words and phrases in media, print or in handwriting.</p> <p>Demonstrate emerging understanding of idiomatic expressions.</p>

I	<p>Demonstrate the understanding of new (auditory, visual and written) information through appropriate responses. Actively participate in and initiate more extended social conversations with peers and adults on familiar topics by asking and answering questions, restating and soliciting information.</p>
EA	<p>Listen attentively to stories/information and orally identify key details and concepts. Retell and analyze stories sequentially in greater detail including characters, setting, plot, and style, etc.</p> <p>Demonstrate understanding of idiomatic expressions by responding to such expressions appropriately. Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.</p> <p>Use various reading strategies independently. Read and understand the meaning of text including words, phrases, sentences and information representing previously learned vocabulary.</p> <p>Actively participate in and initiate more extended social and academic conversations with peers and adults on unfamiliar and content-area topics by asking and answering questions, soliciting and restating information.</p>
A	<p>Apply knowledge of academic and social vocabulary used in independent reading. Follow written directions for acquiring and using new knowledge. Prepare an oral summary of literature and content-area texts using a variety of comprehension and writing strategies (generate and respond to questions, draw inferences, compare information from several sources).</p> <p>Identify significant structural patterns in text (e.g., compare/contrast, cause/effect, sequence/chronological order). Identify and respond to open-ended questions about images, sounds, activities/events, oral expressions, words, sentences and paragraphs.</p> <p>Negotiate and initiate social and academic conversations by questioning, soliciting, restating information and paraphrasing. Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately.</p> <p>Read, evaluate and apply new content-area information at grade level.</p>

Reading and Listening for Comprehension
CONTENT STANDARD I: Students will apply strategies and skills to comprehend information that is read, heard or viewed.
6-12 Benchmark I-A: Listen to, read, react to, interpret, and analyze information.

B

Listen to stories, informational text and conversations, and respond non-verbally or verbally to what is heard.
 Identify images, sounds, activities and written words through body language or simple words and phrases.

Respond to yes/no questions.

Ask and/or answer questions using simple sentences or phrases.

Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing.)

Listen to age-appropriate stories/content information on new topics, and identify the main points and supporting details.

Repeat spoken words and phrases.

Use common social greetings and repetitive phrases independently.

Respond to questions and one- or two-step directions using physical actions and other means of non-verbal communication.

Retell stories and talk about simple school-related activities.

Use comprehension aids (e.g., picture dictionaries, manuals, maps and other media as reference tools).

Read simple words and phrases representing previously learned vocabulary.

Follow teacher's directions when acquiring and using new information.

Use pictures, letter combinations, word patterns and print to begin to read.

B = Beginning

EA = Early Advanced

EI = Early Intermediate

A = Advanced

I = Intermediate

<p>EI</p>	<p>Use pictures, letter combinations, word patterns and print to begin to read and understand new material (level and content-appropriate). Ask and answer instructional questions with some supporting details.</p> <p>Listen to stories or informational text and respond by answering factual comprehension questions, retelling main idea, using simple sentences/phrases. Retell stories and talk about simple context-embedded activities.</p> <p>Follow teacher’s directions when acquiring and using new information. Read words, phrases, and paragraphs representing previously learned vocabulary.</p> <p>Restate in simple sentences the main idea of oral presentations of subject matter content. Recite spoken words and phrases correctly. Begin to read short stories, chapter books and other written material.</p> <p>Use the content of stories read aloud to draw inferences about the stories. Use phrases or short sentences to identify the main points of conversations and text, to draw inferences and to make predictions.</p> <p>Use various reading strategies based on knowledge of social and academic vocabulary with appropriate scaffolding.</p>
<p>I</p>	<p>Read short stories or chapter books and other written materials. Read narratives and expository texts aloud with attention to pacing, intonation, pronunciation and expression.</p> <p>Listen to more complex stories/information on new topics, and identify the main points and supporting details. Ask and/or answer content-related questions with more extensive supporting elements.</p> <p>Demonstrate understanding of idiomatic expressions. Demonstrate the understanding of new (auditory, visual and written) information through appropriate responses.</p> <p>Respond to yes/no questions through sentences.</p>

I	<p>Read and apply the meaning of words, phrases and short sentences, representing learned vocabulary and content-area vocabulary.</p> <p>Retell stories about related school activities using expanded vocabulary, descriptive words, and paraphrasing.</p> <p>Participate in literary discussions.</p> <p>Read alternative texts at appropriate reading levels.</p> <p>Identify and describe images, sounds, activities, and oral expressions, using full sentences.</p>
EA	<p>Listen to text, demonstrate comprehension, and synthesize the main points and supporting details.</p> <p>Actively participate in social and academic conversations with peers and adults on familiar topics, by asking and answering questions and soliciting information.</p> <p>Demonstrate a growing vocabulary across the curriculum.</p> <p>Read and understand the meaning of words, phrases, sentences, and paragraphs, representing new and learned vocabulary.</p> <p>Follow teacher's directions when acquiring and using new information.</p> <p>Respond correctly to open-ended questions using complex sentence structure.</p> <p>Recognize and use literary elements and genres in discussion.</p> <p>Demonstrate understanding of idiomatic expressions by responding appropriately.</p> <p>Analyze and respond to text by expanding on characters, setting or other information provided.</p> <p>Retell stories from context-reduced topics including characters, setting, plot and style.</p> <p>Produce vocabulary, phrases and simple sentences to communicate basic needs in social and academic settings.</p> <p>Read grade-level books with appropriate scaffolding.</p>
A	<p>Apply knowledge of content-related vocabulary to discussions and reading.</p> <p>Read and respond to stories and texts from content areas, by restating facts and details to clarify ideas.</p> <p>Demonstrate the understanding of new (auditory, visual and written) information through appropriate responses.</p> <p>Read aloud and apply the meaning of words, phrases, and sentences representing learned and new vocabulary.</p> <p>Read literature appropriate to grade-level.</p>

A	<p>Read literature and content-area text appropriate to grade-level. Read a wide variety of materials (e.g., newspapers, magazines, charts, tables, graphs).</p> <p>Respond to open-ended questions both orally and in print (e.g., images, sounds, activities/events, oral expressions, words, sentences and short paragraphs).</p> <p>Identify and describe a sequence of events or procedures. Use content-related vocabulary in discussions and reading. Interpret and expand meaning from literature and content-area text.</p> <p>Demonstrate ability to use new information acquired through reading, listening and viewing. Follow complex, multi-step directions when acquiring and using new information.</p> <p>Retell complex stories on context-reduced topics. Prepare a summary of literature and content-area texts, using a variety of comprehension strategies. Identify significant structural patterns in text (e.g., compare/contrast, cause/effect, sequence/chronological order).</p> <p>Apply knowledge of academic and social vocabulary in independent reading. Follow written directions for acquiring and using new knowledge. Negotiate and initiate social and academic conversations by questioning, soliciting, restating information and paraphrasing.</p> <p>Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately.</p>
---	--

STRAND: Reading and Listening for Comprehension
CONTENT STANDARD I: Students will apply strategies and skills to comprehend information that is read, heard or viewed.
K-5 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum.

B	<p>Independently select books or materials of various genres or themes. Use picture dictionary to build vocabulary to correlate spoken and written words.</p> <p>Point out text features such as title, table of contents, index and chapter headings. Use a personal word list or word walls. Use non-text based materials to gather information.</p> <p>Identify different of sequential patterns (e.g., alphabetical order, numeration, classification) to access information. Demonstrate familiarity with a variety of types of resources (e.g., picture books, caption books, short informational text, electronic resources).</p> <p>Identify and locate common informational materials (e.g., newspaper, brochures, encyclopedias, catalogs, indexes, atlases and textbooks). Use symbols, classroom and library resources as points of reference. Demonstrate an interest in various topics.</p>
EI	<p>Read and identify basic text features such as title, table of contents, index, and chapter headings. Read and orally identify relationships between resource materials and the student's own experiences, using simple sentences.</p> <p>Identify the content of simple informational materials, using key words or phrases. Use bilingual dictionaries appropriately.</p>

EI	<p>Use an Elementary dictionary to find the meaning of unknown vocabulary. Use categories of common informational materials.</p> <p>Apply different sequential patterns (e.g., alphabetical order, numeration, classification).</p> <p>Use text-based sources to gather and use information. Identify and use appropriate sources of information to accomplish a specific learning task.</p> <p>Use print and electronic resources to access information.</p>
I	<p>Use format features such as diagrams, charts, glossaries and indices. Describe student's experiences in using resources. Use elements of the text (e.g., ideas, illustrations, indices, titles) to draw conclusions and make inferences.</p> <p>Classify primary and secondary sources. Use reference materials to apply decoding skills, verify spelling, and define new vocabulary.</p> <p>Use pictures, lists, charts, and tables to gather information found in materials such as newspapers and magazines. Select an appropriate format to access, record, interpret, organize and present information.</p> <p>Conduct an informational or computer search using key words and phrases. Use encyclopedias, dictionaries, and electronic resources to gather information.</p> <p>Use comprehension and resource aids (e.g., basic dictionaries, catalogs, indexes, atlases, encyclopedias, glossaries). Generate questions of interest about a topic.</p> <p>Locate and orally describe categories of familiar informational materials, using complete sentences. Read and use resource materials to research a question or topic.</p>

EA	<p>Use format features such as diagrams, table of contents, charts, glossaries, and indices to locate and draw information from text. Present findings demonstrating the understanding of new information gathered.</p> <p>Independently read and use resource materials to research a question/topic. Use comprehension and resource aids (e.g., dictionaries and encyclopedias, atlases, catalogs, indexes, pamphlets, indices, periodicals).</p> <p>Use text-based sources to synthesize and evaluate information. Use elements of the text (e.g., ideas, illustrations, indices, titles) to draw conclusions and make generalizations.</p> <p>Use reference materials to apply decoding skills, verify spelling, discover and extend meaning of words. Use pictures, lists, charts and tables to compare and contrast information found in materials such as periodicals and encyclopedias.</p> <p>Use encyclopedias, thesauri, and electronic resources to gather information to conduct a search. Explain the differences between categories of informational materials, such as dictionaries and encyclopedias.</p> <p>Use key words, indexes, cross-references and letters on volume spines to find and compile information. Use a standard dictionary to find the meanings of unknown words (e.g., idioms, words with multiple meanings, grammatical features).</p> <p>Use text-based sources to solve problems across the curriculum. Use different sequential patterns (e.g., alphabetical order, numeration, classification).</p> <p>Interpret and synthesize information from a variety of sources. Organize information gathered to develop a simple research report.</p> <p>Make connections between print and non-print texts by recognizing similarities and differences, using a variety of resources.</p>
-----------	--

A	<p>Identify, explain and analyze the differences among various categories of informational materials. Use a standard dictionary to determine meanings of unknown words (e.g., idioms, words with multiple meanings, grammatical features).</p> <p>Use text-based sources to solve problems across the curriculum. Interpret and synthesize information from a variety of sources.</p> <p>Organize information gathered from various sources to develop a research report.</p> <p>Locate information by using reference materials. Conduct a search using key words or phrases, compile information and present it. Independently read a variety of resource materials in order to investigate or research a topic.</p>
----------	--

STRAND: Reading and Listening for Comprehension
CONTENT STANDARD I: Students will apply strategies and skills to comprehend information that is read, heard or viewed.
6-12 Benchmark I-B: Gather, use, synthesize, and evaluate information for research and to solve problems across the curriculum.

B	<p>Independently selects books or materials of various genres. Use picture dictionary to build vocabulary to correlate spoken and written words.</p> <p>Point out text features such as title, table of contents, indexes and chapter headings. Use non-text based materials to gather information.</p> <p>Demonstrate familiarity with a variety of types of resources such as dictionaries, atlases, thesauri, caption books, short informational texts, and electronic resources. Use a personal word list, vocabulary list, and personal dictionaries.</p> <p>Recognize and locate common informational materials (e.g., newspapers, brochures, encyclopedias, catalogs, indexes, atlases, textbooks).</p>
----------	--

B	<p>Identify different sequential patterns (e.g., alphabetical order, numeration, classification) to access information. Use multiple sources of print and non-print information in developing informational materials.</p> <p>Use symbols, classroom and library resources and as points of reference. Find and comprehend the meanings of terms in language resource aids (e.g., picture dictionary, basic dictionary, bilingual dictionary).</p>
EI	<p>Read and orally identify similarities between resource materials and the student's own experiences. Describe the content of simple informational materials, using key words or phrases.</p> <p>Use categories of common informational materials (e.g., pictures, magazines, newspapers). Use bilingual dictionaries appropriately.</p> <p>Use text-based sources to gather and use information across the curriculum. Demonstrate a growing vocabulary based on various resources. Apply different of sequential patterns (e.g., alphabetical order, numeration, classification) to access information.</p> <p>Find and comprehend the meanings of terms in language resource aids (e.g., dictionary). Use a variety of resources to develop an individual perspective in response to personal, social, cultural, and historical issues.</p> <p>Use multiple sources of print and non-print information to develop an informational presentation. Organize information gathered for a research topic into major components based on appropriate criteria.</p>
I	<p>Use format features (e.g., table of contents, diagrams, charts, glossaries, indexes).</p> <p>Apply decoding skills, verify spelling, and discover new vocabulary when using reference materials. Use pictures, lists, charts, and tables to gather information found in resource materials (e.g., newspapers, periodicals).</p> <p>Use resources in the text (e.g., illustrations, indexes, titles) to draw inferences, and draw conclusions, make generalizations. Use encyclopedias, dictionaries, and electronic resources to gather information. Identify and use detailed sentences to explain the differences among some categories of informational materials. Examine critical relationships among elements of a research topic.</p>

B = Beginning EA = Early Advanced
 EI = Early Intermediate A = Advanced
 I = Intermediate

I	<p>Use visual representations as informational research tools. Use a variety of techniques and strategies for researching topics. Identify primary and secondary sources.</p> <p>Use comprehension and resource aids (e.g., basic dictionaries, catalogs, atlases, indexes, glossaries). Use text-based sources to synthesize information. Read to investigate and research question topics.</p>
EA	<p>Demonstrate the understanding of new (auditory, visual and written) information through appropriate responses. Use comprehension resources (e.g., word dictionaries, catalogs, maps, encyclopedias, indexes, and atlases as references, science handbooks).</p> <p>Locate and describe categories of familiar informational materials using sentences. Analyze problems, examine cause- and -effect relationships and answer research questions. Use format features (e.g., , diagrams, charts, table of contents, glossaries, graphs) to compare and compile information from text.</p> <p>Use text-based information to synthesize and analyze information. Conduct a search using key words and phrases and compile information on specific topics across the curriculum. Organize information gathered to develop a research report.</p>
A	<p>Demonstrate the understanding and use of vocabulary from various content areas. Use various resource aids to gather information.</p> <p>Read to investigate and research questions/topics. Demonstrate ability to creatively use new information acquired through reading, listening and viewing, in an independent, unstructured environment. Conduct a search using key words or phrases, compile information and present it, using one or more literary forms.</p> <p>Use text-based sources to solve problems across the curriculum. Research, organize, compile, and present information found in research. Synthesize information from multiple research studies to draw conclusions.</p> <p>A Demonstrate proficiency in accessing and sending information electronically.</p>

	<p>Identify and defend research questions and topics about the future.</p> <p>Use a standard dictionary to determine meanings of unknown words (e.g., idioms, words with multiple meaning, grammatical features).</p>
--	---

<p>STRAND: Reading and Listening for Comprehension</p> <p>CONTENT STANDARD 1: Students will apply strategies and skills to comprehend information that is read, heard, or viewed.</p> <p>K-5 Benchmark IC: Demonstrate critical thinking skills to comprehend written, spoken, and visual information.</p>

B	<p>Draw pictures from one’s own experiences in relation to a story or content topic.</p> <p>Use illustrations, key words or phrases, or draw images in order to sequence a story or express ideas found in content–area information.</p> <p>Respond to stories and information read to students, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer).</p> <p>Use visual clues (e.g., physical actions, manipulatives, props, illustrations) to understand main ideas, content information and sequencing.</p> <p>Formulate an opinion.</p>
----------	--

B	<p>Identify simple problems with the help of visual clues.</p> <p>Respond orally to stories read to students by answering factual comprehension questions, using one- or two-word responses.</p> <p>Relate experiences and observations to make choices.</p> <p>Respond appropriately to some social and academic interactions.</p> <p>Use resource aids in order to solve problems.</p>
EI	<p>Identify the basic sequence of text read to students using key words or phrases (i.e., beginning, middle and end).</p> <p>Use the content of a story to draw logical inferences.</p>

B = Beginning EA = Early Advanced
 EI = Early Intermediate A = Advanced
 I = Intermediate

	<p>Identify a sequence of events and make predictions as to what would happen next. Identify the main and secondary characters in a presented situation or story. Differentiate between non-fiction and fiction stories.</p> <p>Draw logical inferences from a story. Identify cause- and -effect in a situation when presented with visual clues.</p> <p>Respond to yes/no questions that require the drawing of conclusions based on a story/situation. Retell a story using one's own words.</p>
<p>I</p> <p>I</p>	<p>Describe in complete sentences a situation presented in a picture. Ask questions to clarify or gain additional information in relation on a topic.</p> <p>Identify the sequence of events in a story or informational text, using phrases and simple sentences to make predictions. State in a phrase or sentence what the story/situation is about.</p> <p>Prepare a summary of content-area texts in order to generate and respond to questions, draw inferences, and compare information from several sources.</p> <p>Express a point of view. Analyze a real-world situation and make inferences about it.</p> <p>Identify the meaning of new words, using context and sentence structure. Identify significant structural patterns in text, such as compare/ contrast, cause/effect, and sequence/chronological order.</p> <p>Read and use sentences to orally respond to stories by answering open-ended questions. Pose possible "how", "why" and "what if" questions to understand and interpret text.</p>

<p>EA</p>	<p>Respond to questions that require the drawing of conclusions based on a story/situation. Begin to critically analyze images in all forms of media (activities/events presented in print or video/acting etc.).</p> <p>Make logical inferences based on the content of a story, using language or pictures to communicate thoughts. Defend a point of view. Use complete sentences to communicate the inferences made.</p> <p>Demonstrate knowledge and use of a growing vocabulary from various content areas. Demonstrate the ability to apply and analyze new information, acquired through reading, listening and viewing.</p> <p>Begin to analyze and summarize a story or situation in complete sentences.</p>
<p>A</p>	<p>Critically analyze stories and texts from all content areas. Read and understand the implied meaning of text (e.g., idioms, double entendres, metaphors, colloquialisms, dialects).</p> <p>Describe and analyze a series of images (activities/events presented in print or video/acting etc.).</p> <p>Research and evaluate different points of view. Demonstrate understanding of new information. Ask questions to clarify or gain additional information in relation on a topic.</p> <p>Prepare a presentation from literature, content-area texts, or mixed media. Answer open-ended questions that require drawing of conclusions or making assumptions. Analyze a story, situation or procedure in complete sentences.</p> <p>Analyze text to determine author’s purpose and opinion.</p>

STRAND: Reading and Listening for Comprehension
CONTENT STANDARD 1: Students will apply strategies and skills to comprehend information that is read, heard, or viewed.
6-12 Benchmark IC: Apply critical thinking skills to analyze information and solve problems.

B = Beginning EA = Early Advanced
 EI = Early Intermediate A = Advanced
 I = Intermediate

B	<p>Draw pictures from one's own experiences in relation to a story or topic. Respond to stories or informational text, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</p> <p>Use illustrations, key words/phrases, or draw images in order to express ideas, content knowledge and to summarize a story. Identify main ideas and some details of familiar texts using key words or phrases. Use visual clues, (e.g., physical actions, manipulatives, props) to illustrate main ideas and content information.</p> <p>Identify the basic sequence of events in stories read to students, using key words or illustrations. Formulate an opinion.</p> <p>Identify simple problems with the help of visual clues. Respond orally to stories and information by asking and answering comprehension questions using one- or two-word responses.</p> <p>Relate experiences and observations to make choices. Respond appropriately to social and academic interactions.</p> <p>Use resource aids in order to solve problems. Distinguish between fact and opinion.</p> <p>Demonstrate a growing vocabulary in several content areas. Express likes and dislikes.</p>
EI	<p>Use knowledge of literature and content areas to explain or define unknown words. Identify the basic sequence of text read to students, using key words or phrases (i.e., beginning, middle and end). Identify the main idea in a story read aloud, using key words and/or phrases.</p>

B = Beginning EA = Early Advanced
EI = Early Intermediate A = Advanced
I = Intermediate

	<p>Identify the main and secondary characters in a presented situation or story. Read and respond to stories and texts from content areas by restating facts and details to clarify ideas.</p> <p>Describe in complete sentences a situation presented in a picture. Identify cause- and -effect in a situation presented with visual clues.</p> <p>Read and identify main ideas and details of informational materials, literary text, and text in content areas, using simple sentences.</p>
<p>I</p> <p>I</p>	<p>Ask questions to clarify or gain additional information in relation on a topic. Use the content of a story to draw logical inferences.</p> <p>Differentiate between non-fiction and fiction stories. Identify cause and effect in a situation when presented with visual clues.</p> <p>State in a phrase or sentence what a story/situation is about. Prepare a summary based on content-area texts to generate and respond to questions, draw inferences, and compare information from several sources.</p> <p>Express a point of view. Analyze a real-world situation and make inferences about it.</p> <p>Recognize that words sometimes have multiple meanings. Read and use detailed sentences to orally explain main ideas and details of informational, literary and text materials in content areas.</p> <p>Describe, in complete sentences, a situation presented in a picture or text. Read and use sentences to orally respond to stories by answering open-ended questions.</p> <p>Pose possible “how”, “why” and “what if” questions to understand and interpret text.</p> <p>Identify new words and analyze the meaning, using context and sentence structure. Identify significant structural patterns in text, such as compare/contrast, cause/effect, and sequence/chronological order.</p>

	<p>Recognize simple idioms, analogies, figures of speech, and metaphors in literature and texts in content areas. Prepare and deliver presentations that use a variety of sources.</p>
EA	<p>Apply knowledge of multiple-meaning words to understand literature and texts in content areas.</p> <p>Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas. Read and identify examples of fact/opinion and cause/effect in written texts using sentences and paragraphs.</p> <p>Critically analyze images in all forms of media (activities/events presented in print or video/acting etc.). Defend a point of view.</p> <p>Identify examples of fact/opinion and cause/effect in texts. Use inferred meaning and knowledge of academic and unknown vocabulary to read independently.</p> <p>Understand and identify the basic components and rhetorical styles found in common consumer and informational materials (e.g., ads, warranties, contracts, manuals, periodicals). Begin to critically analyze images in all forms of media (activities/events presented in print or video/acting etc.).</p> <p>Present findings demonstrating the understanding of new information gathered.</p>
A	<p>Appropriately use common idioms, analogies and metaphors. Use prior knowledge of academic and colloquial vocabulary to evaluate independent reading. Use words appropriately that have multiple meanings.</p> <p>Analyze multi-step directions when completing a task. Demonstrate ability to use new information acquired through reading, listening, and viewing.</p> <p>A Analyze the information found in various rhetorical styles, common consumer and informational materials (e.g., ads, warranties, contracts, manuals, periodicals, signs, and textbooks).</p> <p>Analyze text to determine author's purpose.</p>

	<p>Analyze and describe the problems emerging from a story/situation.</p> <p>Research and evaluate different points of view. Synthesize and evaluate the main ideas and critical details of informational materials, literary texts, and texts in content areas. Independently identify and use multiple resource materials to develop presentations or research papers.</p> <p>Identify author’s purpose (e.g., compare/ contrast, cause/effect and sequence/chronological order). Analyze story problems/situations in order to solve them.</p>
--	---

<p>STRAND: Reading and Listening for Comprehension</p> <p>CONTENT STANDARD I: Students will apply strategies and skills to comprehend information that is read, heard, or viewed.</p> <p>K-5 Benchmark I-D: Acquire reading strategies.</p>
--

<p>B</p>	<p>Describe self as a reader. Demonstrate phonemic awareness and knowledge of alphabetic principles (e.g., sequence of sounds [initial, medial and final], sound/symbol relationships, word patterns, letter sounds).</p> <p>Distinguish letters from words. Identify letters, words, and sentences. Correlate spoken words with printed words.</p> <p>Identify the front cover, back cover, and title page of a book. Follow the words from left to right and from top to bottom on the printed page.</p>
-----------------	--

<p>B</p>	<p>Understand that printed materials provide information. Recognize that sentences in print are made up of separate words.</p> <p>Recognize and name all upper-case and lower-case, forms letters of alphabet. Correctly use English phonemes (e.g., long and short vowels, initial and final consonants).</p> <p>Identify and produce rhyming words in response to an oral prompt. Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences or simple text. Demonstrate decoding and word recognition skills (e.g., blending, segmentation, long and short vowel sounds, recognition of consonants, initial, medial and final sounds).</p> <p>Identify and produce rhyming words in response to an oral prompt.</p> <p>Pronounce most English phonemes correctly while reading aloud. Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text.</p> <p>Demonstrate decoding and word recognition skills (e.g., blending, segmentation, long and short vowel sounds, recognition of consonants, initial, medial and final sounds).</p>
<p>EI</p>	<p>Retell main idea of text. Recognize and identify simple words and basic sight words.</p> <p>Use sentence structure and phonetic clues to practice reading across the curriculum. Retell beginning, middle, and end of story using key words or phrases.</p> <p>Use basic punctuation to assist in comprehension. Read own dictated story and informative writings.</p>

EI	<p>Demonstrate phonemic awareness and knowledge of alphabetic principles by demonstrating that:</p> <ul style="list-style-type: none"> • spoken language is a sequence of identifiable speech sounds, • the sequence of letters in the written word represents the sequence of sounds in the spoken word and, • the sound of letters and the words they form contain similar sounds. <p>Demonstrate decoding and word recognition skills. Identify and pronounce correctly an increasing number of phonemes, consisting of one, two or three letters, representing sounds of the English language.</p> <p>Demonstrate knowledge of English-language words and sentences as a key to comprehension.</p>
I	<p>Repeat correctly-spoken words and phrases.</p> <p>Read one-syllable, high frequency words (i.e., sight words). Read aloud and silently materials on grade-level or alternative-level.</p> <p>Use sound/symbol relationship, basic word-formation rules and decoding strategies in phrases, simple sentences, or simple texts. Apply context clues to decode unknown words.</p> <p>Use a variety of reading and comprehension strategies to comprehend text (e.g., re-read, read ahead, ask for help, question, paraphrase, retell). Identify and use compound words. Pronounce regular and irregular English phonemes correctly.</p> <p>Count the number of sounds in syllables and number of syllables in words. Use correct punctuation consistently to assist in comprehension.</p> <p>Identify and use regular past tense verbs, future tense verbs, plurals, and contractions. Increase vocabulary through reading, listening and interacting.</p>

EA	<p>Demonstrate understanding of the need for punctuation. Apply knowledge of common morphemes to derive meaning in oral and independent reading (e.g., basic syllabication rules, irregular plurals, basic phonics, prefixes, suffixes).</p> <p>Demonstrate understanding of correct pronunciation and intonation and their uses (e.g., inflectional forms -s, -ed, -ing, root words, “look,” “looked,” “looking,” word families). Apply knowledge of contractions and their meanings.</p> <p>Make and use compound words. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).</p> <p>Read independently grade-level or appropriately -leveled books. Read a variety of texts (e.g., fiction, nonfiction, newspapers, magazines etc.).</p>
A	<p>Read aloud with fluency and accuracy, in a manner that sounds like natural speech with appropriate intonation and expression. Recognize common abbreviations.</p> <p>Identify and use advanced vocabulary including idiomatic expressions, figures of speech, and precise content area terms. Use present, past, and future tenses in verbs in a comprehensible manner.</p> <p>Use complex sentence patterns with increasing accuracy. Generate the sounds from all letters and letter patterns, including consonant blends, long-and short-vowel patterns (e.g., phonograms etc.), and blend those sounds into recognizable words.</p> <p>Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/p/er</i>, vowel-consonant/consonant-vowel = <i>sup/per</i>). Decode two-syllable nonsense words and regular multi-syllable words.</p> <p>Read compound words and contractions. Anticipate words in a story.</p>

STRAND: Reading and Listening for Comprehension
CONTENT STANDARD I: Students will apply strategies and skills to comprehend information that is read, heard, or viewed.
6-12 Benchmark I-D: Acquire reading strategies.

B	<p>Describe self as a reader.</p> <p>Demonstrate phonemic awareness and knowledge of alphabetic principles (e.g., sequence of sounds [initial, medial and final], sound-symbol relationship, word patterns, letter sounds).</p> <p>Distinguish letters from words. Identify letters, words, and sentences. Correlate spoken words with printed words.</p> <p>Identify the front cover, back cover, and title page of a book. Follow the words from left to right and from top to bottom on the printed page.</p> <p>Understand that printed materials provide information. Recognize that sentences in print are made up of separate words.</p> <p>Recognize and name all upper-case and lower-case letters of the alphabet. Use English phonemes (e.g., long and short vowels, initial and final consonants) in speech and writing.</p> <p>Demonstrate decoding and word recognition skills (e.g., blending, segmentation, use of long and short vowel sounds, recognition of consonants, initial, medial and final sounds).</p>
----------	--

<p>EI</p>	<p>Retell main idea of text. Identify simple words and basic sight words.</p> <p>Use sentence structure and phonetic clues to practice reading across the curriculum. Retell beginning, middle, and end of story or informational text, using key words or phrases. Use basic punctuation to assist in comprehension. Read own dictated story.</p> <p>Demonstrate phonemic awareness and knowledge of alphabetic principles by demonstrating:</p> <ul style="list-style-type: none"> • that spoken language is a sequence of identifiable speech sounds, • that the sequence of letters in the written word represents the sequence of sounds in the spoken word and, • the sound of letters and the words they form contain similar sounds. <p>Demonstrate decoding and word recognition skills. Identify and pronounce correctly an increasing number of phonemes, consisting of one, two or three letters, representing sounds of the English language.</p> <p>Repeat correctly spoken words and phrases. Read and understand the meaning of words, phrases, sentences, and paragraphs, representing previously learned and new vocabulary, while demonstrating initial efforts towards correct pronunciation and intonation. Demonstrate knowledge of English-language words and sentences as a key to comprehension across the curriculum.</p> <p>Demonstrate ability to apply new information acquired through reading, listening and viewing. Identify simple words, and basic sight words, and content-area vocabulary.</p> <p>Read simple one-syllable and high frequency words (i.e., sight words). Read aloud and silently, materials on grade-level or alternative-level.</p>
<p>I</p>	<p>Recognize sound/symbol relationships, and basic word-formation rules in phrases, simple sentences, or simple texts. Apply phonics to decode words (e.g., less common vowel patterns, syllable breaks).</p>

I	<p>Apply context clues to decode unknown words. Use a variety of strategies to comprehend text (e.g., re-read, read ahead, ask for help, question, paraphrase, retell). Distinguish long- and short-vowel sounds in spoken single-syllable words.</p> <p>Recognize compound words. Pronounce most regular and irregular English phonemes correctly while reading aloud.</p> <p>Divide words into syllables. Use correct punctuation consistently to assist in comprehension.</p> <p>Identify and use regular past-tense verbs, future-tense verbs, plurals, and contractions. Increase vocabulary through reading, listening and interacting.</p>
EA	<p>Read independently books on grade level or appropriate leveled. Interact with the text (e.g., make predictions, ask questions, and draw on personal cultural understandings). Read a variety of texts (e.g., fiction, nonfiction, newspapers, magazines etc.).</p> <p>Demonstrate understanding of the need for punctuation. Apply knowledge of common morphemes to derive meaning in oral and independent reading (e.g., basic syllabication rules, irregular plurals, basic phonics, prefixes, suffixes).</p> <p>Demonstrate understanding of pronunciation and intonation and their uses (e.g., inflectional forms <i>-s</i>, <i>-ed</i>, <i>-ing</i>, root words, “<i>look</i>,” “<i>looked</i>,” “<i>looking</i>,” word families).</p> <p>Apply knowledge of contractions and their meanings. Make and use compound words.</p>
A	<p>Demonstrate understanding of the need for punctuation. Apply knowledge of common morphemes to derive meaning in oral and independent reading (eg., basic syllabication rules, irregular plurals, basic phonics, prefixes, suffixes).</p> <p>Demonstrate understanding of pronunciation and intonation and their uses (e.g.. inflectional forms <i>-s</i>, <i>-ed</i>, <i>-ing</i>, root words, “<i>look</i>,” “<i>looked</i>,” “<i>looking</i>,” word families).</p>

A	<p>Apply knowledge of contractions and their meanings. Make and use compound words.</p> <p>Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). Recognize common abbreviations.</p> <p>Use present, past, and future tenses of verbs in a comprehensible manner. Use complex sentence patterns with increasing accuracy.</p> <p>Pronounce the sounds from all letters and letter patterns, including consonant blends, long- and short-vowel patterns (e.g., phonograms etc.), and blend those sounds into recognizable words.</p> <p>Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/p/er</i>, vowel-consonant/consonant-vowel = <i>sup/per</i>). Decode two-syllable nonsense words and regular multi-syllable words.</p> <p>Understand the use of compound words and contractions. Anticipate words in a story.</p>
---	---

STRAND: Writing and Speaking for Expression
CONTENT STANDARD II: Students will communicate effectively through speaking and writing.
K-5 Benchmark II A: Demonstrate competence in speaking to convey information.

B

Orally label objects and pictures.

Communicate orally through picture stories, captions, lists, letters, patterned poetry, and repetitive-pattern stories.

Respond orally or nonverbally to stories read, using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).

Engage in introductory conversations and simple, structured greetings.

Orally communicate meaning by using guided language-experience stories, supported by pictures and graphic organizers. Respond with appropriate repetitive phrases, short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).

Speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms. Answer simple questions with one-or two-word responses.

Give basic personal information (name, grade and age).

Participate in-group oral activities (e.g., scripted plays, short memorized dialogues, songs, chants, story retelling).

Identify familiar content vocabulary that is supported by visuals.

B = Beginning

EA = Early Advanced

EI = Early Intermediate

A = Advanced

I = Intermediate

B	<p>Respond orally to stories and informational text read, by answering factual comprehension questions, using one-or two-word responses.</p> <p>Use basic vocabulary and previously learned content vocabulary for communication and personal expression.</p> <p>Communicate orally basic personal needs and desires.</p>
EI	<p>Use communication skills to express needs, ideas and thoughts.</p> <p>Independently use common social greetings and simple repetitive phrases.</p> <p>Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</p> <p>Engage in discussions and conversations on a variety of topics.</p> <p>Respond orally to simple stories read by answering factual comprehension questions using phrases or sentences (e.g., react, retell, respond).</p> <p>Present information in a logical and sequential manner.</p> <p>Use oral communication to identify, organize and analyze information.</p> <p>Speak comprehensibly, although with some errors in English grammatical forms and sounds.</p>
I	<p>Speak comprehensibly, correctly using English grammatical forms and sounds, intonation, pitch and modulation.</p> <p>Ask and answer instructional questions, using simple sentences.</p> <p>Recognize appropriate ways of speaking that vary based on purpose, audience and subject matter.</p> <p>Ask and answer instructional questions and open-ended questions with more extensive supporting details.</p> <p>Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p>Express needs, preferences, feelings, and ideas in complete sentences.</p> <p>Develop and use vocabulary, including basic idiomatic expressions.</p>

I	<p>Sustain a conversation on a topic. Explain newly introduced concepts.</p> <p>Prepare, practice and deliver short oral presentations on content-area material. Use language to influence the thinking of others (e.g., formulate hypotheses, present and support arguments).</p>
EA	<p>Speak comprehensibly, correctly using English grammatical forms and sounds, intonation, pitch and modulation. Recognize appropriate ways of speaking that vary based on purpose, audience and subject matter.</p> <p>Ask and answer instructional questions with more extensive supporting details. Create and deliver oral presentations, reports and debates, using technology and other resource materials.</p> <p>Express feelings, observations, experiences and opinions. Participate in advanced classroom and social communication (e.g., respond to complex questions, ask questions, express and defend an opinion, make predictions and generalizations, and draw conclusions on familiar and unfamiliar topics).</p> <p>Actively participate and demonstrate fluency in more extended social conversations in a variety of situations with peers and adults on unfamiliar topics, by asking and answering questions, soliciting and restating information.</p> <p>Begin to refine oral descriptions of people, actions, and places. Express feelings, observations, experiences and opinions.</p>
A	<p>Create and deliver oral presentations, reports and debates. Participate in classroom discussions of challenging topics and increasingly abstract concepts in the content areas.</p> <p>Answer open-ended questions and give supporting details. Actively contribute to a discussion by assuming a variety of roles or defending various opinions.</p> <p>Identify formal and informal speaking contexts (e.g., speech, slang, conversation and formal speech). Refine oral descriptions of people, actions and places by using more sophisticated adjectives and adverbs. Develop and use advanced vocabulary, including idiomatic expressions, figurative speech and precise content-area terms.</p>

STRAND: Writing and Speaking for Expression
CONTENT STANDARD II: Students will communicate effectively through speaking and writing.
6-12 Benchmark II A: Use speaking as an interpersonal communication tool and communicate information in a coherent and persuasive manner using verbal and non-verbal language.

B	<p>Participate in classroom and social communication (e.g., use of gestures, responses to questions using single words and phrases). Use non-verbal communication to express needs, feelings and ideas (point, draw, and gestures).</p> <p>Ask and answer questions, using simple sentences or phrases. Engage in introductory conversations and simple, structured greetings.</p> <p>Orally communicate basic personal information and express personal needs. Orally communicate meaning by using guided language-experience stories, supported by pictures and graphic organizers.</p> <p>Verbally identify objects around the room, school, and the general environment, and actions. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)).</p> <p>Speak with a few words or sentences, using English phonemes and rudimentary English grammatical forms. Participate in-group oral activities (e.g., scripted plays, short memorized dialogues, songs, chants and story retelling). Describe characteristics of people, places and objects.</p>
EI	<p>Use appropriate language in social situations and academic context. Ask and answer general and content-specific questions, using phrases or simple sentences. Restate and execute multi-step oral directions.</p> <p>Restate, in simple sentences, the main idea of what was read, presented or discussed. Use communication skills to express needs, ideas and thoughts. Use oral communication to identify, organize and analyze information across the curriculum.</p>

<p>EI</p>	<p>Restate, in simple sentences, the main idea of oral presentations of subject matter content.</p> <p>Ask a question to clarify about a topic. Engage in discussions and write discussion summaries.</p> <p>Select and use new content-area and social vocabulary and language structures. Respond appropriately when participating in discussions.</p> <p>Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</p> <p>Explain and describe new concepts and information in one’s own words. Identify and select an appropriate method to communicate, relevant to audience and purpose.</p>
<p>I</p>	<p>Recognize appropriate ways of speaking that vary, based on purpose, audience and subject matter. Develop and use clear pronunciation and intonation.</p> <p>Increase fluency in spontaneous speaking situations.</p> <p>Speak comprehensibly using consistent English grammatical forms and sounds. However, some rules may not be in evidence (e.g., use of third person singular, male and female pronouns).</p> <p>Use appropriate language in everyday social situations. Express ideas/opinions and defend statements.</p> <p>Develop and use vocabulary, including basic idiomatic expressions. Use a variety of verbal and non-verbal strategies when communication difficulties arise (e.g., facial expressions, gestures, pictures, questioning).</p> <p>Ask and answer instructional questions with some supporting elements to clarify about a topic. Independently use common social greetings and simple repetitive phrases. Prepare, ask and respond to basic interview questions.</p>

I	<p>Prepare, practice and deliver short oral presentations on ideas and content-area material. Use appropriate oral descriptions of people, events, places and objects.</p> <p>Use language to influence the thinking of others (e.g., formulate hypotheses, present and support arguments). Actively participate in discussions with peers and adults on familiar and unfamiliar topics within an academic environment.</p>
EA	<p>Use appropriate ways of speaking that vary based on purpose, audience, and subject matter.</p> <p>Identify and discuss the main idea and supporting details of oral presentations, familiar literature, and key concepts of subject matter content. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.</p> <p>Relate personal experiences with connected phrasing, sentences and transition words. Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., "heavy as a ton of bricks," "soaking wet").</p> <p>Demonstrate social conversation and interaction skills in a variety of situations. Use accurate subject/verb agreement, pronunciation and intonation when speaking.</p> <p>Use complex sentence patterns with increasing accuracy. Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing. Create oral presentations, reports and debates, using technology and other resource materials.</p>
A	<p>Consistently use appropriate ways of speaking and writing that vary based on purpose, audience and subject matter. Prepare and deliver presentations in various content areas that include purpose, point of view, introduction, coherent transition and appropriate conclusions.</p> <p>Follow and give multi-step directions. Participate in classroom discussions of challenging topics and increasingly abstract concepts in the content areas.</p> <p>Refine oral descriptions of people, actions and places by using more sophisticated adjectives and adverbs.</p>

A	<p>Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately. Use language subtleties, both formal and informal (e.g., humor, sarcasm, jargon, slang).</p> <p>Accurately use a wide variety of sentence structures with multiple tenses. Summarize and paraphrase information from content-area text.</p> <p>Analyze, synthesize, and evaluate information from text and media sources. Prepare, ask and respond to complex interview questions. Use advanced questioning for clarification.</p>
----------	---

STRAND: Speaking and Writing for Expression
CONTENT STANDARD II: Students will communicate effectively through speaking and writing.
K-5 Benchmark II B: Apply grammatical and language conventions to communicate.

B	<p>Identify objects and pictures, using single words. Write English alphabet and numerals accurately.</p> <p>Write phrases and simple sentences, using common words and short patterns. Use guided pre-writing strategies: drawing, models, etc..</p> <p>Copy words, simple sentences and simple stories from books, blackboards or other written text. Relate a personal story through drawing and/or labeling.</p> <p>Use pictures and context to make predictions about story content. Locate the title, table of contents, author, and illustrator of text.</p> <p>Connect information and events in a text in order to make sense of what was read. Share information in writing or verbally, using simple sentences and phrases.</p>
----------	--

B	<p>Develop spelling strategies and skills by: representing spoken language with emergent and/or conventional spelling, writing most letters of the alphabet, analyzing sounds in a word and writing dominant consonant letters.</p> <p>Recognize simple punctuation. Communicate in writing through picture stories, lists.</p> <p>Use phonemic awareness and letter recognition to write. Begin to use standard writing conventions including top/bottom, left/right and front/back.</p> <p>Write all upper-case and lower-case letters of the alphabet, using correct letter formation. Identify and use capital letters to write the word “I” and the first letter in one’s own name.</p>
EI	<p>Use basic vocabulary in writing. Use concrete pre-writing strategies: picture sequence, webbing, mapping, etc..</p> <p>Write simple sentences about events or characters from familiar stories read by the teacher. Write a phrase or simple sentence about an experience generated by a group story.</p> <p>Use capital letters to begin sentences and proper nouns. Use a period or question mark at the end of a sentence.</p> <p>Write simple sentences using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, months, words from word walls, etc.</p> <p>Write simple stories, with guidance and supported by visuals and models. Use context cues to resolve ambiguities about word and sentence meaning. Write simple sentences and short paragraphs.</p>
I	<p>Use electronic media to communicate with others. Relate prior knowledge to textual information.</p> <p>Apply phonics rules to write independently. Refine fluency and legibility of handwriting.</p>

I	<p>Use basic spelling rules of English including content-area vocabulary. Write a friendly letter.</p> <p>Communicate in writing through stories, letters and expository compositions based on classroom activities. Organize ideas through writing. Use complete sentences to write simple text.</p>
EA	<p>Use basic sentence patterns and subject/verb agreement. Write appropriately for all content areas. Write narrative stories that include the elements of plot, setting, and character.</p> <p>Apply standard writing conventions, including margins and indenting, appropriate punctuation etc. (e.g., apostrophe for contractions, exclamation mark, question mark).</p> <p>Proofread own writing for spelling, and edit with assistance and resource materials for language conventions and format. Compose short essays with multiple paragraphs. Communicate in writing through stories, letters, and expository compositions based on classroom activities.</p>
A	<p>Write a formal letter. Write short narratives that include elements of setting, plot, and characterization. Produce writing that demonstrates a command of the standard conventions of English.</p> <p>Communicate in writing through a variety of genres.</p> <p>Use standard word order when writing and speaking. Apply knowledge of correct grammatical structures and writing conventions (e.g., subject/ verb agreement, nouns and pronouns).</p> <p>Write narratives that include examples of writing appropriate for all content areas. Produce a variety of written compositions (e.g., descriptive, expository, narrative, persuasive).</p> <p>Use informational writing to demonstrate understanding in the content areas.</p> <p>Create readable documents with legible handwriting.</p>

A	Use electronic media to communicate with others. Spell commonly used words accurately, using a multi-strategy approach to learn new spellings.
----------	---

STRAND: Speaking and Writing for Expression
CONTENT STANDARD II: Students will communicate effectively through speaking and writing.
6-12 Benchmark II B: Apply grammatical and language conventions to communicate.

B	<p>Write the English alphabet and numerals accurately. Copy words and phrases correctly. Use capital letters when writing “I”, one’s own name, and the beginning of a sentence.</p> <p>Copy words, simple sentences and simple stories from books, blackboards or other written text. Write, using frequently used verbs and basic verb tenses.</p> <p>Identify objects and pictures through speaking and writing. Communicate in writing through picture stories, lists, and letters.</p> <p>Write phrases and simple sentences, using common words and short patterns.</p> <p>Relate a personal story through drawing and/or labeling. Comprehend usage and spelling of basic vocabulary, including sight words and content-area words.</p> <p>Write a few words or phrases about an event or character from a story or informational text read by the teacher. Use pictures and context cues to make predictions in writing about a story or informational text.</p> <p>Share information, using simple sentences and phrases.</p>
----------	---

B	<p>Identify and use basic English language patterns and structures in writing and speaking.</p> <p>Use standard writing conventions, including top/bottom, left/right and front/back. Use phonemic awareness and letter recognition to write.</p>
EI	<p>Respond to literature or informational text through a written summary. Refine fluency and legibility of handwriting.</p> <p>Use basic spelling of English, including content-area vocabulary. Identify and use basic English sentence patterns.</p> <p>Use standard writing conventions including: top/bottom, left/right, front/back, appropriate heading and capitalization. Share information, using various tools of expression (e.g., conversation, answering questions, initiating conversation, writing summaries and writing captions).</p> <p>Write, using patterned sentences and model paragraphs. Relate a personal narrative through phrases and sentences.</p> <p>Write, using complete sentences and relying less on translation and external prompts. Use prior knowledge to write stories and content-related text. Use letter formation, lines and spaces to create readable documents.</p>
I	<p>Understand and appropriately use common verbs. Use basic sentence patterns and subject/verb-agreement; negative sentences; and question formation.</p> <p>Use rules for format and mechanics in one's own writing. Use capitalization, punctuation and paragraphs in one's own writing.</p> <p>Compose a variety of writings that express individual perspective. Use plural forms of commonly used nouns and common contractions.</p> <p>Organize information using pictures, lists, charts and tables in order to produce writing.</p>

<p>EA</p>	<p>Write sentences appropriately for all content areas. Write narrative stories that include the elements of setting, plot and characterization.</p> <p>Use prior knowledge to elaborate, describe and analyze situations for writing. Produce writing that incorporates a definite voice of the authors appropriate to the writing purpose. Write paragraphs using topic sentences and supporting details.</p> <p>Use electronic media to effectively communicate with others. Use comprehensible pronunciation and intonation by repeating words and phrases.</p> <p>Complete a job or college application by providing basic personal information. Appropriately use content-area vocabulary in written communication.</p> <p>Use more complex sentence structure to express ideas and relay information. Communicate effectively through writing (e.g., poetry, scripts, letters, E-Mails, journals).</p>
<p>A</p>	<p>Develop personal expression or voice to organize ideas, in order to write a comprehensible story or essay. Write an essay based on research in a content area and cite references.</p> <p>Use appropriate style and organization for writing in the content area. Organize ideas in writing through the use of paragraphs, chronological order, examples and comparison-contrast.</p> <p>Write longer narratives that include elements of setting, characterization, and plot. Communicate through advanced writing (biography, essay, research paper, scientific report, editorial, literary review, creative writing, and critique).</p> <p>Use writing to persuade, argue and elicit emotions. Develop a thesis by using clear research questions and creative, critical research strategies (e.g., field studies, oral histories, interviews, experiments).</p>

STRAND: Speaking and Writing for Expression
CONTENT STANDARD II: Students will communicate effectively through speaking and writing.
K-5 Benchmark II C: Demonstrate competence in the skills and strategies of the writing process.

B	<p>Develop writing strategies and skills by:</p> <ul style="list-style-type: none"> ▪ Copying words posted and commonly used in the classroom. ▪ Using pictures and/or invented spelling to tell a story. <p>Dictate simple stories based on personal experiences. Write one's own name and the names of others.</p> <p>Use simple sentences to write responses to selected literature and content-area material. Write, using patterned sentences. Write for meaning, using self-correcting strategies.</p> <p>Write and draw to express one's thoughts and ideas. Develop and use personal word lists to facilitate writing. Develop simple captions for pictures.</p> <p>Communicate in writing through picture stories, captions, and lists. Dictate a story based on one's own experience. Use models to write a short narrative, supported by pictures and personal letters.</p> <p>Write descriptions of familiar people, places or objects. Use basic vocabulary in writing. Relate a personal narrative through drawing, labeling and/or simple sentences.</p>
----------	---

<p>B</p>	<p>Communicate meaning by using guided language-experience stories, supported by pictures and graphic organizers. Use a personal graphic organizer to help express thoughts and ideas. Use a picture dictionary to assist in developing vocabulary in writing.</p> <p>Communicate through writing basic needs, thoughts, feelings and emotions. Write with correct language usage.</p>
<p>EI</p>	<p>Use guided pre-writing strategies. Write phrases and simple sentences, using common words and short patterns. Develop personal expression or voice, and organize ideas in a logical sequence.</p> <p>Use the writing process with guidance. Write simple sentences and short paragraphs on a given topic. Begin to use transitional words in writing.</p> <p>Write a simple story with a beginning, middle and end, with guidance and supported by visuals and models.</p> <p>Recognize and begin to apply basic conventions in writing (capital letters and periods). Write for a purpose. Share personal writing.</p> <p>Compose fairly readable first drafts using appropriate parts of the writing process (e.g., conventional spelling and grammatical rules). Create cohesive sentences, using standard grammatical forms.</p> <p>Participate in guided writing activities. Apply basic writing conventions (e.g., capitals, periods).</p> <p>Write simple paragraphs across the curriculum.</p>

I	<p>Develop personal expression and voice and organize these ideas through writing. Produce independent writing with standard word order, and subject-verb agreement.</p> <p>Use content-area vocabulary in the writing process. Develop a personal style and voice in writing.</p> <p>Organize ideas and thoughts to write, using supporting details, sequence and conclusion.</p> <p>Develop a variety of products (e.g., short stories, letters, simple poems, descriptions, narratives, expository writing and journal entries).</p>
EA	<p>Communicate in writing through a variety of genres across the curriculum (e.g., personal narrative, exposition, description correspondence, dialogue, autobiography etc.).</p> <p>Produce independent writing using conventional grammatical forms. Write narratives that describe the setting, character, plot and events.</p> <p>Organize ideas in writing, using paragraphs, chronological order, examples and audience knowledge. Write paragraphs and short compositions with a clear focus.</p> <p>Write descriptions of people, places and events, including comparison/contrast and descriptive details. Consistently use standard writing conventions of formatting, spelling, punctuation and capitalization in various forms of communication. Produce a variety of compositions (e.g., stories, reports, journals, correspondence, E-Mail).</p>
A	<p>Write narratives that include elements of setting, plot, and characterization. Produce writing that demonstrates a command of the standard conventions of English.</p> <p>Apply the writing process through:</p> <ul style="list-style-type: none"> ▪ Pre-writing, ▪ Creating a rough draft, ▪ Revising for clarity of thought and focused communication, ▪ Editing,

	<ul style="list-style-type: none"> ▪ Publishing and sharing of final product. <p>Develop personal expression or voice to organize ideas in order to write a comprehensible story or essay. Write a brief essay based on research in a content area and cite references.</p> <p>Write expository compositions that include a main idea and supporting details. Use appropriate style and organization for writing in the content area. Refine independent use of the writing process.</p> <p>Use advanced and varied English vocabulary in written communication.</p> <p>Develop a thesis and support it, using research, quotations and facts appropriately.</p> <p>Communicate through advanced writing (e.g., biography, essay, research paper, scientific report, editorial, literary review and critique).</p> <p>Combine information from multiple sources, using technology as a tool in writing reports and stories. Begin to use writing to persuade, argue and elicit emotions.</p>
--	---

<p>STRAND: Speaking and Writing for Expression</p> <p>CONTENT STANDARD II: Students will communicate effectively through speaking and writing.</p> <p>6-12 Benchmark II C: Demonstrate competence in the skills and strategies of the writing process to inform and persuade.</p>
--

B	<p>Develop writing strategies and skills by:</p> <ul style="list-style-type: none"> ▪ Copying words posted and commonly used in the classroom. ▪ Using pictures and or invented spelling to tell a story. <p>Dictate simple stories based on personal experiences. Develop and use personal word lists to facilitate writing.</p> <p>Write simple captions for pictures. Communicate in writing through picture stories, captions, and lists.</p>
----------	---

<p>B</p>	<p>Dictate a story based on one’s own experience. Write one’s own name and the names of others.</p> <p>Use simple sentences to write responses to selected literature and content-area material. Write using patterned sentences. Write and draw to express one’s thoughts and ideas.</p> <p>Use standard writing conventions, including: top/bottom, left/right, front/back. Create simple sentences or phrases with assistance.</p> <p>Use standard English grammatical forms. Write using patterned sentences and model paragraphs. Relate a personal narrative through drawing and labeling and/or simple sentences.</p> <p>Use visually oriented pre-writing strategies (e.g., drawing, listing, graphic organizers, webbing). Organize information on pictures, lists, charts and tables to understand, present or inform.</p> <p>Write descriptions of familiar people, places or objects. Use basic vocabulary in writing. Use the writing process to write sentences and short paragraphs with supporting details about a given topic.</p> <p>Edit own work and correct punctuation. Identify basic vocabulary, mechanics and structures in a piece of writing.</p> <p>Write a brief narrative, using a few simple sentences that include setting and some details. Write for expression and to relay information.</p>
<p>EI</p>	<p>Communicate through writing about different situations. Use common verbs, nouns and high-frequency modifiers in simple sentences.</p> <p>Write an increasing number of words and simple sentences appropriate for all content areas. Write phrases and simple sentences using common words and short patterns.</p>

B = Beginning EA = Early Advanced
 EI = Early Intermediate A = Advanced
 I = Intermediate

EI	<p>Develop personal expression or voice, and organize ideas in a logical sequence.</p> <p>Write simple sentences and short paragraphs on a given topic. Use transitional words in writing.</p> <p>Write a simple story with a beginning, middle and end, with guidance and supported by visuals and models. Identify and apply basic conventions in writing (capital letters and periods).</p> <p>Write for a purpose. Share personal writing.</p> <p>Compose fairly readable first drafts using appropriate parts of the writing process (e.g., conventional spelling and grammatical rules). Create cohesive sentences, using standard grammatical forms.</p> <p>Follow an outline to create a draft of a paragraph. Revise and edit writing with teacher assistance, to clarify meaning and improve conventions and organization.</p>
I	<p>Use sequencing words and transition words in narrative or expository writing. Collect information and take notes on a given topic from a variety of sources.</p> <p>Write a sentence describing a character, event or procedure. Write a short paragraph with a central idea or theme.</p> <p>Use pre-writing strategies (e.g., outline, brainstorming, webbing, mapping, KWL charts). Use compound sentences to write brief fictional biographies and short stories (that include a sequence of events and provide supporting details).</p> <p>Use more complex vocabulary and sentences appropriate for all content areas. Edit and correct basic grammatical structures and conventions of writing.</p>

I	<p>Use basic strategies of note-taking, outlining and the writing process to structure drafts of simple essays, using of standard grammatical forms.</p> <p>Write responses on selected literature that exhibits understanding of the text, using detailed sentences and transitions. Understand the writing process with guidance from peers and/or adults.</p>
EA	<p>Use appropriate language variations and genres to write for all content areas. Write responses to selected literature or informational text that develops interpretations; exhibit careful reading; and cite specific parts of the text.</p> <p>Write paragraphs using topic sentence, supporting details, and conclusion. Write detailed fictional biographies or autobiographies.</p> <p>Revise writing for appropriate word choice, organization, consistent point of view, and transitions. Edit writing for grammatical structures and conventions of writing.</p> <p>Use strategies of note taking, outlining and the writing process to structure drafts of essays, using standard grammatical forms.</p> <p>Write in different genres; include coherent plot development, characterization and setting. Spell frequently misspelled words correctly.</p>
A	<p>Use appropriate language variations and genres to write for all content areas. Write persuasive and expository compositions that include a clear thesis; describe organized points of support; and address a counter-argument.</p> <p>Apply the writing process through:</p> <ul style="list-style-type: none"> ▪ pre-writing, ▪ creating a rough draft, ▪ revising for clarity of thought and focused communication, ▪ editing, ▪ publishing and sharing of final product.

A	<p>Use standard writing conventions, including margins, indention and appropriate punctuation. Use complex sentences to write brief fictional biographies and short stories that include a sequence of events and provide supporting details.</p> <p>Write in a variety of genres (e.g., short stories, poetry, essays, letters, narratives). Communicate through advanced writing (e.g., biography, essay, research paper, scientific report, editorial, literary review, critique).</p> <p>Combine information from multiple sources, using technology as a tool in writing reports and stories. Produce writing using various elements of discourse in narrative, expository, persuasive, informational and/or descriptive writing. Understand and use English sentence patterns to increase clarity and variety in writing compound and complex sentences.</p> <p>Report on research that includes summaries, paraphrasing, quotations and citing references. Create coherent paragraphs through effective transitions and parallel constructions.</p> <p>Consistently use standard writing conventions of formatting, spelling, punctuation and capitalization in various forms of communication. Write an essay with a clear purpose, appropriately using the rhetorical devices of quotations and facts.</p> <p>Develop a thesis and support it using research, quotations and facts appropriately.</p>
----------	--

<p>STRAND: Literature and Media</p> <p>CONTENT STANDARD III: Students will use literature and media to develop an understanding of people, societies and the self.</p> <p>K-5 Benchmark III A: Use language, literature and media to gain and demonstrate awareness of cultures around the world.</p>
--

B	<p>Read literature at beginning levels, at student’s own comfort level, and above student’s comfort level (I + 1 Theory). Listen to, respond to and read literature from various cultures and regions.</p> <p>Listen, and respond to stories based on familiar themes and plots, demonstrating awareness of specific vocabulary, dialect,</p>
----------	---

B	<p>and subject matter. Expand on content knowledge by using cultural examples and media opportunities.</p> <p>Listen to and model literature-specific vocabulary and expressions. Re-read literature selections in order to develop comprehension.</p> <p>Identify characters and simple story lines from selected myths and stories from around the world. Relate myth/story characters, events and themes to one's own life experiences.</p> <p>Demonstrate familiarity with stories and cultural activities of various ethnic groups and countries. Relate literature to world events as a base for developing historical knowledge.</p> <p>Increase vocabulary by listening to, reading and responding to literary works and content-specific vocabulary. Identify the importance of cultural art and drama as part of expanding knowledge of cultures of other countries.</p> <p>Identify the characters and simple story lines from selected myths and stories from around the world. Utilize the library to extend student use of literature and content-area resources.</p>
EI	<p>Increase vocabulary and interpret expressions found in literary works. Identify and compare characters and simple story lines. Identify characteristics common to members of various world cultures (e.g., language, dress, food, traditions, homes, etc..).</p> <p>Expand on classroom-based content by using many cultural examples and media opportunities. Relate literature to world events as a base for developing historical knowledge.</p> <p>Identify cultural characteristics in literature and media. Demonstrate how similar themes are represented by different versions of stories from many cultures (e.g., Cinderella, etc..). Utilize library resources to collect and use information or examples of specific genres.</p>
I	<p>Use language and media to make connections between one's own experiences and the experiences of others (e.g., local stories, stories about local culture, history).</p> <p>Create and participate in responses to a variety of literature and media (e.g., dramatizations, presentations, fantasy plays).</p>

I	<p>Identify and discuss similarities and differences in events and characters across examples of literature and media. Examine and discuss the reasons for a character's actions.</p> <p>Identify and examine characters' motives. Consider a situation or problem from various points of view. Use library resources to research cultures depicted in literature or media.</p>
EA	<p>Discuss why similar character types and themes are found in multiple cultures. Identify social/cultural values and beliefs reflected in literature and media. Read literature that reinforces specific themes or genres.</p> <p>Make informed judgments about the purpose of media productions. Examine the reasons for a character's actions and motives.</p> <p>Read literature to complete assignments or to make a presentation. Examine connections between American society and other cultures worldwide, as depicted through literature and media.</p> <p>Analyze the connections made between cultures, and discuss the similarities and differences. Increase vocabulary by listening to, reading, and responding to literary works. Use language and media to make connections between one's own experiences and the experiences of others.</p> <p>Create and participate in responses to a variety of literature and media (e.g., local stories, stories about local culture and history).</p> <p>Utilize library resources to study and compare cultures and literary styles depicted in literature and media.</p>
A	<p>Utilize multiple resources to study and compare cultures and literary styles depicted in literature and media. Use language and media to make connections between one's own experiences and the experiences of others (e.g., local stories, stories about local culture, history).</p> <p>Identify and analyze recurring themes (e.g., bravery, loyalty, friendship, compassion, conflict). Analyze themes and central ideas in literature and media in relation to personal issues and experiences.</p>

A	<p>Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes and beliefs of its author. Analyze a situation or problem from different characters' points of view.</p> <p>Read complex literary materials and formulate questions and summaries based on cultural experiences. Write summaries and essays based on information gathered from literature.</p> <p>Read for pleasure a greater selection of literary works, and develop an informed personal opinion about a specific genre. Read grade-level materials and make contributions to discussions and related activities.</p> <p>Respond to historically or culturally significant works of literature, to develop an awareness of perspectives.</p>
----------	--

STRAND: Literature and Media
CONTENT STANDARD III: Students will use literature and media to develop an understanding of people, societies and the self.
6-12 Benchmark III A: Use language, literature and media to understand various social and cultural perspectives and to understand the role of the individual as a member of many cultures.

B	<p>Read literature at beginning levels, at student's own comfort level, and above student's comfort level (I + 1 Theory). Listen to, and respond to literature from various cultures and regions.</p> <p>Listen and respond to stories based on familiar themes and plots, demonstrating awareness of specific vocabulary, dialect and subject matter. Expand on reading literature through other researching/reading about other cultural examples and media opportunities.</p> <p>Select content-specific literary and media selections. Listen to and model vocabulary and expressions that are literature-specific and/or content-specific. Re-read literature selections in order to develop comprehension.</p> <p>Identify the characters and simple story lines from selected myths and stories from around the world. Relate characters and events to their one's own life experiences.</p>
----------	---

B	<p>Utilize reading-strategy models in order to facilitate the reading process (i.e., read for message rather than for understanding each individual word).</p> <p>Demonstrate familiarity with stories and activities related to various ethnic groups and countries. Use literature to incorporate world events as a base for developing historical knowledge.</p> <p>Increase vocabulary by listening to, reading and responding to literary works and informational texts. Identify the importance of art and drama as part of expanding knowledge of cultures of other countries.</p> <p>Compare words and symbols that express a universal theme, and reflect upon personal perspectives. Respond to a variety of literary works and media (e.g., novels, short stories, memoirs, vignettes, narratives, diaries, newspapers, and movies etc.). Utilize the library to extend student’s use of literature and content-area resources.</p>
EI	<p>Develop an increased vocabulary by explaining expressions found in literary works. Identify and compare characters and simple story lines.</p> <p>Identify characteristics common and particular to members of various world cultures (e.g., language, dress, food, traditions, homes, etc.) portrayed in literature and media.</p> <p>Discuss and review literary works from various cultures.</p> <p>Analyze themes and central ideas in literature and media in relation to personal issues and experiences. Identify and explain why similar character types are found in multiple cultures.</p> <p>Identify social/cultural values and beliefs reflected in literature and media.</p>
I	<p>Use language and media to make connections between one’s own experiences and the experiences of others (e.g., local stories, stories about local culture, history.) Create and participate in responses to a variety of literature and media (e.g., dramatizations, presentations, fantasy plays.)</p> <p>Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes and beliefs of its author.</p>

I	<p>Identify and discuss similarities and differences in events and characters across examples of literature and media.</p> <p>Make informed judgments about the purpose of media productions.</p> <p>Discuss the reasons for a character's actions.</p>
EA	<p>Identify social/cultural values and beliefs reflected in literature and media and how they influence the reader.</p> <p>Use examples of specific literature to demonstrate a specific theme or genre.</p> <p>Compare words and symbols that express a universal theme, and reflect upon personal perspective.</p> <p>Examine connections between American society and other cultures worldwide as depicted through literature and media.</p> <p>Evaluate a literary work and formulate a written response or summary.</p> <p>Use culturally specific literature to research a topic, formulate a report or argue a point of view.</p> <p>Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes and beliefs of its author.</p> <p>Analyze actions that reflect motivations based on culture, personal history, environment and society.</p> <p>Describe the significance of selected works that represent particular societies and cultures.</p> <p>Evaluate pieces of literary work, using specific criteria.</p>
A	<p>Identify and analyze recurring themes (e.g., bravery, loyalty, friendship, compassion, conflict) in literary works.</p> <p>Analyze themes and central ideas in literature and media in relation to personal issues and experiences.</p> <p>Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes and beliefs of its author.</p> <p>Analyze a range of responses to literary works and determine the extent to which the literary characteristics of a society/culture shaped those responses.</p> <p>Read more complex literary materials, and formulate questions and summaries based on cultural experiences.</p> <p>Read for pleasure a greater selection of literary works, and develop an informed personal opinion about a specific genre.</p> <p>Read grade-level material, and make contributions to discussions and related activities.</p> <p>Demonstrate how concepts and perspectives depicted in literature and media relate to the life experiences of the student.</p> <p>Analyze arguments, concepts and perspectives presented in literary works and media.</p>

STRAND: Literature and Media
CONTENT STANDARD III: Students will use literature and media to develop an understanding of people, societies and the self.
K-5 Benchmark III B: Identify and use the types of literature according to their purpose and function.

B	<p>Preview and read various types of literary selections. Demonstrate familiarity with particular types of books and materials (e.g., picture story books, caption books, comics, chapter books, short informational texts, nursery rhymes, plays, fairy tales, folk tales etc.).</p> <p>Participate in all content-area studies with appropriate scaffolding, vocabulary development, use of concrete materials and other media.</p> <p>Identify key words, context cues and pattern structures. Listen and respond to stories based on familiar themes and plots, demonstrating awareness specific vocabulary, dialect and subject matter.</p> <p>Re-read literature selections in order to develop comprehension. Identify characters, setting and important events in stories.</p>
EI	<p>Demonstrate understanding of sequence and characterization in a story (e.g., act out, draw, write, talk). Identify differences between various genres.</p> <p>Identify the use of rhythm, rhyme and alliteration in writing. Take part in creative responses to literature, such as oral presentations, plays and readings.</p>
I	<p>Read and create a variety of texts, including fiction (short stories, novels, fantasies, fairy tales, fables), non-fiction (biographies, letters, articles and essays), poetry and drama (role play, skits, plays).</p> <p>Respond to fiction, non-fiction, poetry and drama using interpretive, critical and evaluative processes by:</p> <ul style="list-style-type: none"> ▪ considering differences among genres

	<ul style="list-style-type: none"> ▪ relating plots, settings and characters to one’s own experiences and ideas ▪ considering a main character’s point of view ▪ participating in creative interpretations ▪ making inferences and drawing conclusions about characters and events. <p>Write literary critiques and summaries. Express opinions, and comment on feelings about various literature styles.</p> <p>Compare and contrast plots, settings and characters presented by different authors. Respond to creative works through various media presentations.</p> <p>Respond to fiction, non-fiction, poetry and drama using interpretive, critical and evaluative processes.</p>
EA	<p>Participate in discussions about literature. Describe thematic connections in literature. Compare words and symbols that express a universal theme, reflect upon personal perspective, and present this perspective.</p> <p>Evaluate literature based on a specific criterion. Identify sequences and patterns in literature. Respond to a variety of literary works and media.</p> <p>Formulate and present an opinion as to the reason(s) why an author would choose a particular genre. Compose fiction, non-fiction, poetry and drama using interpretive, critical and evaluative processes.</p> <p>Analyze the ways in which literature and media are related to themes and issues of their historical context. Identify points of view and underlying themes. Identify specific cultural traditions and subtleties.</p>
A	<p>Develop an understanding of literature as a means of communication, recreation and information. Analyze actions that reflect motivations based on culture, personal history, environment and society.</p> <p>Use the information gathered from literature to present, write or demonstrate concepts or ideas learned.</p>

A	<p>Compare and contrast print and non-print versions of a literary work.</p> <p>Identify conflicts and resolutions within literary works.</p> <p>Analyze content-area information according to a specific criterion.</p> <p>Persuade or inform someone, using information gathered through literature or content-area information.</p>
<p>STRAND: Literature and Media</p> <p>CONTENT STANDARD III: Students will use literature and media to develop an understanding of people, societies and the self.</p> <p>6-12 Benchmark III B: Identify and make connections among literary works and understand literary elements, concepts and genres.</p>	
B	<p>Preview and read various types of literary selections.</p> <p>Demonstrate familiarity with particular types of books and materials (e.g., picture story books, caption books, comics, chapter books, short informational texts, nursery rhymes, plays, fairy tales, folk tales etc.).</p> <p>Participate in all various content-area studies with appropriate scaffolding, vocabulary development, etc..</p> <p>Listen and respond to stories based on familiar themes and plots, demonstrating awareness of specific vocabulary, dialect and subject matter.</p> <p>Read literature of various levels and genres.</p> <p>Re-read literature selections in order to develop comprehension.</p> <p>Identify characters, setting and important events within cultural and historical texts.</p>
EI	<p>Demonstrate understanding of sequence and characterization in a story (e.g., act out, draw, write, talk).</p> <p>Identify differences between various genres.</p> <p>Identify the use of rhythm, rhyme and alliteration in writing.</p> <p>Take part in creative responses to oral presentations, plays and readings.</p>

B = Beginning EA = Early Advanced
EI = Early Intermediate A = Advanced
I = Intermediate

EI	<p>Respond to fiction, non-fiction, poetry and drama using interpretive, critical and evaluative processes by:</p> <ul style="list-style-type: none"> ▪ considering the differences among genres ▪ relating plots, settings and characters to one's experiences and ideas ▪ considering main character's point of view ▪ participating in creative interpretations ▪ making inferences and drawing conclusions about characters and events. <p>Identify a main conflict in a plot and describe how it is resolved. Compare and contrast the actions and motives of characters in literary works.</p> <p>Explain the importance of a character's actions to the plot and theme.</p>
I	<p>Identify the author's use of various techniques to influence readers' perspectives. Read and create a variety of texts, including fiction (e.g., short stories, novels, fantasies, fairy tales, fables), non-fiction (biographies, letters, articles, essays), poetry, and drama.</p> <p>Identify compare- and -contrast features within text. Write literary critiques and summaries.</p> <p>Express opinions and comment on feelings about various literary styles. Identify conflict and resolution in a literary work.</p>
EA	<p>Participate in discussions concerning literature. Describe thematic connections in literature.</p> <p>Evaluate literature based on specific criteria. Identify defining characteristics of classic literature and themes. Identify sequences and patterns in literature.</p> <p>Identify points of view and underlying themes. Identify specific cultural traditions and subtleties.</p>

1-01-04

A	<p>Develop an understanding of literature as a means of communication, recreation and information. Understand why certain literary works may be considered classics.</p> <p>Describe thematic connections between literary works and contemporary issues. Analyze the ideas of authors and describe how these ideas influence the reader.</p> <p>Interpret culturally specific ambiguities, subtleties, contradictions, ironies and nuances in literary works. Use the information gathered from literature to present, write or demonstrate concepts or ideas learned.</p> <p>Analyze informational text according to specific criteria. Persuade or inform someone using information gathered through literature or content-area sources. Analyze thematic connections among literary works by using specific references to show how a theme can be universal.</p>
----------	--

B = Beginning EA = Early Advanced
EI = Early Intermediate A = Advanced
I = Intermediate

ELD Instructional Strategies Glossary

academic language	Language used in the learning of academic subject matter in formal schooling context; aspects of language strongly associated with literacy and academic achievement, including specific academic terms or technical language and speech registers related to each field of study.
acculturation	The process by which an individual adapts to a new culture.
affective filter	The affective filter controls how much input the learner comes in contact with, and how much of that input is converted into learning.
alternative language	A term used by the Office for Civil Rights (OCR) to define an acceptable instructional program for ELL students.
authentic language	Real or natural language, as used by native speakers of a language in real-life contexts; not artificial or contrived for purposes of learning grammatical forms or vocabulary.
BICS	Basic Interpersonal Communication Skills. Everyday, straightforward communication skills that are helped by contextual supports such as gestures. “Playground English” (BICS) is learned in 1 to 2 years.
benchmarks	Statements of what all students should know and be able to do in a content area by the end of designated grades or levels.
CALP	Cognitive/Academic Language Proficiency. The level of language required to understand academically demanding subject matter in a classroom. Such language is often abstract, without contextual supports such as gestures or visual cues. It takes from 5 to 7 years to become fluent at this level.
CUP	Common Underlying Proficiency. Each language serves one underlying, central thinking system. Two languages working in an integrated manner may contribute to understanding content.

B = Beginning

EA = Early Advanced

65

EI = Early Intermediate

A = Advanced

I = Intermediate

code switching	The term used to describe any switch among languages in the course of a conversation, whether at the level of words, sentences or blocks of speech. Code switching most often occurs when bilinguals are in the presence of other bilinguals who speak the same languages.
communicative competence	The ability to recognize and to produce authentic appropriate language correctly and fluently in any situation; use of language in realistic, everyday settings. Involves grammatical competence, sociolinguistic competence, discourse competence and strategic competence.
communicative functions	Purposes for which language is used. Includes three broad functions: communicative, integrative, and expressive. Language aids the transmission of information, aids affiliation and belonging to a particular social group, and allows the display of individual feelings, ideas and personality.
comprehensible input	Language delivered at a level understood by a learner.
content areas	Subject matter areas of the curriculum of the school, as defined in the New Mexico Content Standards, Benchmarks and Performance Standards.
content based ESL	A model of language education that integrates language and content instruction in the second language classroom; a second language learning approach where second language teachers use instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing second language, content, cognitive and study skills.
content standards	Broad descriptions of the knowledge and skills all students should acquire in a particular subject area. (e.g., Students will apply strategies and skills to comprehend information that is read, heard, and viewed).
Context-embedded	Language where there are plenty of clues, shared language understanding, and where meaning is relatively obvious due to help from the physical and social nature of the conversation.
Context-reduced	Language where there are few clues as to the meaning of language of the communication apart from the words

	themselves. The language is likely to be abstract.
cooperative/collaborative	A grouping arrangement in which positive interdependent grouping and shared responsibility for task completion are established among group members; the type of organizational structure encouraging heterogeneous grouping, shared leadership, and social skills development.
culture	The total shared way of a given people. This comprises modes of thinking, acting and feeling including...law, language, art and customs, and also material products such as houses, foods clothes and tools.
culturally and linguistically	...”Those persons who are of a different cultural background than the majority culture of the state and whose native tongue is of a language other than the language of the majority culture within the state...” (Public School Code, Article 23; Sec. 22 23)
deficit model	A perspective through which the child has a perceived language “deficit” that has to be compensated for with remedial schooling. The problem is located in the child rather than in the school system or society. The opposite is an enrichment model.
ELD	English Language Development refers to courses that are designed for English language learners and usually involve the integration of content-area material with language development. They are designed for English language learners who are acquiring basic communication skills in English and/or are underachieving in the curriculum.
ELL	English Language Learner refers to non-native English speakers who are learning English. Many educators prefer the term ELL to others (e.g., Limited English Proficient or LEP) because it focuses on what students can do. Traditionally ELL refers to PHLOTE students who are unable to speak, read, write or understand the English language at levels comparable to their grade-level peers.
ESL	English as a Second Language is an educational approach in which limited English proficient students are instructed in the use of the English language. Their

B = Beginning

EA = Early Advanced

67

EI = Early Intermediate

A = Advanced

I = Intermediate

	instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program. ESL is usually used to refer to a subject area. Structured and sequential English instruction to teach students whose home language is not English.
exit criteria	Information gathered through several means to decide when the student is ready to continue in an enrichment program or to go into an all-English curriculum.
FEP	Fluent English Proficient. Refers to PHLOTE students who may speak a language other than English, but are also fluent in English. They are able to speak, read, write and understand the English language at levels comparable to their grade-level counter parts.
first language or home language	This term is used in different, overlapping ways, and can mean (a) the first language learned, (b) the stronger language, (c) the mother tongue, or (d) the language most used.
genre	A category of literary composition characterized by a particular style, form, or content.
heritage language	The language a person regards as his/her their native, home, or ancestral language. This covers indigenous languages and immigrant languages (e.g., Spanish in the United States).
idiom	An expression in the usage of a language that has a meaning that cannot be derived from the conjoined meanings of its elements.
L1	L1 is an abbreviation for first language, or mother tongue. Sometimes it is used to refer to speakers who are speaking in their mother tongue.
L2	Second language; often used in the context of “L2 student,” meaning students who are non-native speakers of a language.
language acquisition	Picking up a language through meaningful conversation the way children pick up languages. Language acquisition is far superior to learning a language, because it is language that is acquired that is available for fluent, rapid, and natural speech.

	Acquisition will occur when a learner is exposed to meaningful, comprehensible input.
language chunks	Short phrases learned as a unit, patterned language acquired through redundant use, such as refrains and repetitive phrases in stories.
language proficiency	An umbrella term sometimes used synonymously with language competence and other times as a specific, measurable outcome from language testing. Measures of how well an individual can speak, read, write and comprehend a language, comparable to the standard expected for native speakers of the language. Language proficiency is viewed as the product of a variety of mechanisms: formal learning, informal uncontrived language acquisition, and individual characteristics such as “intelligence”.
language minority	A term that is used by the federal government and other agencies to refer to students who live in homes where a language other than English is spoken. Language minority students may be bilingual, may be acquiring English as a non-native language, or may be monolingual speakers of English.
language variety	Variations of a language used by particular groups of people, including regional dialects characterized by distinct vocabularies, speech patterns, grammatical features, etc.: may also vary by social group or idiosyncratically for a particular individual (idiolect).
LEP	Limited English Proficient. An outdated term that is most often used in legal and governmental situations when referring to students learning English as a non-native language. It includes those students who have learned some English, but are not yet fluent. The more appropriate term is ELL (English Language Learner).
learning strategies	Mental activities or actions that assist in enhancing learning outcomes; may include metacognitive strategies.
linguistic competence	A broad term used to describe the totality of a given individual’s language ability; the underlying language system believed to exist as inferred from an individual’s language performance.
multilingualism	Ability to speak more than two languages; proficiency in many languages.

NEP	Non-English Proficient PHLOTE/ELL students who are newcomers to English and who are just beginning to learn the language.
native language	Primary or first language spoken by an individual.
non-verbal	Communication without words; for example, via gestures, eye contact, position and posture when talking, body movement and contact, tone of voice.
PED	The New Mexico Public Education Department, which is the ultimate responsible and authoritative entity in New Mexico public school education.
PHLOTE	Primary or Home Language Other than English. A term used by the Office for Civil Rights to identify a student with a primary (i.e., first-learned) or home language other than English. Students can be identified as ELL or non- ELL. Primary Language first or native language spoken by an individual.
Pull-out instruction	In the case of ESL pull-out instruction, when students are withdrawn from their regular classrooms for one or more periods a week for special classes of ESL instruction in small groups.
realia	Concrete objects used to relate classroom teaching to real life.
register	Usage of different varieties of language, depending on the setting, the relationship among the individuals involved in the communication, and the function of the interaction; a form of a language that is appropriate to the social or functional context.
regular class	Refers to a class (with or without ELL students) that does not systematically accommodate the language learning needs of ELL students. This may be a regular elementary class or a subject-area class at a secondary level where all instruction is delivered and materials are provided almost exclusively in English; sometimes referred to as a mainstream class.
self contained ESL	Typically an ESL class with only ELL students; all subject matter taught to ELL students by their ESL classroom teacher and no pull-out ESL instruction

B = Beginning

EA = Early Advanced

70

EI = Early Intermediate

A = Advanced

I = Intermediate

	used.
scaffolding	A teaching strategy involving extensive instructional support for language transition when concepts and skills are first introduced; with the gradual removal of these supports when and students begin to develop greater proficiency, skills, and/or knowledge.
SDAIE	Specially Designed Academic Instruction in English refers to content-area classes taught in English that are designed specifically for ELL students. The courses are academically rigorous and incorporate techniques that make language and content more accessible to learners (e.g., relying heavily on visuals and role-play).
second language	This term is used in different, overlapping ways, and can mean (a) the second language learned (chronologically); (b) the weaker language; (c) a language that is not the “mother tongue”; (d) the less used language. This term is sometimes used to cover third and fourth languages learned after the native language.
sheltered English	A specifically designed instructional method which teaches academic subject matter and the associated vocabulary, concepts, and skills by using language and context to make information more comprehensible to English language learners. Although this approach may help students keep up in core academic areas, sheltered English instruction is neither regular instruction nor an alternative language program. It is a teaching strategy.
sheltered instruction	An approach in which students develop knowledge in specific subject areas through the medium of English or other second language. Teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues and model extensively, relating instruction to student experiences, adapting the language of texts or tasks, and using certain methods familiar to language teachers. This makes academic instruction more accessible to students of different English proficiency levels.
social language / playground/TV English	The aspects of language proficiency strongly associated with basic fluency in face-to-face interaction; natural

B = Beginning

EA = Early Advanced

71

EI = Early Intermediate

A = Advanced

I = Intermediate

	speech in social interactions, including those that occur in a classroom, playground or at home. This category could also include extensive use of slang or dialects.
structured immersion	Refers to programs for ELL students in which only the target language is used for instruction.
TESOL	Teaching English to Speakers of Other Languages refers to the discipline of teaching English to non-native English speakers, including English as a foreign language (EFL). The term is also used to refer to ELL teachers and a major international professional organization- Teachers of English to Speakers of Other Languages.
TPR	Total Physical Response (TPR) is a language learning approach based on the relationship between language and its physical representation or execution. Emphasizes the use of physical activity for increasing meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions. (Asher, 1981)
threshold	The level of knowledge in one's home language needed before one can apply or transfer language skills to the second language. Without this degree of home language knowledge, students do not progress in the second language.
Title I	Federal funding designated to support the education of low-achieving, low-income students, including non-native English-speaking students.
Title III	A part of the <i>No Child Left Behind Ac.</i> : Federal funding adopted in December 2001. Program to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency and develop high levels of academic attainment while meeting the same challenging state standards and benchmarks as other students.
Title VII	Federal funding designated to support the education of low-income, non-native English-speaking students. In the past, Title VII supported programs that implemented only bilingual instructional models. In

B = Beginning

EA = Early Advanced

72

EI = Early Intermediate

A = Advanced

I = Intermediate

1-01-04

	more recent years, funding guidelines have allowed for English-medium instructional models. Also supports programs that provide teacher preparation. Continuation funding will occur only until the end of the current grant period.
vernacular	Language or dialect native to a region or country; normally the spoken form of a language; includes non-standard dialects. Social language, playground or TV English, slang, etc..
whole language	A developmental approach based on the premise that students can acquire language (speaking, reading, and writing) as naturally as they learn to walk and talk, when they are engaged in self-motivating activities that are stimulating, interesting, and have social meaning.

B = Beginning

EI = Early Intermediate

I = Intermediate

EA = Early Advanced

A = Advanced