

Standards By Design:

***Kindergarten, First Grade, Second Grade,
Third Grade, Fourth Grade, Fifth Grade, Sixth
Grade, Seventh Grade, Eighth Grade and High
School for English Language Proficiency
Aligned to ELA***



English Language Proficiency Aligned to ELA

Kindergarten

The English Language Proficiency Standards are written as pathways to the Oregon English Language Arts standards. The ELP Standards delineate the proficiency levels required to move through the levels of English-language development and are designed to supplement the ELA standards to ensure that LEP students develop proficiency in both the English language and the concepts and skills contained in the ELA standards. The levels of developing proficiency in a second language have been well documented through research and were designed to provide teachers of all types of programs clear benchmarks of progress.

Reading

Concepts of Print: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.00.RE.01 Identify the front cover, back cover, and title page of a book.

Advanced

Tells the location of the front cover, back cover, and title page of a book. Fluency approximates that of non-ELL peers.

Early Advanced

Identifies the front cover, back cover, and title page of a book using short phrases and sentences.

Intermediate

Points to the appropriate locations when prompted. For example, when the teacher asks, "Where is the front cover?" points to appropriate location.

Early Intermediate

Repeats words and points to appropriate prompt (e.g., the "front cover", the "back cover" and the "title page") after the teacher models the words and points to the correct response.

Beginning

Holds a book the correct way with the cover facing the child, right side up.

EL.00.RE.02 Follow words read aloud from left to right and from top to bottom of the page.

Advanced

Follows the words read with eyes or fingertip, or both, with a book read aloud, and teacher assistance.

Early Advanced

Shows how fingertips or eyes, or both, can follow words from left to right and top to bottom on a page.

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Intermediate

Demonstrates the understanding of the concept "word" by showing individual words on a page in a book.

Early Intermediate

Repeats words and points to correct response (e.g., "top", "bottom", "left", and "right" of page).

Beginning

Points to appropriate response (e.g., "top", "bottom", "left", and "right" of page) after teacher models the word and points to correct locations.

EL.00.RE.03 Know that print is spoken words written down and has meaning.

EL.00.RE.04 Recognize that sentences in print are made up of separate words.

Advanced

Explains that sentences are made up of separate words orally and in writing. Fluency approximates that of non-ELL peers.

Early Advanced

Recognizes a sentence as a group of words that express a complete idea, with teacher assistance.

Intermediate

Repeats the word "sentence" and points out each word in a sentence after teacher modeling and guidance.

Early Intermediate

Identifies letters together by verbally saying "word", or indicates the understanding of word by simple words or nonverbal responses.

Beginning

Locates individual words in the classroom or books by pointing or gesturing after teacher modeling and guidance.

EL.00.RE.05 Distinguish letters from words.

Advanced

Distinguishes between written letters and words. Fluency approximates that of non-ELL peers.

Early Advanced

Orally identifies individual letters in a word.

Intermediate

Explains that letters together make words using short phrases or simple sentences.

Early Intermediate

Identifies alphabet letters by name, at teacher request.

Beginning

Matches letters of the alphabet, using nonverbal responses.

EL.00.RE.06 Recognize and name all upper and lower case letters.

Advanced

Recognizes and names 90% of upper and lower case letters.

Early Advanced

Recognizes and names 75% of the upper and lower case letters.

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Intermediate

Recognizes and names 60% of upper and lower case letters.

Early Intermediate

Recognizes and names 30% of upper and lower case letters, either by using one-word answers or nonverbal responses.

Beginning

Indicates recognition of some upper or lower case letters by responding nonverbally when they are named.

Phonemic Awareness: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.00.RE.07 Listen to spoken sentences and recognize individual words in a sentence.

Advanced

Listens to a spoken sentence and recognizes 75% of the individual words in that sentence.

Early Advanced

Listens to a spoken sentence and recognizes 50% of the individual words in that sentence.

Intermediate

Recognizes a word within a spoken sentence and verbalizes it.

Early Intermediate

Repeats simple sentences the teacher says.

Beginning

Attempts to listen and figure out the sounds of sentences the teacher is saying.

EL.00.RE.08 Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).

Advanced

Responds with more complex phrases and sentences in explaining the alphabetic principle. Fluency approximates that of non-ELL peers.

Early Advanced

Responds to questions about the alphabetic principle, using restating and paraphrasing.

Intermediate

Explains the alphabetic principle using short phrases or sentences.

Early Intermediate

Uses single words or phrases to respond to the alphabetic principle.

Beginning

Gestures as to what sound comes first, medial and last in familiar word when listening to an oral CVC (consonant-vowel-consonant) word.

EL.00.RE.09 Given a spoken word, produce another word that rhymes with it.

Advanced

Given a spoken word, produces another word that rhymes with it with 75% accuracy.

Early Advanced

Makes a list of words that rhyme, with teacher modeling and guidance.

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Intermediate

Identifies words that rhyme from a list of words read aloud. Indicates by using short phrases and sentences.

Early Intermediate

Repeats rhyming words from a book read orally.

Beginning

Listens to lists of rhyming words as the teacher reads them.

EL.00.RE.10 Listen to one-syllable words and tell the beginning and ending sounds.

Advanced

Listens to and repeats one-syllable words, then identifies the beginning and ending sound. Fluency approximates that of non-ELL peers.

Early Advanced

Listens to and repeats one-syllable words, then states the sound at the beginning or end.

Intermediate

Listens to and repeats one-syllable words, then states the sounds with which the word begins and ends.

Early Intermediate

Identifies where words begin using nonverbal responses or simple phrases when questioned.

Beginning

Listens to one-syllable words.

EL.00.RE.11 Given oral sets like "pan, pan, pen," identify the first two as being the same and the third as different.

Advanced

Identifies the one that is different, given an oral trio of words with one different. Fluency approximates that of non-ELL peers.

Early Advanced

Identifies the two that are the same by using more complex phrases and sentences given an oral trio of words with one different and two the same.

Intermediate

Indicates if the words are the same or different by responding with short phrases or sentences, given oral pairs of words.

Early Intermediate

Demonstrates if the words are the same or different by using nonverbal responses or simple words, given oral pairs of words.

Beginning

Demonstrates understanding of "same" and "different" using nonverbal responses, given a pair of letters or pictures.

EL.00.RE.12 Given oral sets like "sat, cap, run," identify the first two as sharing a same sound.

Advanced

Given oral sets like "sat, cap, run", identifies the first two as sharing the same medial sound. Fluency approximates that of non-ELL peers.

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Early Advanced

Identifies if the medial sound is the same or different using more complex phrases and sentences, given two words.

Intermediate

Indicates whether the medial sound is the same or different, using simple phrases and sentences, given two words.

Early Intermediate

Says the words slowly, and repeats the medial sound in each word, given two words.

Beginning

Identifies oral word sets that are the same by responding with gestures, pictures or pointing, indicating the same or different.

EL.00.RE.13 Orally blend two to three spoken sounds into recognizable words (e.g., /a/t/=at; /c/a/t/=cat).

Advanced

Orally blends the first two sounds of a word together. After teacher modeling, attempts to add on third sound.

Early Advanced

Orally repeats sounds and is able to blend the first two sounds with teacher guidance.

Intermediate

Orally repeats sounds and is able to blend first two sounds together after teacher modeling.

Early Intermediate

Orally repeats sounds and is able to draw out the sound of the first letter with teacher modeling.

Beginning

Orally repeats the sounds the teacher models.

EL.00.RE.14 Orally segment single syllable spoken words into their components (e.g., cat=/c/a/t/).

Advanced

Breaks a single syllable (CVC word) spoken word into its first two sound components.

Early Advanced

Breaks a single syllable (CVC word) into the first sound component.

Intermediate

Independently repeats a one-syllable word spoken slowly, producing each sound.

Early Intermediate

Repeats a word slowly to hear each sound with teacher modeling and guided practice.

Beginning

Orally repeats a single syllable spoken aloud.

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.00.RE.15 Understand that as letters of words change, so do the sounds (alphabetic principle).

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Advanced

Verbalizes the sounds, given a CVC word. Upon change of a letter in that word, articulates the sound change.

Early Advanced

Shows what letter is different, given two words with only one letter difference between the two words.

Intermediate

Chooses to substitute a letter and states what sound change will be made, with teacher modeling and guidance, given a CVC word, with possible changes for the first, middle or ending sound.

Early Intermediate

States if the sounds will change in the second word or not, given a CVC word, and writes it again with either one letter substitution to the word, or none.

Beginning

Indicates by gestures or pointing that they have the same or different letters, when shown pairs of words that are the same or different.

EL.00.RE.16 Learn most one-to-one letter sound correspondences.

Advanced

Learns 75% of the one-to-one letter/sound correspondences.

Early Advanced

Learns 50% of the one-to-one letter/sound correspondences.

Intermediate

Learns the sounds of the English language and some of the one-to-one letter/sound correspondences.

Early Intermediate

Learns 25% of the one-to-one letter/sound correspondences.

Beginning

Listens to words of English language, trying to make sense of the new sounds.

EL.00.RE.17 Blend sounds to read one-syllable decodable words.

Advanced

Blends first two sounds to decode first part of one-syllable decodable words.

Early Advanced

States first two letter sounds of words, then is able to produce these letter sounds together rapidly.

Intermediate

Says sounds of letters quickly enough to begin blending.

Early Intermediate

States letter sounds in one-syllable decodable words, in isolation, e.g., /d/ /o/ /g/.

Beginning

Recognizes letters in one-syllable decodable words.

EL.00.RE.18 Recognize some words by sight, including a few very common ones (a, the, I, my, you, is, are).

Advanced

Recognizes some sight words and common words by reading those that are found.

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Early Advanced

Shows ability to recognize words known by sight by circling, writing, or reading the words.

Intermediate

Responds to questions given using words common to the classroom words, (e.g., "Can you find the word "the" in this sentence?").

Early Intermediate

Repeats sight words and common words with classmates.

Beginning

Identifies some sight words and common words following the teacher modeling. Identification may be made by gestures, pictures or pointing.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

EL.00.RE.19 Listen to and experience a wide variety of children's literature including alphabet books, informational stories, classic and contemporary literature, and nursery rhymes.

Advanced

Listens and responds to a wide variety of children's literature. Fluency approximates that of non-ELL peers.

Early Advanced

Listens to a wide variety of children's literature in English and responds to questions and conducts conversations using more complex phrases and sentences.

Intermediate

Listens to a wide variety of children's literature in English and responds to questions and conversations by using short phrases and sentences.

Early Intermediate

Listens to a wide variety of children's literature. Responds with single words or phrases. Uses key words and nonverbal responses when participating.

Beginning

Listens to a wide variety of children's literature. Responds to literature through gestures, drawings and actions.

EL.00.RE.20 Demonstrate listening comprehension of more complex text through discussions.

Advanced

Demonstrates literal and inferential listening comprehension through discussions of more complex text. Fluency approximates that of non-ELL peers.

Early Advanced

Demonstrates inferential listening comprehension through discussions of complex text using phrases and sentences.

Intermediate

Demonstrates literal listening comprehension of simple texts by using short phrases and sentences in discussions.

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Early Intermediate

Demonstrates literal listening comprehension of simple texts by using single word or short phrases in discussions.

Beginning

Listens to make sense of the sounds of the language as discussions are held.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

EL.00.RE.21 Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text.

Advanced

Understands, learns, and uses new vocabulary, introduced and taught directly through orally read stories and informational text. Fluency approximates that of non-ELL peers.

Early Advanced

Understands, learns and uses new vocabulary that is introduced and taught directly through orally read stories and informational text. Responds to questions and carries on conversations using more complex phrases and sentences.

Intermediate

Understands, learns and uses new vocabulary that is introduced and taught directly through orally read stories and informational text. Responds to questions and carries on conversations using short phrases and sentences.

Early Intermediate

Understands new vocabulary that is introduced and taught directly through orally read stories and informational text. Responds with single words or phrases. Participates by repeating key words and familiar phrases and by using nonverbal responses.

Beginning

Listens to understand, learns and uses new vocabulary that is introduced and taught directly through orally read stories and informational text. Responds to new vocabulary through gestures, drawings and actions.

EL.00.RE.22 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.

Advanced

Develops vocabulary by listening to, practicing and discussing conceptually challenging selections read aloud.

Early Advanced

Learns vocabulary of familiar selections. Able to learn word meanings and enter into discussions of familiar selections.

Intermediate

Learns whole selections of familiar text read aloud repeatedly.

Early Intermediate

Learns some vocabulary by listening to selections read aloud repeatedly.

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Beginning

Listens to make sense of new sounds and words heard when selections are read aloud.

EL.00.RE.23 Identify and sort common pictures/words into basic categories (e.g., colors, shapes, foods).

Advanced

Identifies and sorts common pictures/words into basic categories. Fluency approximates that of non-ELL peers.

Early Advanced

Identifies and sorts common pictures/words into basic categories using more complex phrases and sentences.

Intermediate

Identifies and sorts common pictures/words into basic categories. Responds to questions and conversations in short phrases and sentences.

Early Intermediate

Identifies and sorts common pictures/words into basic categories. Responds to questions with gestures, key words, or familiar phrases.

Beginning

Identifies and sorts common pictures/words into basic categories such as colors, shapes, and food, by gestures, drawings, and actions.

EL.00.RE.24 Describe common objects and events in both general (ball) and specific language (large red ball with stripes).

Advanced

Describes common objects and events in both general and specific language. Fluency approximates that of non-ELL peers.

Early Advanced

Describes common objects and events in both general and specific language, using more complex phrases and sentences.

Intermediate

Describes common objects and events in both general and specific language with short phrases and sentences.

Early Intermediate

Describes common objects and events in both general and specific language with single words or phrases.

Beginning

Responds to common objects and events in both general (ball) and specific language (large red ball with stripes), through gestures, drawings, or actions.

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

EL.00.RE.25 Locate the title and the name of the author of a book.

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Advanced

Identifies the title and name of the author of an unfamiliar book. Fluency approximates that of non-ELL peers.

Early Advanced

Responds to identifying the title and author of a familiar book with more complex phrases.

Intermediate

Identifies the title and author of a familiar book with short phrases or sentences.

Early Intermediate

Learns how to find the location of the title and author on books, with teacher guidance. Responds with single words, short phrases, or nonverbal means.

Beginning

Learns that the "title" is the name of a book and that the word "author" is the name of the person who wrote the book.

EL.00.RE.26 Recognize and demonstrate familiarity with everyday print such as signs, notices, labels; newspapers; and informational books.

Advanced

Talks about everyday print. Fluency approximates that of non-ELL peers.

Early Advanced

Recognizes everyday print by identifying with correct name. Demonstrates familiarity by responding to its identification with more complex phrases and sentences.

Intermediate

Shows familiarity with everyday print. Responds with short phrases or sentences.

Early Intermediate

Responds to everyday print by nonverbally pointing out various kinds of print, or identifying with single words or phrases.

Beginning

Listens to new words that name everyday print such as signs, notices, labels, newspaper, and informational books.

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

EL.00.RE.27 Correctly answer simple questions about a text read aloud.

Advanced

Answers simple questions about a text read aloud. Fluency approximates that of non-ELL peers.

Early Advanced

Answers simple questions about a text read aloud by using more complex phrases and sentences.

Intermediate

Answers simple questions about a text read aloud and responds with short phrases and sentences.

Early Intermediate

Answers simple questions about a text read aloud with nonverbal responses, single words or phrases.

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Beginning

Listens to questions and attempts to respond through gestures, drawings, and actions.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.00.RE.28 Use pictures or portions of the text to make predictions about the text.

Advanced

Uses pictures or portions of the text to make predictions about the text. Fluency approximates that of non-ELL peers.

Early Advanced

Uses pictures and portions of the text to make simple predictions about the text. The student responds with more complex phrases and sentences.

Intermediate

Uses both pictures and portions of the text to make sense of the text.

Early Intermediate

Uses pictures to make sense of text.

Beginning

Uses pictures to make sense of the new language.

EL.00.RE.29 Connect the information in text to life experiences.

Advanced

Connects information in text to life experiences. Fluency approximates that of non-ELL peers.

Early Advanced

Connects information in text to life experiences using more complex phrases and sentences.

Intermediate

Connects information in simple text to life experiences. Responds with phrases and sentences.

Early Intermediate

Connects information in simple text to life experiences. Responds with words and simple phrases.

Beginning

Listens to simple text. Observes teacher-modeling connection to life experiences. Responses may be nonverbal.

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

There are currently no kindergarten grade-level foundations for Informational Text: Examine Content and Structure.

Literature

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Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

EL.00.LI.01 Listen, make connections, and respond to stories based on well-known characters, themes, plots, and settings.

Advanced

Listens, makes connections, and responds to stories based on well-known characters, themes, plots and settings. Fluency approximates that of non-ELL peers.

Early Advanced

Listens, makes connections, and responds to stories based on well-known characters, themes, plots and settings, using more complex phrases and sentences.

Intermediate

Listens, makes connections, and responds to stories based on well-known characters, themes, plots and settings, using short phrases and sentences.

Early Intermediate

Listens, makes connections, and responds to stories based on well-known characters, themes, plots and settings, using single words or phrases.

Beginning

Listens to stories based on well-known characters, themes, plots, and settings. Responds through gestures, actions and drawings.

EL.00.LI.02 Name some book titles and authors.

Advanced

Answers the questions "What is the title of this book?" and "Who is the author of this book?" correctly.

Early Advanced

Answers the question "What is the title of this book?" correctly.

Intermediate

Understands that a book title is the name of a book and the author is the name of the person who wrote the book.

Early Intermediate

Repeats book titles and authors with teacher modeling.

Beginning

Listens to teacher name book titles and authors.

EL.00.LI.03 Demonstrate listening comprehension of more complex literary text through discussions.

Advanced

Demonstrates listening comprehension of more complex literary text in discussions. Fluency approximates that of non-ELL peers.

Early Advanced

Demonstrates listening comprehension of more complex literary text using more complex phrases and sentences in discussions.

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Intermediate

Demonstrates listening comprehension of more complex literary text using short phrases and sentences in discussions.

Early Intermediate

Attempts to discuss simple text by using single word or phrases.

Beginning

Listens to simple literary text. Responses may be nonverbal.

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

EL.00.LI.04 Tell the sequence of events in a story.

Advanced

Tells three or more events of a story in sequence.

Early Advanced

Tells at least two events of a story in sequence.

Intermediate

Tells what the events of a story are independently. Uses short phrases or sentences.

Early Intermediate

Identifies general events of a story as part of a group with teacher assistance.

Beginning

Listens to stories.

EL.00.LI.05 Correctly answer simple questions about stories read aloud.

Advanced

Answers simple questions about a text read aloud. Fluency approximates that of non-ELL peers.

Early Advanced

Answers correctly simple questions about a text read aloud by using more complex phrases and sentences.

Intermediate

Answers correctly simple questions about a text read aloud and responds with short phrases and sentences.

Early Intermediate

Answers simple questions about a text read aloud with nonverbal responses, single words and/or phrases.

Beginning

Listens to questions and answers about a simple text read aloud.

EL.00.LI.06 Retell, reenact, dramatize, or draw stories or parts of stories.

Advanced

Retells, reenacts, dramatizes, or draws stories or parts of the stories. Fluency approximates that of non-ELL peers.

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Early Advanced

Retells, reenacts, dramatizes, or draws stories or parts of the stories using labels, more complex phrases, or sentences.

Intermediate

Retells, reenacts, dramatizes or draws stories or parts of stories using labels, short phrases or sentences.

Early Intermediate

Retells, reenacts, dramatizes or draws stories or parts of stories using nonverbal responses, key words, and familiar phrases.

Beginning

Listens to stories.

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.00.LI.07 Connect events in text to life experiences.

Advanced

Connects events in text to life experiences. Fluency approximates that of non-ELL peers.

Early Advanced

Connects events in text to life experiences, using more complex phrases and sentences.

Intermediate

Connects events in simple texts to life experiences. Responds with phrases and sentences.

Early Intermediate

Connects events in simple text to life experiences. Responds with words and simple phrases.

Beginning

Listens to simple text. Observes teacher making connection to life experiences. Responses may be nonverbal.

EL.00.LI.08 Make predictions based on illustrations or portions of the story.

Advanced

Uses pictures or portions of the text to make predictions about the text. Fluency approximates that of non-ELL peers.

Early Advanced

Uses pictures or portions of the text to make predictions about the text using more complex phrases and sentences.

Intermediate

Uses pictures or portions of the text to make predictions about the text with short phrases and sentences.

Early Intermediate

Uses pictures to make predictions about the text with nonverbal responses, single words, or simple phrases.

Beginning

Observes pictures used to make predictions about simple text.

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Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

There are currently no kindergarten grade-level foundations for Literary Text: Examine Content and Structure.

Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

EL.00.WR.01 Discuss ideas to include in a story.

Advanced

Discusses ideas to include in story. Fluency approximates that of non-ELL peers.

Early Advanced

Engages in group discussions using more complex language.

Intermediate

Engages in group discussions using phrases and simple sentences.

Early Intermediate

Participates in group discussions using words and phrases.

Beginning

Participates in group discussions by listening, pointing, nodding and drawing.

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.00.WR.02 Write by moving from left to right and from top to bottom.

Advanced

Uses letter strings and symbols. Writes moving from left to right.

Early Advanced

Writes in a consistent direction.

Intermediate

Writes letters.

Early Intermediate

Writing shows more fine motor control; includes circular scribbling.

Beginning

Writing represents controlled scribbling.

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EL.00.WR.03 Independently write many uppercase and lowercase letters.

Advanced

Writes most uppercase and lowercase letters independently.

Early Advanced

Copies uppercase and lowercase letters with assistance from environmental print.

Intermediate

Copies letters from environmental print.

Early Intermediate

Writing shows more fine motor control. Writing includes circular scribbling.

Beginning

Writing represents controlled scribbling.

EL.00.WR.04 Write first name, first names of friends, and begin learning to write own last name, using capital and lower case letters.

Advanced

Writes first name using capitals and lowercase letters. Attempts friends' names using capital and lower case letters.

Early Advanced

Attempts to write name, may have reversals and spelling errors.

Intermediate

Copies or traces own name.

Early Intermediate

Selects own name from a group of three.

Beginning

Recognizes name in isolation.

EL.00.WR.05 Write most letters and some words when they are dictated.

Advanced

Writes dictated letters and words with 75% accuracy.

Early Advanced

Attempts to write upper and lower case letters independently.

Intermediate

Traces and/or copies capital and lower case letters from environmental print.

Early Intermediate

Writes using mostly capital letters.

Beginning

Writes with controlled scribbling moving from left to right.

EL.00.WR.06 Write some consonant-vowel-consonant words such as man, cat, and run (demonstrating the alphabetic principle).

Advanced

Writes some consonant-vowel- consonant words by using beginning sound and ending sound.

Early Advanced

Uses accurate letters to convey beginning and final sounds.

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Intermediate

Writes beginning letter to represent beginning sound of word.

Early Intermediate

Writes letters to represent words. Makes print to speech connection.

Beginning

Listens and observes others speaking and writing.

EL.00.WR.07 Write (unconventionally) to express own meaning.

Advanced

Attempts words and phrases that are familiar in writing (e.g., "I love you.").

Early Advanced

Uses increasingly accurate letter strings to convey message.

Intermediate

Writes letter strings or copies environmental print to label pictures. Attempts to read own writing.

Early Intermediate

Writes random letters to label pictures.

Beginning

Uses pictures to convey ideas.

EL.00.WR.08 Produce or dictate writing that approximates natural or story language.

Advanced

Dictates story from personal experience with some language errors.

Early Advanced

Retells familiar stories from memory.

Intermediate

Repeats simple stories, poems, and songs independently.

Early Intermediate

Copies/repeats simple stories, poems and songs with group.

Beginning

Copies very short stories, poems and songs.

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.00.WR.09 Use phonemic awareness and letter knowledge to spell independently.

Advanced

Writes simple words correctly.

Early Advanced

Writes words using invented spelling. The writer approximates the correct spelling.

Intermediate

Represents words by beginning and/or ending sounds.

Early Intermediate

Writes appropriate letter when hearing the sound of the letter.

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Beginning

Listens and observes others writing letters associated with sounds.

EL.00.WR.10 Spell some conventionally-spelled consonant-vowel-consonant words.

Advanced

Spells correctly familiar consonant-vowel-consonant words.

Early Advanced

Writes by using initial and/or ending consonants.

Intermediate

Understands that words are made of letters and sounds. Uses random letters to convey words.

Early Intermediate

Writes letters or symbols to represent words.

Beginning

Listens and observes others speaking and writing.

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

There are currently no kindergarten grade-level foundations for Conventions: Grammar.

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

There are currently no kindergarten grade-level foundations for Conventions: Punctuation.

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

There are currently no kindergarten grade-level foundations for Conventions: Capitalization.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.00.WR.11 Write uppercase and lowercase letters of the alphabet independently, closely approximating the correct shape and placement of the letters.

Advanced

Copies text from board using approximately the correct shape and placement of upper and lowercase letters.

Early Advanced

Writes name with correct upper and lowercase letters, closely approximating correct shape and placement of letters.

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Intermediate

Traces and copies upper and lowercase letters.

Early Intermediate

Traces copies or attempts to draw independently the basic shapes.

Beginning

Includes circular scribbling as fine motor skills develop.

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.00.WR.12 Write (unconventionally) brief stories that use drawings to support meaning and that label objects and places.

Advanced

Draws a picture and dictates a sentence telling about the picture.

Early Advanced

Draws pictures in sequence of beginning, middle and end, with simple words and labels.

Intermediate

Draws a scene, character or event from a read-aloud in class.

Early Intermediate

Draws a simple picture like a stick person or a house.

Beginning

Listens and observes others speaking and drawing.

Writing Applications: Expository Writing (K-3): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject a

EL.00.WR.13 Write (unconventionally) simple messages or directions for a specific reason--or for a specific person or specific people.

Advanced

Draws a sequence to show or explain an idea or event and labels with simple words or sentences.

Early Advanced

Draws a picture or selects a photo and dictates a descriptive word or sentence.

Intermediate

Sequences cards that explain before/after or a process (e.g., bird, nest, egg, and baby bird).

Early Intermediate

Participates in language experience activities by drawing, matching, acting out or using photographs.

Beginning

Listens and observes others speaking and drawing.

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Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

There are currently no kindergarten grade-level foundations for Research Report Writing.

Speaking and Listening

Speaking: Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.

EL.00.SL.01 Recite short poems, rhymes, and songs.

Advanced

Recites short poems, rhymes, and songs. Fluency approximates that of non-ELL peers.

Early Advanced

Produces phrases or sentences contained in familiar short poems, rhymes, and songs.

Intermediate

Produces short phrases or sentences contained in familiar short poems, rhymes and songs.

Early Intermediate

Recites short poems, rhymes, and songs by orally producing a few key phrases or words with peers and/or teacher.

Beginning

Listens to teacher and peers, recites short poems, rhymes and songs. Responses may be nonverbal.

EL.00.SL.02 Retell, reenact, or dramatize stories or parts of stories.

Advanced

Retells, reenacts, or dramatizes stories or parts of stories. Fluency approximates that of non-ELL peers.

Early Advanced

Retells or dramatizes stories or parts of stories using more complex phrases and sentences.

Intermediate

Dramatizes stories or parts of stories using short phrases and sentences.

Early Intermediate

Dramatizes stories or parts of stories using key words, familiar phrases, and actions.

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Beginning

Listens to stories and tries to make sense of the new sounds of the English language.

EL.00.SL.03 Show and tell using props.

Advanced

Shows and tells with props. Fluency approximates that of non-ELL peers.

Early Advanced

Shows and tells using more complex phrases and sentences, using props.

Intermediate

Shows and tells using short phrases, simple sentences and using props.

Early Intermediate

Brings a prop to school. Stands before class of peers to show the object. May share using simple words.

Beginning

Observes peers showing and telling using props.

EL.00.SL.04 Share information and ideas, speaking in complete, coherent sentences.

Advanced

Shares information and ideas, speaking in sentences. Fluency approximates that of non-ELL peers.

Early Advanced

Shares information and ideas, speaking in phrases and sentences.

Intermediate

Shares information and ideas, speaking in short phrases and sentences.

Early Intermediate

Shares information and ideas, using gestures, drawings, and actions.

Beginning

Observes peers and teacher sharing information and ideas.

EL.00.SL.05 Describe people, places, things, locations, and actions (e.g., size, color, and shape).

Advanced

Describes people, places, things, locations and actions. Fluency approximates that of non-ELL peers.

Early Advanced

Describes people, places, things, locations and actions using phrases and sentences.

Intermediate

Describes people, places, things, locations, and actions using phrases or sentences.

Early Intermediate

Describes people, places, things, locations, and actions using single words or simple phrases.

Beginning

Listens to other peers and teacher describe people, places, things, locations and actions. Responses may be nonverbal.

EL.00.SL.06 Tell an experience or story in a logical sequence.

Advanced

Tells an experience or story in a logical sequence. Fluency approximates that of non-ELL peers.

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Early Advanced

Tells an experience or story in a logical sequence using phrases and sentences.

Intermediate

Tells an experience or story in a logical sequence using simple phrases or sentences.

Early Intermediate

Begins to tell an experience or story by using single words or simple phrases.

Beginning

Listens to an experience or story told in a logical sequence.

EL.00.SL.07 Speak audibly.

Advanced

Speaks audibly most of the time.

Early Advanced

Speaks audibly 50% of the time.

Intermediate

Speaks audibly 25% of the time.

Early Intermediate

Reproduces more sounds and words of the English language.

Beginning

Attempts to reproduce some sounds of the English language.

EL.00.SL.08 Look at listeners most of the time.

Advanced

Looks at listeners some of the time.

Early Advanced

Speaks and occasionally looks at listeners.

Intermediate

Speaks and rarely looks at listeners.

Early Intermediate

Looks at listeners.

Beginning

Observes other peers looking at listeners.

Listening: Listen critically and respond appropriately across the subject areas.

EL.00.SL.09 Listen when others are speaking.

Advanced

Approximates listening time span of other peers. Focuses on the speaker.

Early Advanced

Listens, follows oral directions, responds to verbal and nonverbal clues, restates a set of directions, contributes orally in group discussions.

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Intermediate

Follows oral instructions, responds to speaker, participates in group discussions, understands more complex speech but still relies on some repetition.

Early Intermediate

Recognizes speaker's purpose, listens to simple stories, demonstrates comprehension through participation, demonstrates some understanding of social speech using repetition.

Beginning

Looks at speaker in an attempt to make sense of the sounds of the new language.

EL.00.SL.10 Understand and follow one- and two-step oral directions.

Advanced

Follows one-step direction given orally. Does this independently.

Early Advanced

Listens to speaker and responds with more complex phrases and increased listening time.

Intermediate

Follows one-step oral directions with a larger vocabulary of English words.

Early Intermediate

Imitates teacher modeling and class responses when an oral direction is given (e.g., "Sit down, please", "Line up").

Beginning

Demonstrates comprehension through actions. Uses visual cues (e.g., dotted line with scissors means to cut, pencil picture indicating to write with a pencil).

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multi-media communications across the subject areas.

There are currently no kindergarten grade-level foundations for Analysis.

First Grade

The English Language Proficiency Standards are written as pathways to the Oregon English Language Arts standards. The ELP Standards delineate the proficiency levels required to move through the levels of English-language development and are designed to supplement the ELA standards to ensure that LEP students develop proficiency in both the English language and the concepts and skills contained in the ELA standards. The levels of developing proficiency in a second language have been well documented through research and were designed to provide teachers of all types of programs clear benchmarks of progress.

Reading

Concepts of Print: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.01.RE.01 Identify letters, words, and sentences.

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Advanced
Recognizes that groups of words make sentences.

Early Advanced
Recognizes that groups of letters make words.

Intermediate
Names all letters, capital and lower case, when presented with letters or pictures.

Early Intermediate
Recognizes letters of alphabet by pointing and/or matching capital and lower case letters.

Beginning
Recites alphabet through songs, chants, and rhymes.

EL.01.RE.02 Match oral words to printed words.

Advanced
Matches oral words to printed words with and without pictures.

Early Advanced
Tracks printed words in simple phrases and sentences with and without pictures.

Intermediate
Recognizes familiar names of objects and people with pictures, or visual aid.

Early Intermediate
Recognizes environmental print.

Beginning
Recognizes own name in print.

EL.01.RE.03 Recognize that sentences start with capital letters and end with punctuation such as periods, question marks, and exclamation points.

Advanced
Recognizes that sentences start with capital letters and end with punctuation (e.g., periods, question marks and exclamation points).

Early Advanced
Identifies capital letters at the beginning of sentences, periods, question marks, and exclamation points.

Intermediate
Identifies capital letters at beginning of sentences, periods, and question marks.

Early Intermediate
Identifies capital letters at the beginning of sentences and periods using gestures.

Beginning
Forms capital letters using body gestures.

Phonemic Awareness: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.01.RE.04 Create and state a series of rhyming words including consonant blends (e.g., flat, slat).

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Advanced
Creates and states a series of rhyming words.

Early Advanced
States a series of rhyming words for a given word prompt with or without a visual aid.

Intermediate
States another word that rhymes with a given word with visual aid.

Early Intermediate
Verbally matches rhyming pictures.

Beginning
Matches rhyming pictures.

EL.01.RE.05 Listen and distinguish initial, medial, and final sounds in single-syllable words.

Advanced
Listens and distinguishes initial, medial, and final sounds in single syllable words.

Early Advanced
Distinguishes orally between initial sounds and final sounds in single syllable words.

Intermediate
Distinguishes orally the final sounds in single syllable words.

Early Intermediate
Distinguishes orally the initial sounds of single syllable words with prompts.

Beginning
Distinguishes initial sounds of words using gestures with visual and auditory prompts.

EL.01.RE.06 Listen and distinguish long and short vowel sounds in stated single-syllable words (bit/bite).

Advanced
Begins to listen and distinguishes long and short vowel sounds in stated single syllable words.

Early Advanced
Sorts long vowel words into vowel sound groups with and without visual prompts.

Intermediate
Recognizes long vowel sounds.

Early Intermediate
Sorts short consonant-vowel-consonant (CVC) words into vowel sound groups using picture prompts.

Beginning
Recognizes short vowel sound.

EL.01.RE.07 Listen and count the number of sounds in a syllable; count the number of syllables in a word.

Advanced
Listens and counts the number of syllables in a word.

Early Advanced
Listens and counts the number of sounds in consonant-vowel-consonant (CVC) words.

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Intermediate

Listens and counts the number of sounds in vowel-consonant (VC) and consonant-vowel (CV) words.

Early Intermediate

Listens and counts the number of syllables in a word by clapping and/or other gestures.

Beginning

Listens and counts the number of syllables in a word by clapping with teacher's guidance.

EL.01.RE.08 Orally blend two to four spoken phonemes (sounds) into recognizable words (e.g., /c/a/t/=cat; /f/l/a/t/=flat).

Advanced

Blends orally two to four spoken phonemes into recognizable words with prompts.

Early Advanced

Blends orally three spoken phonemes into recognizable words with prompts.

Intermediate

Blends orally two spoken phonemes into recognizable words with prompts.

Early Intermediate

Blends orally two spoken phonemes into recognizable words with teacher's support.

Beginning

Points to picture words that are orally blended by teacher.

EL.01.RE.09 Orally segment single syllable spoken words into their components (e.g., cat=/c/a/t; splat=/s/p/l/a/t; rich=/r/i/ch).

Advanced

Segments orally single syllable spoken words into their components.

Early Advanced

Distinguishes between initial and final sounds in single syllable words.

Intermediate

Recognizes orally and produces components of single syllable words.

Early Intermediate

Distinguishes orally the initial sounds of single syllable words with prompts.

Beginning

Identifies pictures with a given initial sound through gestures.

EL.01.RE.10 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).

Advanced

Adds, deletes, or changes target sounds to change words independently.

Early Advanced

Adds, deletes and changes target sounds to change words with teacher support.

Intermediate

Adds and deletes target sounds to change words with teacher support.

Early Intermediate

Adds target sounds to change words. P + an = pan, with teacher support.

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Beginning
None available.

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.01.RE.11 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns, and blend those sounds into recognizable words.

Advanced

Generates the sounds of long vowel patterns and blends into recognizable words.

Early Advanced

Generates the sounds of consonant blends and blends into recognizable words.

Intermediate

Blends consonant-vowel-consonant (CVC) words.

Early Intermediate

Generates all single consonants, long and short vowel sounds.

Beginning

Identifies and matches printed letters to sounds presented by teacher.

EL.01.RE.12 Use letter-sound correspondence knowledge to sound out unknown words.

Advanced

Uses letter-sound correspondence knowledge to sound out unknown words. May include use of visual prompts.

Early Advanced

Uses letter-sound correspondence knowledge to sound out simple short unknown words. May include use of visual prompts.

Intermediate

Uses letter-sound correspondence knowledge to sound out known words.

Early Intermediate

Uses letter-sound correspondence knowledge to sound out simple short known words.

Beginning

Demonstrates orally letter- sound correspondence.

EL.01.RE.13 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words (e.g., ea in beat, and ea in ear).

Advanced

Uses knowledge of vowel digraphs and r-controlled letter-sound associations to read words.

Early Advanced

Reads simple known r-controlled and vowel digraph words.

Intermediate

Reads r-controlled letter- sounds in simple words.

Early Intermediate

Identifies r-controlled letter-sounds and vowel digraphs in picture words.

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Beginning
Identifies letter-sounds in picture words.

EL.01.RE.14 Read compound words and contractions.

Advanced
Reads compound words and contractions.

Early Advanced
Manipulates words to form contractions and compound words.

Intermediate
Recognizes and identifies the base words of simple contractions.

Early Intermediate
Uses picture clues to read simple compound words.

Beginning
Uses picture clues to form compound words.

EL.01.RE.15 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).

Advanced
Reads simple root words with inflectional forms (e.g., -s, -es, -ed, -ing).

Early Advanced
Reads simple root words with inflectional endings (e.g., -s, -ed) using visual prompts.

Intermediate
Reads a simple root word with inflectional endings (e.g., -s) using visual prompts.

Early Intermediate
Reads a simple root word.

Beginning
Matches picture to root word.

EL.01.RE.16 Read common word patterns (e.g., -ite, -ate in words such as gate, late, kite, and bite).

Advanced
Reads an unfamiliar word with common word patterns.

Early Advanced
Reads a familiar word with common word patterns.

Intermediate
Sorts and reads common long vowel pattern words using visual prompts.

Early Intermediate
Sorts and reads consonant-vowel-consonant (CVC) word patterns (e.g., cat, hat, bit, sit) using visual prompts.

Beginning
Sorts words by word patterns using visual prompts.

EL.01.RE.17 Read common irregular sight words accurately and fluently (e.g., the, have, said, come, give, of).

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Advanced

Reads a common irregular sight word with some accuracy.

Early Advanced

Reads related irregular sight words (e.g., could, would, should).

Intermediate

Reads familiar irregular sight words (e.g., the, have, of).

Early Intermediate

Recites familiar irregular sight words.

Beginning

Recites familiar regular sight words.

EL.01.RE.18 Read aloud grade-level text with accuracy and comprehension in a manner that sounds like natural speech, using cues of punctuation to assist.

Advanced

Reads naturally with some comprehension.

Early Advanced

Reads with expression and understands significance of question mark.

Intermediate

Reads by phrases.

Early Intermediate

Reads word by word.

Beginning

Recites familiar rhymes, poems, chants and songs.

EL.01.RE.19 By the end of the first grade, read aloud unpracticed grade-level text at a target rate of 40-60 wcpm (words correct per minute).

Advanced

Reads aloud-unpracticed grade level text at a target rate of 30 to 50 words per minute.

Early Advanced

Reads aloud-unpracticed grade level text at a target rate of 20 to 40 words per minute.

Intermediate

Reads aloud-unpracticed grade level text at a target rate of 10 to 30 words per minute.

Early Intermediate

Reads aloud-unpracticed grade level text at a target rate of 5 to 20 words per minute.

Beginning

Choral reads unpracticed grade level material.

EL.01.RE.20 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Advanced

Reads grade level text independently most of the time.

Early Advanced

Reads short familiar passages independently.

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Intermediate
Choral reads unfamiliar unpracticed text.

Early Intermediate
Choral reads familiar practiced text.

Beginning
Recites familiar rhymes, poems, chants and songs.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

EL.01.RE.21 Listen to, read, and understand a wide variety of grade-level informational and narrative (story) text including children's magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry.

Advanced
Listens to, reads, and understands a wide variety of grade level informational and or narrative text.

Early Advanced
Listens to, reads grade level texts, children's newspapers, children's magazines.

Intermediate
Listens to, reads, and understands narrative, informational text using picture clues and or visual organizers.

Early Intermediate
Chorally reads familiar stories, text or poetry.

Beginning
Listens to familiar stories or text.

EL.01.RE.22 Demonstrate listening comprehension of more complex text through discussions.

Advanced
Demonstrates literal and inferential listening comprehension of unfamiliar text through discussions.

Early Advanced
Responds to literal and inferential questions of simple unfamiliar text using more complex sentence structure.

Intermediate
Responds to inferential questions about a familiar story with short phrases and sentences.

Early Intermediate
Using picture cues retells or answers questions about stories using single words/ phrases.

Beginning
Demonstrates literal listening comprehension by sequencing pictures of story (e.g., beginning, middle and end).

EL.01.RE.23 Monitor own reading and self-correct when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word.

Advanced
Self-corrects when using phonics, word meaning and visual cues with teacher support.

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Early Advanced

Uses context clues to self-correct. Uses context clues to self-correct with teacher support.

Intermediate

Uses visual cues to self-correct with teacher support.

Early Intermediate

Uses pictures to monitor understanding during shared reading.

Beginning

Uses pictures to preview story and/or attach meaning to print.

EL.01.RE.24 Notice when difficulties are encountered in understanding text.

Advanced

Notifies difficulties in understanding longer unfamiliar text.

Early Advanced

Identifies difficulties encountered in short unfamiliar text.

Intermediate

Identifies words and phrases not understood in longer familiar passages of text.

Early Intermediate

Identifies words and phrases not understood in short familiar passage of text.

Beginning

Uses story pictures to identify difficulties of understanding through gestures. Uses gestures (hand raising, pointing) when difficulties are encountered in understanding text.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

EL.01.RE.25 Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text as well as student-read stories and informational text.

Advanced

Understands and uses new vocabulary that is taught through clues. Orally reads stories and informational text.

Early Advanced

Uses knowledge of language structure, and context clues to learn new vocabulary.

Intermediate

Understands, learns, and uses new vocabulary of familiar text through visual cues.

Early Intermediate

Understands and learns vocabulary through graphs, charts, diagrams and pictures.

Beginning

Choral reads stories and informational text.

EL.01.RE.26 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.

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Advanced

Develops vocabulary by listening and discussing short conceptually challenging selections in small-guided groups.

Early Advanced

Develops vocabulary by listening and discussing simple or modified short conceptually challenging text using more complex phrases and sentences with teacher support.

Intermediate

Develops vocabulary by listening and discussing simple or modified text using short phrases or sentences with teacher support.

Early Intermediate

Develops vocabulary by listening to simple familiar text and discussing familiar words and phrases with teacher support.

Beginning

Develops vocabulary by listening to familiar literary text and demonstrates by drawings or actions with teacher support.

EL.01.RE.27 Classify categories of words (e.g., concrete collections of animals, foods, toys).

Advanced

Classifies categories of simple words (e.g., colors, numbers, shapes, animals).

Early Advanced

Classifies words by inflectional endings (e.g., -s, -es, -ed, -ing).

Intermediate

Classifies words in simple semantic categories (e.g., plural/singular).

Early Intermediate

Sorts words with pictures by concrete classifications (e.g., foods, animals).

Beginning

Sorts pictures by concrete classifications (e.g., foods, animals, toys).

EL.01.RE.28 Use context to understand word and sentence meanings.

Advanced

Looks for known words and picture clues to determine meaning.

Early Advanced

Uses prior knowledge to understand word meaning and sentence meaning from non-print features, illustrations, graphs, and maps.

Intermediate

None available

Early Intermediate

None available

Beginning

None available

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

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EL.01.RE.29 Read written directions, signs, captions, warning labels, and informational books.

Advanced

Reads familiar written directions, signs, captions, and informational books.

Early Advanced

Reads directions, signs and captions.

Intermediate

Reads familiar one and two word directions and signs.

Early Intermediate

Reads one word signs or directions with picture clues.

Beginning

Recognizes environmental print (e.g., McDonald's) signs, high interest words.

EL.01.RE.30 Locate the title, name of author, name of illustrator, and table of contents.

Advanced

Locates the title, name of author, name of illustrator, and table of contents.

Early Advanced

Locates table of contents in familiar books with teacher support.

Intermediate

Locates title, author, and illustrator on cover using familiar books.

Early Intermediate

Locates title and author on front cover of familiar books using gestures.

Beginning

Locates title on the front cover by pointing.

EL.01.RE.31 Alphabetize a list of words by the first letter.

Advanced

Alphabetizes a list of words independently.

Early Advanced

Alphabetizes groups of up to five words with teacher support.

Intermediate

Alphabetizes groups of up to five words by first letter with teacher support.

Early Intermediate

Alphabetizes three words by first letter with teacher support.

Beginning

Alphabetizes three pictures by beginning letter sounds with teacher support.

EL.01.RE.32 Read and understand simple one-step written instructions.

Advanced

Reads and understands simple one-step written instructions.

Early Advanced

Reads and understands simple two or three word directions with pictures.

Intermediate

Reads and understands simple one word directions.

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Early Intermediate
Reads and understands one word direction with pictures.

Beginning
Reads picture direction (ex. arrow).

EL.01.RE.33 Obtain information from print illustrations.

Advanced
Obtains information using graphs, charts, diagrams and maps.

Early Advanced
Uses symbols from graphs and maps to obtain information.

Intermediate
Uses simple picture graph to obtain information.

Early Intermediate
Obtains information from drawings, photos and pictures.

Beginning
Obtains information from drawings, photos and pictures.

EL.01.RE.34 Identify text that uses sequence or other logical order (explain how informational text is different from a story).

Advanced
Sorts examples of informational and narrative text.

Early Advanced
Sorts examples of informational and narrative text.

Intermediate
Identifies features of informational text with teacher support.

Early Intermediate
Identifies features of narrative text with teacher support.

Beginning
Listens to examples of narrative and informational text.

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

EL.01.RE.35 Describe new information gained from text in own words.

Advanced
Describes new information gained from text in own words.

Early Advanced
Recalls facts from informational text with teacher support.

Intermediate
Demonstrates new knowledge from simple known text using short phrases or sentences and illustrations with teacher support.

Early Intermediate
Uses single words or short phrases and pictures to convey message with teacher support.

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Beginning
Draws pictures or uses gestures to convey message.

EL.01.RE.36 Answer simple written comprehension questions based on material read.

Advanced
Answers simple written comprehension questions.

Early Advanced
Answers simple written comprehension questions using phrases, sentences, and/or visual organizers with teacher support.

Intermediate
Answers simple oral or written comprehension questions with teacher support.

Early Intermediate
Draws pictures and labels to show understanding of simple oral comprehension questions (e.g., character, setting).

Beginning
Draws picture to show understanding of simple oral comprehension questions (e.g., character, setting) with teacher support.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.01.RE.37 Make connections and discuss prior knowledge of topics in informational texts.

Advanced
Makes connections and discusses prior knowledge of topics in informational text.

Early Advanced
Connects prior knowledge to text with teacher support.

Intermediate
Expresses prior knowledge through language, experience, and activities.

Early Intermediate
Uses pictures or drawings to express prior knowledge of topic.

Beginning
Listens to a variety of informational text.

EL.01.RE.38 Discuss how, why, and what-if questions in sharing informational texts.

Advanced
Discusses how, why, and what if questions on new topics with teacher support.

Early Advanced
Discusses how, why, and what if questions on known topics with teacher support.

Intermediate
Answers how, why, and what if questions with short phrases or sentences on known topic with teacher support.

Early Intermediate
Answers how, why, and what if questions with one or two words and/or nonverbal responses with teacher support.

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Beginning

Shows "what if" changes to informational topics through pictures, gestures, and actions with teacher support.

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

There are currently no Grade 1 grade-level foundations for Informational Text: Examine Content and Structure.

Literature

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

EL.01.LI.01 Listen to text and read text to make connections and respond to a wide variety of significant works of children's literature--including poetry, fiction, non-fiction, and drama--from a variety of cultures and time periods.

Advanced

Reads, discusses, connects, and responds to a wide variety of children's literature from a variety of cultures and time periods with teacher support.

Early Advanced

Listens to, reads, makes connections between text, and responds to a variety of children's literature using more complex phrases and sentences with teacher support.

Intermediate

Listens to, reads, and responds to a variety of children's literature using simple phrases and sentences with teacher support.

Early Intermediate

Listens to, reads, and responds to a variety of children's literature using key words or phrases with teacher support.

Beginning

Listens to simple stories from a variety of informational and narrative text.

EL.01.LI.02 Demonstrate listening comprehension of more complex literary text through discussions.

Advanced

Demonstrates comprehension of more complex literature through discussions.

Early Advanced

Demonstrates understanding through simple guided discussions.

Intermediate

Demonstrates comprehension of simple literary text through simple phrases, sentences, and visual organizers.

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Early Intermediate
Demonstrates comprehension through pictures, and single word answers.

Beginning
Demonstrates comprehension through pictures, drawings, and gestures.

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

EL.01.LI.03 Describe the roles of authors and illustrators.

Advanced
Describes the roles of authors and illustrators.

Early Advanced
Recognizes the role of author and illustrator with teacher support.

Intermediate
Identifies orally favorite books, author and illustrator.

Early Intermediate
Identifies favorite books, author, and illustrator through pictures.

Beginning
Draws an illustration that corresponds with a familiar story.

EL.01.LI.04 Recollect, talk, and write about books read during the school year.

Advanced
Recollects, talks, and writes about familiar books.

Early Advanced
Talks and writes about books with teacher support.

Intermediate
Retells favorite story through drawings and/ or actions.

Early Intermediate
Draws and labels favorite parts of a book.

Beginning
Draws a picture of favorite book.

EL.01.LI.05 Retell the main events of the story describing the beginning, the middle, and the end.

Advanced
Sequences and identifies specific events within the text.

Early Advanced
Recalls story facts and details using more complex phrases and sentences with teacher support.

Intermediate
Retells beginning, middle, and end of story using short phrases and sentences with teacher support.

Early Intermediate
Retells main events of story with labels and pictures with teacher support.

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Beginning
Retells main events of story with pictures with teacher support.

EL.01.LI.06 Sequence the events in the story.

Advanced
Sequences the events in the story.

Early Advanced
Sequences beginning, middle and ending of a story through pictures and labels.

Intermediate
Sequences beginning, middle and ending of story through pictures and labels.

Early Intermediate
Sequences beginning, middle and ending of story through pictures or acting out.

Beginning
Sequences beginning, middle and ending of story through pictures or acting out.

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.01.LI.07 Relate prior knowledge to the story.

Advanced
Relates prior knowledge to the story through discussions and/or written response.

Early Advanced
Relates prior knowledge to the story with teacher support.

Intermediate
Relates prior knowledge to the story using webs and other graphic organizers with teacher support.

Early Intermediate
Relates prior knowledge of story through pictures, labels, and language experience activities with teacher support.

Beginning
Uses pictures or drawings to relate prior knowledge to story.

EL.01.LI.08 Predict and justify what will happen next in stories.

Advanced
Predicts and justifies what will happen next through small or large group discussions.

Early Advanced
Predicts and justifies what will happen next in the stories through simple guided discussion.

Intermediate
Predicts simple future outcomes using text and illustrations with teacher support.

Early Intermediate
Predicts simple future outcomes or actions through pictures and labels with teacher support.

Beginning
Predicts what will happen next in a story by using pictures, drawings, or gestures with teacher support.

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Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

EL.01.LI.09 Distinguish fantasy from realistic text.

Advanced

Distinguishes fantasy from realistic text with teacher support.

Early Advanced

Uses graphic organizers to compare and contrast realistic text and fantasy (e.g., Venn diagrams).

Sorts and classifies familiar literature as fantasy or realistic text.

Intermediate

Distinguishes between fact and fantasy by using visual clues (i.e., photos, graphs, and charts). Sorts and classifies familiar literature as fantasy or realistic text with teacher support.

Early Intermediate

Sorts realistic and fantasy pictures with teacher support.

Beginning

Draws realistic and fantasy pictures.

Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

EL.01.WR.01 With guidance, discuss ideas and select a focus when writing.

Advanced

Using visual cues student retells story to peers or teacher using present and past tense.

Early Advanced

Creates a self-generated 1-3 word statement (not grammatically correct).

Intermediate

Answers yes/no questions from a story.

Early Intermediate

Identifies and practices 1-3 key vocabulary words with assistance.

Beginning

Listens to a story with visual cues. The student selects a focus using nonverbal response (painting/drawing).

EL.01.WR.02 With assistance, compose fairly readable first drafts using some parts of the writing process such as planning, drafting, rereading for meaning, and some self-correction.

Advanced

Tells or rereads self-generated story to teacher or peers making corrections where needed.

Early Advanced

Writes a 1-3 word statement for each picture (not grammatically correct).

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Intermediate

Responds to teacher feedback in order to add detail and meaning to a story.

Early Intermediate

Adds 1-3 key words to a storyboard.

Beginning

Creates a storyboard by drawing a series of pictures and sequencing them with teacher support.

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.01.WR.03 With assistance, write for different purposes and to a specific audience or person.

Advanced

Rereads self-generated writing to teacher or peers, with teacher support.

Early Advanced

Rereads self-generated writing in order to generate more details and further ideas, with teacher support.

Intermediate

Generates 1-3 word sentences (not grammatically correct), with teacher support.

Early Intermediate

Discusses focus and vocabulary with teacher support.

Beginning

Participates using visual in class-generated model to demonstrate writing purpose (style), with teacher support.

EL.01.WR.04 Develop an idea with an identifiable beginning, middle and end.

Advanced

Rereads self-generated writing, clearly identifying beginning, middle and end.

Early Advanced

Rereads self-generated story and begins to identify beginning, middle and end.

Intermediate

Sequences self-generated sentences to create beginning, middle and end.

Early Intermediate

Uses a graphic organizer to delineate beginning, middle and end, with teacher support.

Beginning

Participates in group activity where teacher and students discuss beginning, middle and end of story.

EL.01.WR.05 Sequence two or more events.

EL.01.WR.06 Use descriptive words when writing.

Advanced

Verbally shares self generated descriptive words and begins to use descriptive words when writing.

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Early Advanced

Adds descriptive words to already created sentences with teacher support.

Intermediate

Underlines or identifies descriptive words that have been added to teacher created sentences.

Early Intermediate

Generates meaningful descriptive words with teacher support.

Beginning

Listens and participates in group discussion, narrations or stories where descriptive words are generated and reinforced.

EL.01.WR.07 Write in complete sentences and distinguish whether simple sentences are incomplete or fail to make sense.

Advanced

Shares with teacher and peers sentences to see if they make sense.

Early Advanced

Reads sentences to teacher and/or peers.

Intermediate

Writes in simple sentences.

Early Intermediate

Writes phrases or simple sentences.

Beginning

Writes familiar or commonly used words or phrases.

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.01.WR.08 Spell correctly three- and four-letter short vowel words (can, will).

Advanced

Attempts to combine short vowels and/or word families and consonants.

Early Advanced

Demonstrates greater knowledge of short vowel sounds, combines consonants with vowels to produce written phonemes. Demonstrates awareness of word families.

Intermediate

Demonstrates consistent knowledge of English alphabet. Matches beginning and ending letters to picture.

Early Intermediate

Demonstrates limited knowledge of English alphabet (e.g., recognizes names of letters in own name) during face-to-face interactions.

Beginning

Underlines words in the sentence.

EL.01.WR.09 Use spelling/phonics-based knowledge to spell independently when necessary.

Advanced

Begins to combine consonants and short vowels in word families to produce words.

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Early Advanced

Combines consonants with vowels to produce written phonemes. Demonstrates awareness of word families.

Intermediate

Demonstrates knowledge of short vowel sounds.

Early Intermediate

Demonstrates knowledge of most of the English alphabet. Matches beginning letter to picture or object.

Beginning

Participates in teacher- modeled spelling activities.

EL.01.WR.10 Show spelling consciousness or sensitivity to conventional spelling.

Advanced

Combines consonants and short vowels to write small words.

Early Advanced

Combines consonants and short vowels to write small words.

Intermediate

Consistently demonstrates knowledge of short vowel sounds.

Early Intermediate

Demonstrates knowledge of the entire English alphabet. Matches beginning and ending sounds to pictures.

Beginning

Participates in teacher-modeled spelling corrections.

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.01.WR.11 Identify and correctly write singular and plural nouns (cat/cats).

Advanced

Writes singular and plural nouns with limited success.

Early Advanced

Uses written singular and plural nouns.

Intermediate

Uses orally singular and plural nouns.

Early Intermediate

Uses orally singular and plural nouns.

Beginning

Discriminates between singular and plural nouns receptively.

EL.01.WR.12 Identify and correctly write simple possessive pronouns (my/mine, his/hers).

Advanced

Demonstrates knowledge of the difference between she and her/hers.

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Early Advanced

Demonstrates knowledge of the difference between he and his.

Intermediate

Demonstrates knowledge of the difference between my and mine.

Early Intermediate

Demonstrates knowledge of the difference between I and my.

Beginning

Demonstrates knowledge of English pronouns (I, you, he, she, we they).

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.01.WR.13 Correctly use periods (I like my dog.), exclamation points (Help!), and question marks (Do you like to play ball?) at the end of sentences.

Advanced

Demonstrates understanding of the function and placement of the question mark and how it differs from a period and an exclamation point in a sentence.

Early Advanced

Demonstrates understanding of the function and placement of the exclamation point and how it differs from a period in a sentence.

Intermediate

Demonstrates understanding of the function and placement of a period in a sentence.

Early Intermediate

Writes simple sentences involving nouns and verbs and/or adjectives.

Beginning

Begins to form periods, question marks and exclamation points when asked, but may not understand their function.

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.01.WR.14 Capitalize the first word of a sentence, names of people, and the pronoun I.

Advanced

Capitalizes the first word of a sentence and the names of people.

Early Advanced

Capitalizes the first word of a sentence.

Intermediate

Writes simple sentences involving nouns and verbs and/or adjectives.

Early Intermediate

Recognizes the difference between upper case and lower case letters. Capitalizes own name.

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Beginning

Demonstrates a limited understanding that a sentence is a single thought involving a person, place or thing and an action or description of that person, place or thing.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.01.WR.15 Print legibly and space letters, words, and sentences appropriately.

Advanced

Understands that a sentence is a singular thought involving a person, place or thing and an action and or description of that person, place or thing. Prints legibly and begins to space letters, words and sentences appropriately.

Early Advanced

Understands that each word is made up of a combination of letters and is separate from other words in a sentence. Forms letters legibly and combines letters to write words.

Intermediate

Forms letters legibly and begins to combine letters to write words.

Early Intermediate

Begins to form letters.

Beginning

Traces letters correctly.

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.01.WR.16 Write brief stories that describe an experience.

Advanced

Writes stories that describe an experience.

Early Advanced

Writes stories that describe an experience using limited vocabulary.

Intermediate

Describes verbally an experience.

Early Intermediate

Draws a picture or pictures to tell a story and adds 1-3 word descriptions.

Beginning

Draws a picture that correlates with teacher narrative.

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Writing Applications: Expository Writing (K-3): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject a

EL.01.WR.17 Write simple expository descriptions of a real object, person, place, or event using words that help the reader to see, feel, smell, taste, and hear what is being described.

Advanced

Writes simple expository descriptions with teacher support.

Early Advanced

Adds more detail to story by creating new vocabulary with assistance.

Intermediate

Generates new vocabulary with teacher support.

Early Intermediate

Draws a picture or pictures to tell a story and adds 1-3 word descriptions.

Beginning

Draws a picture that correlates with teacher narrative.

EL.01.WR.18 Write simple directions.

Advanced

Writes simple directions.

Early Advanced

States 1-step directions during modeled writing activity.

Intermediate

Reads simple directions to teacher/peers who perform the actions for reinforcement.

Early Intermediate

Performs task when asked to follow simple 1-step directions.

Beginning

Participates in group lesson where simple directions are acted out and modeled.

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

EL.01.WR.19 With guidance, gather information about a topic and sort it into major categories.

Speaking and Listening

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Speaking: Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.

EL.01.SL.01 Recite poems, rhymes, songs, and stories.

Advanced

Recites a familiar story, poem, rhyme, or song without prompts.

Early Advanced

Recites a familiar story with picture prompts.

Intermediate

Recites simple familiar rhymes, chants, and/or songs.

Early Intermediate

Identifies verbally rhyming picture pairs.

Beginning

Gesturing to pictures. Identifies rhyming words with picture prompts using gestures or nonverbal communication.

EL.01.SL.02 Stay on topic when speaking.

Advanced

Begins to stay on topic when speaking without prompts.

Early Advanced

Stays on topic when speaking with prompting, visual or oral.

Intermediate

Responds to questions about topic with visual organizers.

Early Intermediate

Responds with single words or phrases about topic.

Beginning

Responds to topic through gestures, drawings, and actions.

EL.01.SL.03 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

Advanced

Retells stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

Early Advanced

Retells familiar story using questions, visual or gestures by answering who, what, when, where, why, and how.

Intermediate

Responds with short phrases or sentences using visual organizers to sequence story.

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Early Intermediate
Responds with single words or phrases about story.

Beginning
Identifies who, what, where questions about familiar stories, using nonverbal response.

EL.01.SL.04 Relate an important life event or personal experience in a simple sequence.

Advanced
Responds to questions about life experiences using more complex phrases and sentences.

Early Advanced
Responds to questions about personal life experiences by using short phrases or sentences.

Intermediate
Responds with single words or phrases about an important life event or personal experience.

Early Intermediate
Demonstrates an important life event or personal experience using gestures, drawings, or actions.

Beginning
None Available.

EL.01.SL.05 With guidance, use descriptive words when speaking about people, places, things, and events.

Advanced
Begins to use descriptive words when speaking about people, places, things, and events, with teacher support and prompting.

Early Advanced
Uses more complex phrases and sentences to describe people, places, things, and events, with teacher support.

Intermediate
Responds to questions about people, places, things, and events using short descriptive phrases or sentences using visual organizers, with teacher support.

Early Intermediate
Uses simple descriptive words to describe common or familiar people, places, things, and events, with teacher support and visual organizers.

Beginning
Acts out descriptive words for people, places, things, and events with teacher support.

EL.01.SL.06 Speak clearly.

Advanced
Demonstrates an understanding of idiomatic expressions (e.g., "Give me a hand") by responding to such expressions and using them appropriately.

Early Advanced
Makes oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may make random errors.

Intermediate
Makes oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).

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Early Intermediate

Makes oneself understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she).

Beginning

Speaks a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).

EL.01.SL.07 Look at listeners.

Advanced

Looks at listeners.

Early Advanced

Looks at listeners.

Intermediate

Looks at listeners.

Early Intermediate

Looks at listeners.

Beginning

Looks at listeners.

Listening: Listen critically and respond appropriately across the subject areas.

EL.01.SL.08 Listen attentively.

Advanced

Listens attentively in familiar academic situations.

Early Advanced

Listens attentively in social situations.

Intermediate

Listens attentively when questions are asked.

Early Intermediate

Listens attentively to short stories with pictures.

Beginning

Listens to simple picture stories.

EL.01.SL.09 Ask questions for clarification and understanding.

Advanced

Asks simple questions for clarification and understanding.

Early Advanced

Asks appropriate questions when prompted.

Intermediate

Differentiates between questions and statements.

Early Intermediate

Uses simple question words, (i.e., how, where, who) with visual prompts.

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Beginning

Recognizes and responds nonverbally to question words (i.e., who, what, where, and when).

EL.01.SL.10 Give, restate, and follow simple two-step directions.

Advanced

Gives, restates, and follows simple two-step directions.

Early Advanced

Restates and follows two-step directions.

Intermediate

Begins to restate and follow simple familiar one-step directions.

Early Intermediate

Follows simple familiar two-step directions.

Beginning

Follows simple familiar one-step directions.

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multi-media communications across the subject areas.

There are currently no Grade 1 grade-level foundations for Analysis.

Second Grade

The English Language Proficiency Standards are written as pathways to the Oregon English Language Arts standards. The ELP Standards delineate the proficiency levels required to move through the levels of English-language development and are designed to supplement the ELA standards to ensure that LEP students develop proficiency in both the English language and the concepts and skills contained in the ELA standards. The levels of developing proficiency in a second language have been well documented through research and were designed to provide teachers of all types of programs clear benchmarks of progress.

Reading

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.02.RE.01 Read regular multi-syllabic words.

Advanced

Reads multi-syllabic words with teacher support.

Early Advanced

Blends sounds to read one-syllable decodable words.

Intermediate

Recognizes printed words and phrases from previously learned materials.

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Early Intermediate

Listens to spoken words and recognizes individual letters.

Beginning

Demonstrates initial print awareness (directionality, sequencing, one-to-one correspondence).

EL.02.RE.02 Use letter-sound correspondence knowledge to sound out unknown words.

Advanced

Uses letter-sound correspondence and contextual clues to sound out unknown words.

Early Advanced

Identifies most one-to-one letter-sound correspondences.

Intermediate

Recognizes and names all uppercase and lower-case letters.

Early Intermediate

Distinguishes letters from words and letters from non-letters.

Beginning

Recognizes that print is spoken words written down and has meaning (alphabetic principle).

EL.02.RE.03 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding, and the vowel sound "oy" in boy) when reading.

Advanced

Recognizes and uses knowledge of spelling patterns when reading with teacher support.

Early Advanced

Reads common word patterns that have spelling patterns unique to English (e.g., silent e patterns such as -ite, -ate in words such as gate, late, kite and bite).

Intermediate

Recognizes "word families" with spelling rules and phonemes that are consistent with those of student's other language.

Early Intermediate

Recognizes and identifies (either verbally or nonverbally) a few very common sight words.

Beginning

Recognizes that as letters of words change, so do the sounds (alphabetic principle).

EL.02.RE.04 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per, vowel-consonant/consonant-vowel = sup/per).

Advanced

Applies knowledge of basic syllabication rules when reading (e.g., vowel-consonant; vowel-consonant/consonant with teacher support).

Early Advanced

Applies knowledge of basic syllabication rules to commonly used words.

Intermediate

Identifies the number of syllables in single- and multiple-syllable words read to the student.

Early Intermediate

Recognizes and identifies number of syllables in a word in choral reading or in read-aloud songs, poems and/or chants.

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Beginning

Recognizes and identifies number of syllables in a word of one or two syllables in choral reading or in read-aloud songs, poems and/or chants.

EL.02.RE.05 Recognize and correctly read and use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).

Advanced

Recognizes and correctly reads and uses regular plurals; recognizes and correctly reads a few common irregular plurals (e.g. "feet") with teacher support.

Early Advanced

Identifies and correctly uses regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).

Intermediate

Identifies and correctly uses regular plurals (e.g., -s, -es, -ies).

Early Intermediate

Uses singular and plural forms of everyday classroom objects and activities.

Beginning

Recognizes the difference between singular and plural in read-aloud songs, poems, chants, books, and in oral presentations.

EL.02.RE.06 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).

Advanced

Recognizes common abbreviations for measurement terms (e.g., ft., lb.) and for common street types (e.g., St., Ave., Dr., Blvd.).

Early Advanced

Recognizes common abbreviations for days of the week and months of the year.

Intermediate

Recognizes common abbreviations for "honorifics" (e.g., Mr., Mrs., Dr.).

Early Intermediate

Identifies, either by pointing or with short, one- to two-word responses where the abbreviations are in a print sample.

Beginning

Recognizes that words can be abbreviated.

EL.02.RE.07 Read aloud grade-level text fluently and accurately with appropriate intonation and expression using cues of punctuation to assist.

Advanced

Reads aloud predictable text fluently and accurately with appropriate intonation and expression using cues of punctuation to assist with teacher support.

Early Advanced

Develops fluency in oral reading of predictable text using natural phrasing, expressive interpretation, flow, and pace.

Intermediate

Uses natural phrasing, expressive interpretation, flow and pace when orally reading familiar text.

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Early Intermediate

Uses appropriate intonations and rhythms while participating in choral readings (e.g., patterned stories, rhymes, and songs).

Beginning

Mimics intonation of words or simple phrases.

EL.02.RE.08 By the end of the second grade, read aloud unpracticed grade-level text at a target rate of 90-100 wcpm (words correct per minute).

Advanced

Reads aloud new and/or familiar text at a target rate of 60-80 words correct per minute with teacher support.

Early Advanced

Reads aloud familiar text with minimal self-correction/re-reading of words or phrases with a target rate of 40-60 words correct per minute.

Intermediate

Reads aloud familiar, predictable text with minimal self-correction/re-reading of words or phrases.

Early Intermediate

Participates in choral reading at near-average rate of speed (e.g., patterned stories, rhymes, and songs).

Beginning

Engages in choral reading with appropriate verbal and/or nonverbal participation.

EL.02.RE.09 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Advanced

Reads or demonstrates progress toward reading at an independent and instructional reading level with teacher support.

Early Advanced

Reads and demonstrates progress toward reading familiar texts independently.

Intermediate

Reads an increasing number of familiar English words independently.

Early Intermediate

Listens to material, read-alouds using some pictures and reads keywords or phrases.

Beginning

Listens to familiar material with pictures that are read aloud.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

There is no ELA standard associated with these proficiencies

Advanced

Describes relationships between text and own experience.

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Early Advanced

Relates text to own experience.

Intermediate

Draws and labels pictures using key words or phrases related to a story topic of own experience.

Early Intermediate

Draws pictures from student's own experience related to a story or topic (e.g., a trip.)

Beginning

Responds to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

EL.02.RE.10 Listen to, read, and understand a wide variety of grade-level informational and narrative (story) text including children's magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry.

Advanced

Listens to, reads, and demonstrates understanding of a wide variety of grade-level informational and narrative (story) text, including children's magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry, with teacher support.

Early Advanced

Listens to and demonstrates understanding (in oral or written form) of a wide variety of narrative and informational text from a variety of time periods and cultures, including children's magazines and newspapers, informational stories, classic and contemporary literature, poetry, and dictionaries.

Intermediate

Listens to and demonstrates understanding (e.g., via group discussion or illustration) of a wide variety of narrative and informational text from a variety of time periods and cultures, including predictable books, informational stories, classic and contemporary literature, nursery rhymes, and alphabet books.

Early Intermediate

Listens to a wide variety of narrative and informational text from a variety of time periods and cultures, including predictable books, informational stories, classic and contemporary literature, nursery rhymes, and alphabet books and responds to factual questions using a word or phrase.

Beginning

Listens to a wide variety of narrative and informational text from a variety of time periods and cultures, including predictable books, nursery rhymes, and alphabet books.

EL.02.RE.11 Demonstrate listening comprehension of more complex text through discussions.

Advanced

Demonstrates literal, inferential, and evaluative listening comprehension of more complex text through interpretive discussions with teacher support.

Early Advanced

Identifies cause and effect relationships, evaluates information, and forms conclusions (using sentences) based on text read in small groups.

Intermediate

Identifies cause and effect relationships, evaluates information, and forms conclusions (using phrases and/or simple sentences) based on predictable text read as shared and/or choral reading.

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Early Intermediate

Demonstrates literal and inferential comprehension of stories read by the teacher using simple phrases.

Beginning

Answers literal comprehension questions (using pictures, gestures or other nonverbal means) about familiar stories read by the teacher.

EL.02.RE.12 Draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

Advanced

Draws upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources) with teacher support.

Early Advanced

Compares similar stories or similar versions of the same story from different sources.

Intermediate

Makes simple predictions and/or asks simple questions about a familiar text read by the student.

Early Intermediate

Answers simple questions and/or makes predictions about a text read aloud using pictures and context clues.

Beginning

Demonstrates understanding of simple questions about a text read aloud, via gestures, pictures, or other nonverbal means.

EL.02.RE.13 Reread sentences when meaning is not clear.

Advanced

Uses context clues and/or rereads sentences when meaning is not clear.

Early Advanced

Uses picture clues, context clues, and/or rereads sentences when meaning is not clear.

Intermediate

Uses picture clues and context clues when meaning is not clear.

Early Intermediate

Uses picture clues when meaning is not clear.

Beginning

None available

EL.02.RE.14 Read voluntarily for interest and own purposes.

Advanced

Chooses and reads material independently for personal and voluntary reading.

Early Advanced

Reads aloud an increasing number of English words for interest and own purposes.

Intermediate

Reads an increasing number of English words for interest and own purposes.

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Early Intermediate
Reads simple reading materials for own interest.

Beginning
Selects appropriate reading materials with assistance.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

There is no ELA standard associated with these proficiencies

Advanced
Demonstrates internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.

Early Advanced
Demonstrates internalization of English usage, and word choice by recognizing and correcting some errors when reading aloud.

Intermediate
Demonstrates internalization of English word choice by recognizing and correcting some errors when reading aloud.

Early Intermediate
Demonstrates internalization of simple vocabulary with an appropriate action.

Beginning
None available

EL.02.RE.15 Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text as well as student-read stories and informational text.

Advanced
Understands, learns, and uses new vocabulary that is introduced and taught directly through stories, informational text, and instruction with teacher support.

Early Advanced
Uses new vocabulary that is introduced and taught directly through stories, and informational text.

Intermediate
Demonstrates understanding of new vocabulary words using simple phrases and sentences.

Early Intermediate
Demonstrates understanding of new vocabulary words using graphs, charts, tables or other visuals.

Beginning
Demonstrates understanding of simple words using gestures or other nonverbal communication.

EL.02.RE.16 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.

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Advanced

Develops vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud with teacher support.

Early Advanced

Applies knowledge of content-related vocabulary to discussions and reading.

Intermediate

Develops vocabulary related to familiar concepts by listening to and talking about text shared by the teacher or read with a group.

Early Intermediate

Develops vocabulary related to space and time by listening to text read aloud by the teacher.

Beginning

Develops vocabulary directly related to the classroom environment and to students' personal life experiences by listening to familiar selections read aloud.

EL.02.RE.17 Know and explain common antonyms and synonyms.

Advanced

Understands and explains common antonyms and synonyms with teacher support.

Early Advanced

Understands common antonyms and synonyms with teacher support.

Intermediate

Recognizes simple antonyms and synonyms in stories or games.

Early Intermediate

Identifies simple antonyms and synonyms in familiar stories (e.g., blend/mix; big/little; good/bad).

Beginning

Demonstrates understanding of simple antonyms using gestures, pictures or other nonverbal communication.

EL.02.RE.18 Use knowledge of individual words in unknown compound words to predict their meaning (daydream).

Advanced

Uses knowledge of individual words in unknown compound words to predict their meaning with teacher support.

Early Advanced

Uses contextual clues, illustrations, and knowledge of individual words to predict meaning of unknown compound words.

Intermediate

Uses contextual clues, illustrations, and knowledge of individual words to recognize compound words.

Early Intermediate

Uses knowledge of familiar words to identify a few compound words taught directly through stories read aloud.

Beginning

Identifies a few compound words taught directly through stories read aloud using gestures or other nonverbal communication.

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EL.02.RE.19 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).

Advanced

Knows the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful) with teacher support.

Early Advanced

Knows the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

Intermediate

Recognizes simple prefixes and suffixes when attached to known vocabulary (e.g., remove, jumping).

Early Intermediate

Identifies known words within new words using pictures or context clues.

Beginning

Identifies known words using gestures, pictures or other nonverbal communication.

EL.02.RE.20 Use context to identify simple multiple-meaning words (change, duck).

Advanced

Uses pictures and/or context clues to identify simple multiple-meaning words.

Early Advanced

Uses pictures, context clues, and/or background information provided by teacher to identify simple multiple-meaning words.

Intermediate

Uses pictures and/or context clues to identify the meanings of words.

Early Intermediate

Uses pictures and/or context clues to answer simple questions about the meanings of words.

Beginning

Demonstrates understanding of the meanings of a few familiar words using gestures and/or other nonverbal communication.

EL.02.RE.21 Determine meanings of words by using a dictionary or glossary.

Advanced

Determines meanings of words by using a dictionary or glossary with teacher support.

Early Advanced

Locates words and their definitions in a classroom- or teacher-created dictionary.

Intermediate

Locates information using pictographs, diagrams, or other visual displays of information or student's own created dictionary.

Early Intermediate

Determines meanings of words by using student's own created dictionary or a picture dictionary.

Beginning

Determines meanings of words by using a picture dictionary.

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

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EL.02.RE.22 Read written directions, signs, captions, warning labels, and informational books.

EL.02.RE.23 Use titles, tables of contents, and chapter headings to locate information in text.

Advanced

Locates and uses text features such as title, table of contents, chapter headings, diagrams and index to locate information with teacher support.

Early Advanced

Reads and uses basic text features such as title, table of contents, and chapter headings to locate information.

Intermediate

Points out basic text features such as title, table of contents, and chapter headings while reading orally in small group.

Early Intermediate

Identifies basic text features such as title, table of contents, and chapter headings.

Beginning

Understands purpose of basic text features such as title, table of contents and chapter headings.

EL.02.RE.24 Interpret information from diagrams, charts, and graphs.

Advanced

Locates and interprets information using diagrams, charts, tables and graphs with teacher support.

Early Advanced

Locates information using diagrams, charts and tables.

Intermediate

Locates information on familiar topics using diagrams, charts and tables.

Early Intermediate

None available.

Beginning

None available.

EL.02.RE.25 Alphabetize a list of words to the second letter.

Advanced

Alphabetizes a list of words to the second letter.

Early Advanced

Alphabetizes a list of words found in familiar texts to the second letter.

Intermediate

Alphabetizes a brief list of content area words using the first letter.

Early Intermediate

Alphabetizes words using first letter.

Beginning

Alphabetizes simple words using first letter.

EL.02.RE.26 Follow two-step written instructions.

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Advanced

Understands and follows two-step directions for classroom-related activities and work-related activities.

Early Advanced

Understands and follows simple two-step directions of classroom and work-related activities.

Intermediate

Understands and follows simple two-step directions of classroom related activities.

Early Intermediate

Understands and follows simple two-step directions of classroom related activities.

Beginning

Understands and follows simple one-step directions for classroom activities.

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

EL.02.RE.27 Read informational texts for answers to specific questions or for specific purposes.

Advanced

Reads informational texts for answers to specific questions or for specific purposes.

Early Advanced

Reads informational texts for answers to specific questions.

Intermediate

Uses expanded vocabulary and descriptive words for written responses to simple informational texts.

Early Intermediate

Responds to informational texts by answering factual comprehension questions, using simple sentences.

Beginning

Listens to a story and responds by answering factual comprehension questions using pictures, or one- or two-word responses.

EL.02.RE.28 Recall facts and details in the text to clarify and organize ideas.

Advanced

Recalls facts and details in the text to clarify and organize ideas.

Early Advanced

Reads informational texts and recalls facts and details in the text to clarify ideas.

Intermediate

Uses expanded vocabulary and descriptive words for written responses to simple informational texts.

Early Intermediate

Responds to informational texts by recalling facts and details to clarify ideas, using patterned sentences.

Beginning

Listens to a story and responds by recalling facts using pictures, charts, graphs, tables or other nonverbal resources.

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Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.02.RE.29 Pose possible answers to how, why, and what-if questions.

Advanced

Poses possible answers to how, why, and what-if questions with teacher support.

Early Advanced

Reads and uses simple sentences to respond to who, what, where, how and why questions.

Intermediate

Reads and uses simple sentences to respond to who, what, where, why questions.

Early Intermediate

Responds to questions about stories read aloud by answering who, what, where questions using one - or two-word responses.

Beginning

Responds to questions about stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

EL.02.RE.30 Connect the information in text to life experiences, text, and world.

Advanced

Connects the information in text to life experiences, text and world.

Early Advanced

Connects the information in text to life experiences, text and world.

Intermediate

Connects information in text to life experiences and text.

Early Intermediate

Connects familiar informational text to life experiences.

Beginning

Connects familiar stories to life experiences using native language for support.

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

EL.02.RE.31 Connect and compare information across selections.

Advanced

Connects and compares information across selections.

Early Advanced

Compares and contrasts information presented in charts, tables, or graphs.

Intermediate

Compares information of at least two brief passages.

Early Intermediate

Compares information presented in charts or graphs.

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Beginning

Identifies same or different characteristics of common objects using nonverbal resources.

Literature

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

There is no ELA standard associated with these proficiencies

Advanced

Describes the elements of poetry (e.g., rhythm, rhyme, alliteration).

Early Advanced

Reads short poems and orally identifies the basic elements (e.g., rhythm and rhyme).

Intermediate

Reads simple poetry and responds to factual comprehension questions using simple sentences.

Early Intermediate

Recognizes and imitates the rhythm of songs, poems, and chants during choral reading time.

Beginning

Listens for the rhythm of songs, poems, and chants during choral reading time.

EL.02.LI.01 Listen to text and read text to make connections and respond to a wide variety of significant works of children's literature--including poetry, fiction, non-fiction, and drama--from a variety of cultures and time periods.

Advanced

Makes connections and responds to a variety of children's poetry, drama, fiction and non-fiction from a variety of cultures and time periods.

Early Advanced

Reads and uses sentences to respond to a variety of works including fiction, non-fiction, poetry, drama, from a variety of cultures and time periods.

Intermediate

Reads and uses simple sentences to respond to comprehension questions taken from poetry, drama, and stories from a variety of cultures.

Early Intermediate

Listens to poetry, drama, myths and fairy tales from a variety of cultures and time periods.

Beginning

Listens to simple stories from a variety of cultures and time periods.

EL.02.LI.02 Demonstrate listening comprehension of more complex literary text through discussions.

Advanced

Demonstrates literal, inferential and evaluative listening comprehension of more complex literary text through interpretive discussions with teacher support.

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Early Advanced

Identifies the main ideas and uses them to draw inferences about a text and uses sentences to communicate the inferences made.

Intermediate

Draws inferences from stories read aloud using the content of stories read and uses simple phrases or sentences to communicate the inferences made.

Early Intermediate

Uses the contents of a familiar story to draw logical inference during teacher led discussions, and uses simple words or phrases to communicate inferences made.

Beginning

Writes captions of words or phrases for drawings related to a story.

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

EL.02.LI.03 Retell the sequence of the story.

Advanced

Retells the sequence of the story.

Early Advanced

Reads and responds to stories by restating facts sequentially.

Intermediate

Retells or paraphrases a brief story (three or four complete sentences) observing appropriate sequence.

Early Intermediate

Identifies orally the basic sequence of text read to them using key words or phrases.

Beginning

Identifies the basic sequences of events in stories read to them, using pictures or other visuals.

EL.02.LI.04 Identify and describe the plot, setting, and character(s) in the story.

Advanced

Identifies and describes the plot, setting, and character(s) in the story.

Early Advanced

Retells stories in greater detail including characters, setting, and plot.

Intermediate

Retells or paraphrases events or characters from familiar stories read by the teacher.

Early Intermediate

Identifies orally setting and characters using simple sentences and vocabulary.

Beginning

Draws pictures related to a work of literature identifying setting and characters.

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

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EL.02.LI.05 Make and confirm predictions about what will happen next.

Advanced

Makes and confirms predictions about what will happen next with teacher support.

Early Advanced

Reads and responds to stories by restating facts sequentially; makes predictions and confirms them.

Intermediate

Retells a brief story (three or four complete sentences) observing appropriate sequence and makes predictions about what will happen.

Early Intermediate

Identifies the basic sequence of text read to them and makes predictions using key words or phrases.

Beginning

Identifies the basic sequences of events in stories read to them, and makes predictions using pictures or other visuals.

EL.02.LI.06 Describe cause-and-effect of specific events.

Advanced

Describes cause and effect of specific events.

Early Advanced

Reads and responds to stories by describing cause and effect of specific events.

Intermediate

Retells a brief story (three or four complete sentences) describing cause and effect of known events.

Early Intermediate

Identifies cause and effect of known events using one or two words or phrases.

Beginning

Identifies cause and effect of known everyday events using pictures or other visuals.

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

EL.02.LI.07 Connect and compare similarities in characters and events across stories.

Advanced

Connects and compares similarities in characters and events across stories.

Early Advanced

Compares and contrasts similarities in characters using descriptions of major characters across stories.

Intermediate

Compares and contrasts using explicit descriptions of major characters in familiar texts.

Early Intermediate

Compares similarities in characters in simple literary texts using pictures or verbal descriptions.

Beginning

Draws pictures of familiar characters displaying character traits.

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EL.02.LI.08 Recognize the use of rhyme, rhythm, and alliteration (using words with repeating consonant sounds) by a poet, and discuss its use.

Advanced

Recognizes the use of rhyme, rhythm, and alliteration (using words with repeating consonant sounds) by a poet, and discuss its use.

Early Advanced

Recognizes rhyme, alliteration and rhythm in a poem.

Intermediate

Recognizes rhyme and alliteration in a familiar poem.

Early Intermediate

Recognizes rhyming words in a familiar poem.

Beginning

Recognizes rhyming words when given a word bank.

EL.02.LI.09 Take part in creative responses to texts such as dramatizations and oral presentations.

Advanced

Takes part in creative responses to texts such as dramatizations and oral presentations.

Early Advanced

Takes part in creative responses to familiar texts such as dramatizations and oral presentations.

Intermediate

Takes part in creative responses to familiar texts such as dramatizations.

Early Intermediate

Takes part in creative responses to familiar texts such as dramatizations in a nonverbal role.

Beginning

Observes dramatizations and/or oral presentations.

Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

There is no ELA standard associated with these proficiencies

Advanced

Reflects (with guidance) on own writing and the writing of peers through peer and teacher conferencing.

Early Advanced

Reflects on a piece of whole group and independent writing using questions in a checklist for revising and editing, while working in small groups/partners.

Intermediate

Reflects on a class-generated story using questions in a checklist for revising and editing while working in small groups/partners.

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Early Intermediate

Responds orally with one or two words to teacher questions about writing, such as, "Did we have a main idea?" Teacher or class writes story. Teacher guides class in use of checklist for revising and editing.

Beginning

Listens to teacher-directed reflection of story written by teacher.

EL.02.WR.01 Create a list of ideas for writing.

Advanced

Creates a list of ideas for writing given some contextual support. Draws on own first language to help support brainstorm process.

Early Advanced

Independently creates list of ideas for writing given contextual support. Uses combination of single words and phrases and pictures to demonstrate ideas. Draws on own first language to help support brainstorm process.

Intermediate

Uses class generated brainstorm about key ideas for group writing given models and contextual support. Lists ideas using one or two words (e.g., graphic organizer, such as a list or word web). Draws on own first language to help support brainstorm process.

Early Intermediate

Contributes orally one or two word ideas for class-generated list. Draws pictures and copies words from class generated brainstorm about key ideas for group writing. Draws on own first language to help support brainstorm process.

Beginning

Draws pictures about key ideas for group writing. Draws on own first language to help support brainstorm process given models and contextual support.

EL.02.WR.02 In addition to drafting and revising, begin to use (with guidance) additional parts of the writing process such as conferencing.

Advanced

Writes a story, beginning to use basic editing skills, and participates in peer and teacher conferencing with teacher support.

Early Advanced

Writes a simple story in a group, using an editing checklist. Evaluates a group-generated story.

Intermediate

Identifies main idea of a group-generated story with support. Participates in teacher guided use of checklist for revising and editing.

Early Intermediate

Participates in group writing activity where brainstorming is used to choose topic.

Beginning

Listens to a teacher-modeled story in which a "think out loud" strategy is used.

EL.02.WR.03 With assistance, revise original drafts to improve sequence and provide more descriptive detail.

Advanced

Revises original drafts to improve sequence and provides more descriptive detail with assistance.

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Advanced

Sequences and adds details to an original draft with teacher support while working with a peer or in small groups.

Early Advanced

Revises original drafts to improve sequence and provides more descriptive detail with teacher support.

Early Advanced

Sequences and adds details to an experience-generated story written by whole class or written independently while working in small groups or with partners.

Intermediate

Revises teacher or group generated draft to improve sequence and provides more descriptive detail.

Intermediate

Sequences an experience-generated story written by whole class (school related or personal experiences) while working in small groups or with partners.

Early Intermediate

Adds one or two descriptive words to teacher or group-generated story.

Early Intermediate

Sequences a familiar story using pictures and sentences.

Beginning

Sequences a familiar story using pictures.

Beginning

Sequences a familiar story with teacher support using pictures and words or phrases.

EL.02.WR.04 With guidance, proofread one's own writing, as well as that of others, using, for example, an editing checklist or list of rules.

Advanced

Proofreads one's own writing, as well as that of others, using, for example, an editing checklist or list of rules with teacher support.

Early Advanced

Proofreads an experience-generated story written by whole class or written independently while working in small groups or with partners.

Intermediate

Proofreads an experience-generated story written by whole class while working in small groups or with partners.

Early Intermediate

Identifies orally errors and makes corrections in writing conventions, such as capitals and periods in a two-three sentences paragraph in teacher-directed whole class activity.

Beginning

Recognizes the proofreading process as teacher guides class in proofreading simple sentences using a simplified checklist.

Advanced

Uses a checklist to proofread an independent story with teacher support.

Early Advanced

Uses a checklist to proofread a group-generated story.

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Intermediate

Identifies orally and in writing the use of simple conventions such as capitals and periods in group writing.

Early Intermediate

Identifies orally the use of simple conventions such as capitals and periods in group writing.

Beginning

Participates in the proofreading process as teacher guides class in proofreading simple sentences.

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.02.WR.05 With guidance, make reasonable judgments about what to include in written compositions.

Advanced

Determines important ideas for inclusion in written composition with teacher support.

Early Advanced

Generates lists of ideas that support a central topic with teacher support.

Intermediate

Works with partners or in small groups to decide if ideas support or do not support a central theme when given a list of simple sentences.

Early Intermediate

Responds verbally or nonverbally to yes/no or either/or questions to decide whether or not ideas belong to a central theme when given picture prompt.

Beginning

Recognizes pictures that belong or do not belong to a central theme.

EL.02.WR.06 Group related ideas to maintain a consistent focus.

Advanced

Groups related ideas to maintain a consistent focus.

Early Advanced

Generates and groups phrases or sentences that belong to a central theme with a partner.

Intermediate

Groups phrases or sentences that belong to a central theme, given models.

Early Intermediate

Groups and labels pictures that belong to a central theme, given models.

Beginning

Groups pictures that belong to a central theme, given models.

EL.02.WR.07 Develop an idea with an introductory sentence, supporting sentence(s), and a concluding sentence.

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Advanced

Develops an idea with an introductory sentence, supporting sentence(s), and a concluding sentence with a graphic organizer.

Early Advanced

Completes a paragraph frame with introductory sentence, supporting sentences and a concluding sentence using common verbs, high frequency modifiers. Transition words: later, after, that, finally, also.

Intermediate

Completes a paragraph frame with introductory sentence, supporting sentences and a concluding sentence using a word bank of key nouns and verbs. Uses transition words (first, then, next, last).

Early Intermediate

Participates with the class to sequence a simple introductory sentence and two supporting sentences.

Beginning

Points to the beginning of a book, the middle of the book and the end of the book, (e.g., engage in preview activities).

EL.02.WR.08 Sequence three or more events.

Advanced

Sequences three events with teacher providing contextual support and background information.

Early Advanced

Writes and sequences detailed sentences about events from familiar experiences and stories with teacher guidance and in small groups.

Intermediate

Writes and sequences simple sentences about familiar events with teacher guidance and in small groups.

Early Intermediate

Identifies orally three events in sequential order given contextual support and familiar topics.

Beginning

Sequences three events in order using pictures.

EL.02.WR.09 Select and use descriptive words when writing.

Advanced

Uses descriptive words when writing detailed sentences with teacher providing contextual support and background information.

Early Advanced

Uses descriptive words when writing detailed sentences with teacher generated and class generated word banks.

Intermediate

Uses descriptive words when writing simple sentences with teacher generated and class generated word banks.

Early Intermediate

Produces orally one or two adjectives for familiar surroundings or environment (e.g., Jason is tall) with teacher providing word banks.

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Beginning

Identifies and recognizes concrete descriptive words used for familiar surroundings or environment (e.g., Jason is tall) with teacher providing visual cues and models.

EL.02.WR.10 Distinguish between complete (When Tom hit the ball, he was proud.) and incomplete sentences (When Tom hit the ball).

Advanced

Distinguishes between complete and incomplete sentences with teacher support.

Early Advanced

Matches a complete sentence (when given a choice between complete and incomplete sentences) to match the picture.

Intermediate

Matches complete sentence (when given a choice between complete and incomplete sentences) to match the picture with teacher providing contextual clues and pictures.

Early Intermediate

Matches actions or pictures with simple sentences with teacher providing contextual clues and gestures.

Beginning

Orally completes sentences about familiar routines with one word. i.e. Raise your _____. "hand" with teacher providing visual cues.

EL.02.WR.11 Use correct word order in written sentences.

Advanced

Uses correct word order in complex written sentences with teacher providing contextual support and background information.

Early Advanced

Uses correct word order in detailed written sentences with teacher providing contextual support and background information.

Intermediate

Uses correct word order in simple written sentences with teacher providing contextual support and background information.

Early Intermediate

Reorganizes familiar words into two-three word phrases (e.g., Very, book, big ' Very big book).

Beginning

Recognizes word order for commonly used statements in the classroom.

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.02.WR.12 Spell correctly words which are used frequently but do not fit common spelling patterns such as was, were, says, said, who, what, and why.

Advanced

Spells correctly words which are used frequently but do not fit common spelling patterns.

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Early Advanced

Spells frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why) with teacher support.

Intermediate

Spells frequently used regular and some irregular words correctly.

Early Intermediate

Spells correctly commonly used words.

Beginning

Spells correctly some familiar and commonly used words.

EL.02.WR.13 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Advanced

Spells correctly words with short and long vowel sounds, r-controlled vowels and consonant blend patterns.

Early Advanced

Spells correctly words with short and long vowel sounds and consonant blend patterns.

Intermediate

Spells correctly words with short and long vowel sounds and some consonant blends.

Early Intermediate

Spells correctly words with long vowel sounds.

Beginning

Differentiates between short and long vowel sounds.

EL.02.WR.14 Spell correctly previously studied words and spelling patterns in own writing.

Advanced

Spells correctly previously studied words and spelling patterns in own writing.

Early Advanced

Spells correctly previously studied words and spelling patterns in own writing.

Intermediate

Spells correctly previously studied words and spelling patterns in own writing.

Early Intermediate

Spells correctly previously studied words and spelling patterns in own writing.

Beginning

Spells correctly previously studied words and spelling patterns in own writing.

EL.02.WR.15 Represent all sounds in a word when spelling independently.

Advanced

Represents all sounds in a word when spelling independently.

Early Advanced

Represents all sounds in words previously studied when spelling independently.

Intermediate

Represents all sounds in words previously studied.

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Early Intermediate
Represents all sounds in commonly used words.

Beginning
Represents all sounds in a familiar word.

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.02.WR.16 Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).

Advanced
Identifies and correctly writes various parts of speech, including nouns and verbs.

Early Advanced
Identifies and correctly writes nouns and verbs.

Intermediate
Identifies and correctly writes nouns and commonly used verbs.

Early Intermediate
Identifies, writes and uses familiar and known nouns.

Beginning
Identifies and writes familiar nouns.

EL.02.WR.17 Identify and begin to correctly write a few contractions (isn't, can't).

Advanced
Identifies and correctly writes a few contractions.

Early Advanced
Identifies and writes a few contractions.

Intermediate
Identifies and writes commonly used contractions.

Early Intermediate
Identifies commonly used contractions.

Beginning
Understands the concept of a contraction.

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.02.WR.18 Use commas in the greeting (Dear Eric,) and closure of a letter (Love, or Your Friend,) and with dates (July 14, 2003) and items in a series (Ethan, Emma, and Jennifer).

Advanced
Uses commas in the greeting and closure of a letter and with dates and items in a series with teacher support.

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Early Advanced

Uses commas in the greeting and closure of a letter and with dates and items in a series with teacher support.

Intermediate

Uses commas in the greeting and closure of a letter, with dates and items in a series with teacher support.

Early Intermediate

Uses commas in dates and items in a series.

Beginning

Uses commas in items in a series.

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.02.WR.19 Capitalize all proper nouns (names of specific people or things, such as Emma, Oregon, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials of people.

Advanced

Capitalizes all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

Early Advanced

Capitalizes proper nouns, words at the beginning of sentences, months and days of the week and initials of people.

Intermediate

Capitalizes proper nouns, words at the beginning of sentences, months and days of the week.

Early Intermediate

Capitalizes proper names and words at the beginning of sentences.

Beginning

Capitalizes own name and the names of familiar persons.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

There is no ELA standard associated with these proficiencies

Advanced

Edits writing for punctuation, capitalization, and spelling with teacher support.

Early Advanced

Edits writing for basic conventions (e.g., capital letters and periods) and makes some corrections.

Intermediate

Edits writing for some conventions (e.g., capital letters and periods).

Early Intermediate

Edits writing for capital letters.

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Beginning

Edits for capital letters in own name and the names of familiar persons.

EL.02.WR.20 Form letters correctly and space words and sentences properly so that printing can be read easily by another person.

Advanced

Forms letters correctly and spaces words and sentences properly so that another person can read printing easily.

Early Advanced

Forms letters correctly and spaces words and sentences properly so that another person can read printing easily.

Intermediate

Forms letters correctly and spaces words and sentences properly so that another person can read printing easily.

Early Intermediate

Forms letters correctly and spaces words and sentences properly so that another person can read printing easily.

Beginning

Forms letters correctly and spaces words and sentences properly so that another person can read printing easily.

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

There is no ELA standard associated with these proficiencies

Advanced

Uses the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.

Early Advanced

Uses the writing process to write short paragraphs that maintain a consistent focus.

Intermediate

Uses the writing process to independently write short paragraphs of at least three sentences following a model.

Early Intermediate

Writes one to two simple sentences (e.g., “I went to the park”).

Beginning

Writes a few words or phrases about an event or character from a story read by the teacher using a teacher provided word bank.

EL.02.WR.21 Write brief narratives based on personal experiences:

Move through a logical sequence of events.

Describe the setting, characters, objects, and events.

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Advanced

Writes short narratives from personal experiences with teacher support.

Early Advanced

Writes short narratives from personal experiences that include elements of setting, character and events.

Intermediate

Writes short narrative stories from personal experiences that include the elements of setting and character.

Early Intermediate

Writes simple sentences about events or characters from familiar stories read by the teacher.

Beginning

Writes a few words or phrases about an event or character from a story read by the teacher using a teacher provided word bank.

Advanced

Writes short narratives that describe the setting, character, objects, and events.

Early Advanced

Uses the writing process to write short paragraphs that maintain a consistent focus.

Intermediate

Produces independently more complex sentences that may or may not include consistent use of standard grammatical forms.

Early Intermediate

Writes simple sentences using key words posted and commonly used in the classroom (e.g., labels, numbers, names, days of the week, and months (e.g., "Today is Tuesday")).

Beginning

Copies words posted and commonly used in the classroom.

Advanced

Moves through a logical sequence of events with teacher support.

Early Advanced

Moves through a logical sequence of events using more complex sentences.

Intermediate

Moves through a logical sequence of events using simple sentences.

Early Intermediate

Moves through a logical sequence of events using phrases or simple sentences using pictures.

Beginning

Moves through a sequence of events using pictures.

Writing Applications: Expository Writing (K-3): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject a

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EL.02.WR.22 Write a brief description of a familiar object, person, place, or event:

Develop a main idea.

Use details to support the main idea.

Advanced

Writes a brief description of a familiar object, person, place, or event with teacher support.

Early Advanced

Writes more complex sentences about a familiar object, person, place, or event.

Intermediate

Writes simple sentences about a familiar object, person, place, or event.

Early Intermediate

Writes simple phrases to describe familiar object, person, place, or event.

Beginning

Writes words to describe familiar object, person, place, or event.

Advanced

Develops a main idea with teacher support.

Early Advanced

Writes more complex sentences to develop a main idea.

Intermediate

Writes simple sentences to develop a main idea.

Early Intermediate

Writes simple phrases to develop a main idea.

Beginning

Draws a picture to develop a main idea.

Advanced

Uses details to support the main idea with teacher support.

Early Advanced

Writes more complex sentences to develop details that support a main idea.

Intermediate

Writes simple sentences to develop details that support a main idea.

Early Intermediate

Writes simple phrases to develop details that support a main idea.

Beginning

Draws pictures to develop details to support a main idea.

EL.02.WR.23 Write a friendly letter complete with the date, salutation (greeting, such as Dear Mr. Smith), body, closing, and signature.

Advanced

Writes a friendly letter complete with the date, salutation (greeting, such as Dear Mr. Smith), body, closing, and signature with teacher support.

Early Advanced

Writes a friendly letter complete with date, greeting, body, closing and signature using more complex sentences.

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Intermediate

Writes a friendly letter of a few sentences complete with date, greeting, closing and signature using a letter frame.

Early Intermediate

Brainstorms ideas for content/ideas to include in a friendly letter.

Beginning

Follows the teacher's guided process of how to write a friendly letter.

EL.02.WR.24 Write instructions that illustrate multiple steps.

Advanced

Writes instructions that illustrate multiple steps with teacher support.

Early Advanced

Writes instructions that illustrate two or more steps.

Intermediate

Writes instructions that illustrate one or two-steps.

Early Intermediate

Writes one or two-word commonly used commands or instructions.

Beginning

Draws or labels pictures to illustrate commonly used commands.

EL.02.WR.25 With organizational help, begin writing brief informative reports.

Advanced

Writes a paragraph for brief informational reports with teacher support with organizational help.

Early Advanced

Uses complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).

Intermediate

Writes simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).

Early Intermediate

Writes a phrase or simple sentence about a content area topic generated from group work.

Beginning

Draws pictures that depict information about a content area topic.

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

EL.02.WR.26 Understand the purposes of various reference materials.

Advanced

Understands the purposes of various reference materials (e.g., bilingual dictionaries, encyclopedia, atlas).

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Early Advanced

Understands the purposes of various reference materials (e.g., bilingual dictionaries, encyclopedia, atlas) with teacher support.

Intermediate

Responds to yes/no or either/or questions about the purpose of common classroom reference materials (e.g., bilingual dictionaries, encyclopedias, atlas).

Early Intermediate

Identifies common classroom reference materials (e.g., bilingual dictionaries, encyclopedias, atlas).

Beginning

Recognizes common classroom reference materials (e.g., bilingual dictionaries, encyclopedias, atlas).

EL.02.WR.27 Find ideas for writing in pictures and/or books.

Advanced

With teacher providing contextual support and background information, finds ideas for writing in pictures and/or books. Draws on own first language resources to help support brainstorm process.

Early Advanced

With teacher providing language appropriate books and pictures about a specific theme/topic, generates ideas with partners. Draws on own first language resources to help support brainstorm process.

Intermediate

With teacher providing language appropriate books and pictures about a specific theme/topic, generates ideas with partners and small groups. Draws on own first language resources to help support brainstorm process.

Early Intermediate

Identifies orally simple pictures or books. Produces simple sentences about the books/pictures. Draws on own first language resources to help support brainstorm process.

Beginning

With teacher providing simple pictures or books, points to pictures that depicts key concepts and vocabulary. Draws on own first language resources to help support brainstorm process.

Speaking and Listening

Speaking: Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.

There is no ELA standard associated with these proficiencies

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Advanced

Negotiates and initiates social conversations by questioning, restating, soliciting information and paraphrasing.

Advanced

Uses appropriate vocabulary and sentences to communicate needs and expresses ideas in a wide variety of social and academic settings, (e.g., small group and classroom discussions and mediation of conflicts) with some teacher support.

Early Advanced

Participates and initiates more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.

Early Advanced

Uses more complex vocabulary and sentences to communicate needs and expresses ideas in a wider variety of social and academic settings (e.g., small group and classroom discussions).

Intermediate

Participates in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.

Intermediate

Produces vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.

Early Intermediate

Communicates orally basic needs (e.g., May I get a drink?).

Early Intermediate

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

Beginning

None available

Beginning

Uses independently common social greetings and simple repetitive phrases (e.g., Thank you., You're welcome.).

EL.02.SL.01 Retell stories in own words including characters, setting, and plot.

Advanced

Tells stories in own words including characters, setting and plot with teacher's support.

Early Advanced

Retells stories including information to answer who, what, where, when, why and how questions regarding characters, setting, and plot.

Intermediate

Retells familiar stories through both nonverbal responses and simple phrases.

Early Intermediate

Retells simple stories using drawings, words or phrases.

Beginning

Listens to a story and responds to questions by using appropriate gestures, expressions, and illustrative objects.

EL.02.SL.02 Tell experiences in logical order.

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Advanced

Relates in sequence an individual experience in greater detail using complex sentences.

Early Advanced

Relates and sequences an individual experience through short phrases and simple sentences using basic words such as first, second, next, last, with support.

Intermediate

Restates a whole group experience and sequences events through short phrases and simple sentences with support.

Early Intermediate

Listens to a whole group experience and sequences events through nonverbal responses and one or two-word responses.

Beginning

Listens to a whole group experience and sequences events through nonverbal responses.

EL.02.SL.03 With guidance, report on a topic with supportive facts and details.

Advanced

Reports on a topic with supportive facts and details with teacher support and guidance.

Early Advanced

Presents on a familiar topic and provides some details with teacher support.

Intermediate

Listens to a short presentation on a familiar subject and restates the topic with support.

Early Intermediate

Listens to short presentations on a familiar topic and responds nonverbally and/or with one to two words/phrases.

Beginning

Listens to short presentations modeled by a teacher or peer and identifies the topic through nonverbal or one/two word responses.

EL.02.SL.04 With guidance, organize presentations to maintain a clear focus.

Advanced

Organizes presentations to maintain a clear focus with teacher support and guidance.

Early Advanced

Organizes a presentation with a topic and some supporting details with teacher support.

Intermediate

Listens to a presentation on a familiar subject and identifies the simple topic using one to two-word responses/phrases.

Early Intermediate

None available

Beginning

None available

EL.02.SL.05 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).

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Advanced

Speaks clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.

Early Advanced

Speaks clearly using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.

Intermediate

Speaks clearly using consistent standard English grammatical forms and sounds, although some rules may not be in evidence (e.g., third person singular, male and female pronouns).

Early Intermediate

Speaks clearly in phrases, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).

Beginning

Speaks with rudimentary English words or phrases.

Listening: Listen critically and respond appropriately across the subject areas.

EL.02.SL.06 Determine the purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).

Advanced

Listens to stories/information on new topics and identifies key details and concepts with some contextual clues.

Early Advanced

Listens to stories/ information on familiar topics and orally identifies key details and concepts with some contextual clues.

Intermediate

Listens to stories/ information on familiar topics and identifies key details and concepts using both verbal and nonverbal responses.

Early Intermediate

Listens to stories/ information on familiar topics and identifies key concepts using nonverbal responses.

Beginning

Listens when others are speaking.

EL.02.SL.07 Ask for clarification and explanation of stories and ideas.

Advanced

Asks for clarification and explanation of stories and ideas with teacher support.

Early Advanced

Asks for clarification and explanation of simple stories.

Intermediate

Demonstrates comprehension of stories/information and responds verbally or nonverbally. Begins to ask for clarification.

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Early Intermediate

Demonstrates comprehension of stories/information and responds nonverbally by pointing, moving, matching, drawing, labeling, classifying, categorizing and gestures using pictures, objects and realia.

Beginning

Demonstrates comprehension of stories/information and responds nonverbally by pointing, moving, matching, drawing and appropriate classroom gestures.

EL.02.SL.08 Retell in own words information that has been shared orally by others.

Advanced

Retells and paraphrases events in greater detail, using more extended vocabulary.

Early Advanced

Retells stories, events, and messages demonstrating comprehension by using expanded vocabulary, descriptive words and appropriate sequencing.

Intermediate

Retells stories and talks about school related activities using expanded vocabulary, descriptive words, and paraphrases.

Early Intermediate

Retells familiar stories and short conversations by using appropriate gestures, expressions and illustrations or simple sentences.

Beginning

Recites familiar rhymes, songs, and simple stories.

EL.02.SL.09 Give and follow three- and four-step oral directions.

Advanced

Gives and follows three- and four-step oral directions for daily routines and familiar academic tasks.

Early Advanced

Responds and executes multi-step oral directions for daily routines and academic tasks with some repetition and variation of rate.

Intermediate

Restates and executes multi-step oral directions for familiar tasks given model and contextual clues.

Early Intermediate

Responds to one or two-step directions about common routines, using gestures, pointing, drawings or other means of nonverbal communication given model and contextual clues.

Beginning

Responds to simple one-step direction for daily routines/directions using gestures, pointing, drawings or other means of nonverbal communication given model and contextual clues.

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multi-media communications across the subject areas.

There are currently no Grade 2 grade-level foundations for Analysis.

Third Grade

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Language Arts standards. The ELP Standards delineate the proficiency levels required to move through the levels of English-language development and are designed to supplement the ELA standards to ensure that LEP students develop proficiency in both the English language and the concepts and skills contained in the ELA standards. The levels of developing proficiency in a second language have been well documented through research and were designed to provide teachers of all types of programs clear benchmarks of progress.

Reading

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.03.RE.01 Read regular words with several syllables.

Advanced

Reads phonetically regular words.

Early Advanced

Blends sounds to read phonetically regular one-syllable decodable words.

Intermediate

Recognizes printed words and phrases from previously learned materials.

Early Intermediate

Identifies high frequency letters and spoken words.

Beginning

Demonstrates print awareness (directionality, sequencing, one-to-one correspondence).

EL.03.RE.02 Use letter-sound correspondence knowledge and structural analysis to decode words.

Advanced

Uses letter-sound correspondence and structural analysis in context to sound out unknown words.

Early Advanced

Interacts and decodes independently a variety of simplified print.

Intermediate

Identifies most one-to-one letter-sound correspondences.

Early Intermediate

Recognizes words and phrases from previously learned materials.

Beginning

Recognizes and produces phonemes (sounds) that are like phonemes students hear and produce in their primary language.

EL.03.RE.03 Know and use more complex word patterns when reading (e.g., -ight) to decode unfamiliar words.

Advanced

Knows and uses word patterns (e.g., -ight) when reading to decode unfamiliar words.

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Early Advanced

Identifies words within a passage that have similar spelling patterns.

Intermediate

Classifies words by sorting them into groups with similar spelling patterns.

Early Intermediate

Recognizes and locates identical word parts.

Beginning

Recognizes and locates identical words.

EL.03.RE.04 Read aloud grade-level narrative (story) text and expository (information) text fluently and accurately with appropriate pacing, change in voice, and expression.

Advanced

Reads aloud predictable text fluently and accurately with appropriate intonation and expression using cues of punctuation to assist.

Early Advanced

Develops fluency in oral readings using natural phrasing, expressive interpretation, flow, and pace.

Intermediate

Uses natural phrasing, expressive interpretation, flow and pace when orally reading familiar text.

Early Intermediate

Participates in choral readings with appropriate intonations and rhythms (e.g., patterned stories, rhymes, and songs).

Beginning

Mimics intonation of words or simple phrases.

EL.03.RE.05 Read aloud unpracticed grade-level text at a target rate of 110-120 wcpm (words correct per minute).

Advanced

Reads aloud predictable and/or familiar text at a target rate of 70-90 words correct per minute.

Early Advanced

Reads aloud familiar, predictable text with minimal self-correction/re-reading of words or phrases after repeated practice.

Intermediate

Reads aloud familiar, predictable text with minimal self-correction/re-reading of words or phrases after repeated practice.

Early Intermediate

Participates in choral readings at near-average rate of speed (e.g., patterned stories, rhymes, and songs).

Beginning

Engages in choral readings with appropriate verbal and/or nonverbal participation.

EL.03.RE.06 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Advanced

Reads or demonstrates progress toward reading at an independent and instructional reading level appropriate to grade level.

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Early Advanced

Participates in reading of materials near to scope and difficulty of that being read by non-ELL peers.

Intermediate

Participates in shared-to-guided reading of some materials near to scope and difficulty of that being read by non-ELL peers.

Early Intermediate

Listens to read-alouds.

Beginning

Listens to read-alouds.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

EL.03.RE.07 Listen to, read, and understand a wide variety of grade-level informational and narrative (story) text including children's magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry.

Advanced

Listens to, reads, and demonstrates understanding (in oral or written form) of a wide variety of near-grade-level narrative and informational text from a variety of time periods and cultures, including children's magazines and newspapers, informational stories, classic and contemporary literature, poetry, dictionaries and online information.

Early Advanced

Listens to, reads, and demonstrates understanding (in oral or written form) of a wide variety of narrative and informational text from a variety of time periods and cultures, including children's magazines and newspapers, informational stories, classic and contemporary literature, poetry, and dictionaries.

Intermediate

Listens to and demonstrates understanding (e.g., via group discussion or illustration) of a wide variety of narrative and informational text from a variety of time periods and cultures, including predictable books, informational stories, classic and contemporary literature, nursery rhymes, and alphabet books.

Early Intermediate

Listens to a wide variety of narrative and informational text from a variety of time periods and cultures, including predictable books, informational stories, classic and contemporary literature, nursery rhymes, and alphabet books.

Beginning

Listens to a wide variety of narrative and informational text from a variety of time periods and cultures, including predictable books, nursery rhymes, and alphabet books.

EL.03.RE.08 Demonstrate listening comprehension of more complex text through discussions.

Advanced

Uses sentences to demonstrate comprehension based on increasingly complex text read aloud.

Early Advanced

Uses sentences to demonstrate comprehension based on text read or shared.

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Intermediate

Uses phrases and/or simple sentences to demonstrate comprehension from predictable text read as shared and/or choral reading.

Early Intermediate

Uses simple phrases to demonstrate comprehension by retelling a story read by the teacher using visual supports.

Beginning

Uses pictures, gestures or other nonverbal means to demonstrate comprehension of familiar texts.

EL.03.RE.09 Draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

Advanced

Compares similar stories or similar versions of the same story from different sources. Uses picture clues, context clues, and/or rereads sentences when meaning is not clear.

Early Advanced

Draws upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). Uses context clues and/or rereads sentences when meaning is not clear.

Intermediate

Asks and answers simple questions and/or makes simple predictions about a familiar text. Uses picture clues when meaning is not clear.

Early Intermediate

Answers literal comprehension questions and/or makes predictions about a text read aloud.

Beginning

Uses gestures, pictures or other nonverbal means to answer literal comprehension questions about a text read aloud.

EL.03.RE.10 Point to or clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

Advanced

Identifies words that are causing comprehension difficulties and uses strategies to correct with appropriate contextual clues.

Early Advanced

Uses context clues to determine meanings of unfamiliar words.

Intermediate

Uses contextual clues and illustrations to determine meanings of unfamiliar words.

Early Intermediate

Begins to recognize words and phrases using context clues and illustrations by interacting with a variety of samples of familiar print as part of a group.

Beginning

Uses illustrations, prior knowledge and language patterns to bring meaning to text.

EL.03.RE.11 Read longer selections and books independently.

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Advanced

Chooses and reads material for personal reading similar in scope and difficulty to that being read by non-ELL peers.

Early Advanced

Selects reading materials for enjoyment and information.

Intermediate

Chooses to read and/or look at reading material when presented with opportunities to select from a variety of classroom activities.

Early Intermediate

Selects reading materials for enjoyment.

Beginning

Selects appropriate reading materials with assistance.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

EL.03.RE.12 Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text as well as student-read stories and informational text.

Advanced

Uses contextual clues and illustrations independently to determine meanings of words in student-read text.

Early Advanced

Uses contextual clues and illustrations independently to determine meanings of words in familiar, student-read text.

Intermediate

Demonstrates understanding of new vocabulary words taught through literature and informational text using simple phrases.

Early Intermediate

Demonstrates understanding of new vocabulary words taught directly through stories and informational text read aloud by the teacher, using one- or two-word phrases.

Beginning

Demonstrates, understanding of simple words taught directly through stories read aloud by the teacher, using gestures or other nonverbal communication.

EL.03.RE.13 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.

Advanced

Develops vocabulary by listening to and discussing student-read text.

Early Advanced

Develops vocabulary by listening to and talking about familiar, student-read text.

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Intermediate

Develops vocabulary related to familiar concepts by listening to and talking about text shared by the teacher or read with a group.

Early Intermediate

Develops vocabulary related to space and time by listening to text read aloud by the teacher.

Beginning

Develops vocabulary directly related to the classroom environment and to students' personal life experiences by listening to familiar selections read aloud.

EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.

Advanced

Uses contextual clues and illustrations independently to determine meanings of synonyms, antonyms, homophones and homographs in student-read text.

Early Advanced

Uses contextual clues and illustrations independently to determine meanings of synonyms and antonyms in familiar, student-read text.

Intermediate

Demonstrates understanding of some common synonyms in material presented both orally and in written form by the teacher (e.g., small/little) using simple phrases.

Early Intermediate

Demonstrates understanding of some common antonyms presented orally by the teacher (e.g., big/little) using one- or two-word phrases.

Beginning

Demonstrates understanding of simple antonyms taught directly through stories read aloud by the teacher using gestures or other nonverbal communication.

EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.

Advanced

Uses context clues and/or background information to identify the meaning of unfamiliar words.

Early Advanced

Uses pictures, context clues, and/or background information to identify the meaning of unfamiliar words.

Intermediate

Uses pictures, context clues, and/or background information provided by the teacher to identify the meaning of unfamiliar words.

Early Intermediate

Uses pictures, context clues, and/or background information provided by the teacher to identify the meaning of familiar words.

Beginning

Uses pictures, context clues, and/or background information provided by the teacher to identify familiar words using gestures or other nonverbal communication.

EL.03.RE.16 Categorize words by their relationships (e.g., dog/mammal, animal/living things).

Advanced

Uses contextual clues and illustrations to categorize words by their relationships.

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Early Advanced

Uses contextual clues and illustrations to categorize words by their relationships.

Intermediate

Uses contextual clues and illustrations to categorize words by their relationships.

Early Intermediate

Identifies categories and makes relationships among familiar words using single words or short phrases.

Beginning

Categorizes familiar words into one of two categories (e.g., living/not living) using gestures, illustrations or other nonverbal communication.

EL.03.RE.17 Infer word meanings from taught roots, prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-), and suffixes (e.g., -er, -est, -ful).

Advanced

Constructs and defines new words by combining familiar roots with prefixes/suffixes.

Early Advanced

Constructs new words by combining familiar roots with prefixes/suffixes with the teacher providing contextual support; infers the meaning of prefixes and suffixes in familiar words.

Intermediate

Identifies words with the same root with the teacher providing contextual support; infers the meaning of prefixes and suffixes in familiar words.

Early Intermediate

None available

Beginning

None available

EL.03.RE.18 Use a dictionary or glossary to learn the meaning and other features of unknown words.

Advanced

Uses a dictionary or glossary to learn the meaning and other features of unknown words.

Early Advanced

Locates words, definitions and syllabication in a student-made or teacher-made dictionary or glossary.

Intermediate

Locates words and their definitions in a classroom, student- or teacher-created dictionary.

Early Intermediate

Locates the meaning of words using pictographs, diagrams, or other visual displays.

Beginning

Uses pictures to categorize words and make a student dictionary.

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

EL.03.RE.19 Read written directions, signs, captions, warning labels, and informational books.

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Advanced

Finds key information in signs, captions, warning labels and informational books with contextual support.

Early Advanced

Reads familiar written directions, signs, captions, warning labels, and informational text with teacher and contextual support.

Intermediate

Identifies written directions, signs, captions, and warning labels with contextual support.

Early Intermediate

Understands and follows simple two-step directions of classroom or work-related activities.

Beginning

Understands and follows simple one-step directions for classroom or work-related activities. Relates the simple verbal direction with the written direction.

EL.03.RE.20 Use titles, tables of contents, chapter headings, illustrations, captions, glossaries, and indexes to locate information in text.

Advanced

Uses titles, tables of contents, chapter headings, illustrations, captions, glossaries, and indexes to locate information in text with contextual and teacher support.

Early Advanced

Locates information using titles, tables of contents, chapter headings, illustrations, captions, glossaries, and indexes with the teacher providing contextual clues.

Intermediate

Reads and identifies basic text features such as title, table of contents and chapter headings to locate information.

Early Intermediate

Locates information using pictographs and diagrams.

Beginning

Uses gestures or other nonverbal actions to locate information using simple illustrations.

EL.03.RE.21 Interpret information from diagrams, charts, and graphs.

Advanced

Interprets the meaning of diagrams, charts, and graphs with contextual support.

Early Advanced

Uses contextual clues and illustrations to locate and describe information from diagrams, charts, and graphs.

Intermediate

Uses contextual clues and illustrations to locate information from diagrams, graphs, and charts.

Early Intermediate

Uses one- or two-word phrases to locate and identify information on class-created diagrams, charts, or graphs.

Beginning

Uses gestures or other nonverbal actions to locate information on class-created diagrams, charts, or graphs.

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EL.03.RE.22 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).

Advanced

Follows multiple-step written instructions to complete an activity or play a game.

Early Advanced

Reads and follows multi-step written directions in a classroom activity or game.

Intermediate

Reads and follows some familiar multi-step directions for classroom-related activities.

Early Intermediate

Reads a simple two-step direction that uses familiar key words or phrases for a classroom or game related activity.

Beginning

Understands and follows simple one-step modeled and written directions for classroom and game related activities.

EL.03.RE.23 Alphabetize a list of words to the third letter.

Advanced

Alphabetizes a list of words to the second letter.

Early Advanced

Alphabetizes a list of words to the first letter.

Intermediate

Recognizes basic familiar words and places them in alphabetic order.

Early Intermediate

Supplies a missing letter in an alphabetic sequence.

Beginning

Sequences printed alphabet.

EL.03.RE.24 Use dictionaries, encyclopedias, CD ROMs, and Internet to locate information.

Advanced

Uses dictionaries, encyclopedias, CD- ROMs, and the Internet to locate information.

Early Advanced

Locates information using dictionaries, encyclopedias, CD-ROMs, and the Internet with teacher support.

Intermediate

Locates information using dictionaries, encyclopedias, CD- ROMs, and the Internet.

Early Intermediate

Locates information using illustrated reference materials.

Beginning

Uses gestures or other nonverbal actions to identify the different sources of information (e.g., globe, map, CD- ROM).

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

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EL.03.RE.25 Demonstrate comprehension by identifying answers to questions about the text.

Advanced

Demonstrates comprehension by answering questions about the text.

Early Advanced

Uses information from the text, including diagrams, graphs, and illustrations, to answer questions.

Intermediate

Uses the structure of the informational text to find answers to simple questions.

Early Intermediate

Answers simple literal comprehension questions about main ideas, using single words or short phrases.

Beginning

Follows along the reading of an illustrated text.

EL.03.RE.26 Distinguish the main idea and supporting details in informational text.

Advanced

Distinguishes the main idea within a familiar structure (reading journal, KWL chart, concept map).
Identifies supporting details.

Early Advanced

Distinguishes the main idea within a familiar structure (reading journal, KWL chart, concept map).
Identifies supporting details.

Intermediate

Identifies main ideas and important details using graphic organizers.

Early Intermediate

Uses illustrations, and single words or short phrases to identify the main idea.

Beginning

Follows along during the reading of an illustrated text.

EL.03.RE.27 Determine significant information from the text, including problems and solutions.

Advanced

Determines significant information, including problems and solutions.

Early Advanced

Identifies significant information, problems and solutions presented in a text with teacher support.

Intermediate

Locates significant information in a text with teacher support.

Early Intermediate

Identifies significant information using graphic and nonverbal cues to explain the text.

Beginning

Responds to pictures and illustrations which identify significant information.

EL.03.RE.28 Summarize major points from informational text.

Advanced

Summarizes main ideas in sequence from an informational text.

Early Advanced

Retells main ideas and some important details in sequence from informational text.

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Intermediate

Retells main ideas from informational text on a familiar topic using short phrases and sentences.

Early Intermediate

Uses illustrations and key words to identify some major points from informational text on a familiar topic.

Beginning

Uses gestures, pictures and other nonverbal means to show comprehension.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.03.RE.29 Recall major points in the text and make predictions about forthcoming information.

Advanced

Recalls major points in the text and makes predictions about forthcoming information.

Early Advanced

Recalls major points in the text and makes predictions about forthcoming information.

Intermediate

Identifies major points in the text and makes predictions about forthcoming information based on text and background knowledge.

Early Intermediate

Lists major points in an informational text using illustrations and predicts forthcoming information from choices provided by teacher.

Beginning

Lists major points in an informational text using illustrations.

EL.03.RE.30 Distinguish cause-and-effect and fact and opinion.

Advanced

Distinguishes cause-and-effect and fact and opinion.

Early Advanced

Distinguishes cause-and-effect and fact and opinion in informational texts.

Intermediate

Identifies cause-and-effect in every day events.

Early Intermediate

Identifies fact and opinion in a given short paragraph.

Beginning

Identifies fact or opinion.

EL.03.RE.31 Ask how, why, and what-if questions in interpreting informational texts.

Advanced

Develops a KWL chart before reading; seeks answers in the text; responds to how, why, what-if questions based on information in the text, independently or with a partner.

Early Advanced

Seeks specific information from a text using a KWL chart or other graphic organizer; with guidance and/or in a group, responds to how, why, what-if questions.

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Intermediate

Predicts facts or outcomes based on teacher-modeled questions; with guidance, develops a KWL chart.

Early Intermediate

Participates in developing a chart with prior knowledge and student questions about a topic; with guidance, responds to guided reading questions.

Beginning

Listens to questions and answers about information in an illustrated informational text.

EL.03.RE.32 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

Advanced

Asks questions and supports answers by connecting prior knowledge with literal information found in, and inferred from, the text.

Early Advanced

Connects prior knowledge with literal information by asking and answering questions found in, and inferred from, the text.

Intermediate

Asks and answers questions based on literal information found in text.

Early Intermediate

Not applicable

Beginning

Not applicable

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

EL.03.RE.33 Use knowledge of the author's purpose to comprehend informational text.

Advanced

Uses knowledge of the author's purpose to comprehend informational text.

Early Advanced

Identifies purpose of the author in an informational text.

Intermediate

Demonstrates understanding of the author's purpose in a familiar informational text.

Early Intermediate

Identifies main points of a short informational text using illustrations.

Beginning

Not applicable

EL.03.RE.34 Take part in creative response to text, such as dramatizations and oral presentations.

Advanced

Takes part in a creative response to text, such as dramatization or oral presentations.

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Early Advanced

Participates in a dramatization or oral presentation based on an informational text, with teacher assistance and direction.

Intermediate

Acts out a story or event based on a text.

Early Intermediate

Participates in choral readings of poems, rhymes, and stories.

Beginning

Listens to and observes dramatizations and oral presentations.

Literature

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

EL.03.LI.01 Listen to text and read text to make connections and respond to a wide variety of significant works of children's literature--including poetry, fiction, non-fiction, and drama--from a variety of cultures and time periods.

Advanced

Listens to text and reads text to make connections and responds to a variety of children's literature--including poetry, fiction, non-fiction, and drama--from a variety of cultures and time periods, using formats such as reading journals and graphic organizers.

Early Advanced

Listens to and reads text to make connections and responds to literature, through formats such as reading journals and graphic organizers.

Intermediate

Listens to text and makes connections and responds to group activities such as illustrations and story boards.

Early Intermediate

Participates in shared reading of a variety of types of literature.

Beginning

Listens to a variety of types of literature.

EL.03.LI.02 Demonstrate listening comprehension of more complex literary text through discussions.

Advanced

Demonstrates evaluative listening comprehension; with teacher support, or cooperative learning activities, makes inferences.

Early Advanced

Demonstrates inferential comprehension with teacher guidance and support.

Intermediate

Demonstrates literal comprehension by retelling the main events/ideas in sequence using simple sentences and/or illustrations.

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Early Intermediate

Demonstrates literal listening comprehension by using single words and short phrases.

Beginning

Demonstrates literal listening comprehension by viewing visual aids provided by the teacher.

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

EL.03.LI.03 Identify the speaker or narrator in a selection.

Advanced

Identifies the speaker or narrator in a selection.

Early Advanced

Identifies the speaker or narrator in a story.

Intermediate

Identifies the speaker or narrator in a familiar story.

Early Intermediate

Identifies the narrator in a familiar story.

Beginning

Uses pictures to identify the narrator of a familiar story.

EL.03.LI.04 Distinguish the order of events or a specific event from a sequence of events.

Advanced

Distinguishes the order of events or a specific event from a sequence of events.

Early Advanced

Distinguishes the order of events or a specific event from a sequence of events, with support.

Intermediate

Identifies a specific event from a sequence of events, with teacher guidance.

Early Intermediate

Uses single words, short phrases or simple sentences to identify the order of events.

Beginning

Identifies the order of events in a story using illustrations.

EL.03.LI.05 Determine significant events from the story.

Advanced

Determines significant events from the story.

Early Advanced

Determines significant events from the story.

Intermediate

Identifies main events from a story.

Early Intermediate

Selects main events of a familiar story using short phrases or simple sentences.

Beginning

Identifies main events of a familiar story using illustrations.

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EL.03.LI.06 Summarize major points from literary text.

Advanced

Summarizes major points from literary text using appropriate vocabulary.

Early Advanced

With guidance, summarizes main points of a story using vocabulary peculiar to the story.

Intermediate

Use phrases, short sentences, and visual aids to summarize a story.

Early Intermediate

Use pictures, single words and short phrases to summarize the main events in a story.

Beginning

Use pictures to follow a story line.

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.03.LI.07 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

Advanced

Determines what characters are like by what they say or do and by how the author or illustrator portrays them.

Early Advanced

Determines what characters are like by what they say or do and by how the author or illustrator portrays them.

Intermediate

Determines what characters are like by what they say and by how the author or illustrator portrays them.

Early Intermediate

Determines by how the author or illustrator portrays them.

Beginning

Not applicable

EL.03.LI.08 Predict probable future outcomes or actions.

Advanced

Independently makes and supports probable future outcomes or actions.

Early Advanced

Predicts probable outcomes; checks the text to verify the prediction.

Intermediate

Makes predictions about a story based on the text, illustrations and background knowledge, in a teacher guided activity.

Early Intermediate

Makes predictions about what will happen next using illustrations and simple text by participating in a teacher directed group activity.

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Beginning

Listens to a group making predictions about what will happen next in an illustrated story.

EL.03.LI.09 Determine and discuss the underlying theme or author's message in literary text.

Advanced

Determines and discusses the author's message in a literary text or the underlying theme in a literary text.

Early Advanced

Identifies and discusses the author's message in a literary text.

Intermediate

Identifies the author's message in familiar stories.

Early Intermediate

Not applicable

Beginning

Not applicable

EL.03.LI.10 Recognize cause-and-effect relationships in literary text.

Advanced

Describes cause-and-effect relationship in literary texts.

Early Advanced

Responds to questions about cause-and-effect in a literary text.

Intermediate

Responds to teacher questions about cause-and-effect (what happened and why did it happen).

Early Intermediate

Identifies cause-and-effect in choral reading of poems and picture books.

Beginning

Dramatizes situations based on the concept of cause-and-effect.

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

EL.03.LI.11 Compare and contrast versions of the same stories from different cultures.

Advanced

Connects and compares versions of the same stories from different cultures.

Early Advanced

Connects and compares similarities in characters and events in a new story and familiar stories from different cultures with teacher guidance.

Intermediate

Connects and compares characters and events in a new story and a familiar story in a teacher directed activity.

Early Intermediate

Recognizes similarities in characters and/or events in two stories based on illustrations and simple text.

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Beginning

Recognizes the same character in more than one story based on illustrations.

EL.03.LI.12 Create different endings to stories and identify the reason and the impact of the endings.

Advanced

Creates different endings to stories and identifies the reason and the impact of the ending.

Early Advanced

Creates different endings to stories and identifies the impact of the ending.

Intermediate

Creates different endings to familiar stories, checks the text to verify the plausibility of the new ending.

Early Intermediate

Not applicable

Beginning

Not applicable

Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

EL.03.WR.01 Find ideas for writing stories and descriptions through various sources, including conversations with others, and in books, magazines, textbooks, or on the Internet.

Advanced

Finds ideas for writing stories from sources, including conversations, books, magazines, textbooks, the Internet, and content area experiences such as science inquiry.

Early Advanced

Finds ideas for writing stories and descriptions through content area experiences, illustrations, text, and the Internet.

Intermediate

Finds ideas for writing stories and descriptions through content area experiences, illustrations, and the Internet with guidance. Uses text as a source of ideas.

Early Intermediate

Draws from classroom content area experiences as a source for ideas for writing stories with guidance.

Beginning

Participates in classroom content area experiences and in developing organizers that will outline stories.

EL.03.WR.02 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.

Advanced

Brainstorms, lists, and shares ideas for writing. Uses graphic organizers.

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Early Advanced

Brainstorms, lists, and shares ideas for writing in a variety of group settings (partners, small or large groups). Uses simple graphic organizers.

Intermediate

Uses phrases and short sentences to participate in brainstorming with a group. Begins to use simple graphic organizers (web, list) to display ideas.

Early Intermediate

Participates in brainstorming ideas for writing about a given topic using words and phrases.

Beginning

Understands what is taking place during brainstorming activities while teacher uses illustrations, gestures, to help the beginner speaker.

EL.03.WR.03 With some guidance, use all aspects of the writing process (e.g., prewriting, drafting, conferencing, revising, editing) in producing compositions and reports.

Advanced

Uses all aspects of the writing process in the context of a structure provided by the teacher to produce compositions and reports.

Early Advanced

Uses all aspects of the writing process (except editing) to produce simple compositions and reports, with step-by-step teacher support.

Intermediate

Plans writing using simple graphic organizers. Checks punctuation and initial capitalization.

Early Intermediate

Participates in pre-writing and drafting simple compositions on a given familiar topic.

Beginning

Participates in group pre-writing experiences. Copies the initial organizer.

EL.03.WR.04 Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.

Advanced

Uses student version of the scoring guide to review writing for meaning and clarity; evaluates and makes revisions.

Early Advanced

Uses student version of the scoring guide to review for ideas and content with teacher support.

Intermediate

Uses student version of the scoring guide to review for organization.

Early Intermediate

Uses student version of the scoring guide to review writing for conventions with teacher support.

Beginning

Dictates work and phrase to teacher; copies correct version.

EL.03.WR.05 With assistance, revise writing for others to read improving the focus and progression of ideas.

Advanced

Makes simple revisions to improve focus and progression of ideas based on feedback from teacher and/or peers.

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Early Advanced

Identifies changes that could improve focus and progression of ideas in writing from teacher feedback.

Intermediate

Revises a student-authored story for focus from teacher feedback.

Early Intermediate

Revises a student-authored story for progression of ideas from teacher feedback.

Beginning

Arranges or corrects the order of a series of pictures to tell a story in an order that makes sense.

EL.03.WR.06 With guidance, proofread one's own writing, as well as that of others, using, for example, an editing checklist or list of rules.

Advanced

Uses an editing checklist to proofread with teacher support.

Early Advanced

Participates in class proofreading, focusing on more than one area of the editing checklist.

Intermediate

Uses a simplified checklist to edit a piece focusing on one area with the class or in a group.

Early Intermediate

Participates in class proofreading, checking only one element or rule at a time.

Beginning

Adds ending punctuation to simple sentences.

EL.03.WR.07 Present and discuss own writing with other students, and respond helpfully to other students' compositions.

Advanced

Presents and discusses own writing with other students in structured sharing activity, and responds helpfully to other students' compositions. Uses appropriate academic language.

Early Advanced

Uses academic language in group activities where own or others' writing is shared; offers suggestions and compliments, and asks/answers questions about the writing.

Intermediate

Participates in group activities where own or others' writing is shared; using phrases and short sentences, compliments, and asks/answers questions.

Early Intermediate

Listens to and participates (using words or short phrases) in structured group activities where students present and discusses his/her own or others' writing, answer questions, and receive feedback.

Beginning

Displays illustrated story with peer. Responds nonverbally (i.e., smile, clap) to others' writing.

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Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.03.WR.08 Write appropriately for purpose and audience.

Advanced

Writes for a specific audience and/or purpose.

Early Advanced

Writes for a specific audience and/or purpose with teacher support.

Intermediate

Participates in an interactive writing project, to produce a letter or story for a specific audience.

Early Intermediate

Participates in an interactive writing project, to produce a letter or story for a specific audience, contributing single words or short phrases.

Beginning

Observes/attends to a class writing activity, writing for a specific audience or purpose; copies the finished product.

EL.03.WR.09 Create a single paragraph with a topic sentence, simple supporting facts and details, and a concluding sentence.

Advanced

Uses a graphic organizer to develop a main idea and facts or details; writes a paragraph with a beginning, middle, and end.

Early Advanced

Uses a graphic organizer to order a list of facts or details, to compose sentences about a topic or main idea. Uses the sentences to form a simple paragraph.

Intermediate

Brainstorms details about a main idea in a guided group activity. Uses a graphic organizer to order the information to be included in group-composed paragraph.

Early Intermediate

Participates in group activities listing and/or categorizing ideas or facts pertaining to a given topic.

Beginning

Views illustrations and copies the caption.

EL.03.WR.10 Use vivid adjectives and action verbs.

Advanced

Uses a classroom word bank, or list of synonyms to add adjectives and action verbs to own writing.

Early Advanced

Revises own or other's writing, adding adjectives working with a partner or in a group.

Intermediate

Participates in large-group, teacher-guided description writing and/or word-substitution activities.

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Early Intermediate
Uses high frequency adjectives to describe an illustration.

Beginning
Dramatizes action verbs with teacher support.

EL.03.WR.11 Begin to elaborate descriptions and incorporate figurative wording in own writing.

Advanced
Elaborates descriptions and incorporates figurative wording in own writing with teacher support.

Early Advanced
Creates similes or other figurative expressions using a given pattern or a structure.

Intermediate
Uses a given pattern or structure to create figurative language as a group.

Early Intermediate
Listens and attends to stories and group activities in which figurative language is used according to an established pattern.

Beginning
Listens to stories that incorporate figurative language.

EL.03.WR.12 Write correctly complete sentences of statement, command, question or exclamation.

Advanced
Uses statements, questions, commands and exclamations in writing.

Early Advanced
Uses simple statements, questions, commands and exclamations in writing.

Intermediate
Writes simple sentences of statement, command, question, and exclamation.

Early Intermediate
Participates in interactive writing activities, writing statements, commands, questions and exclamations.

Beginning
Identifies ending punctuation marks (i.e. period, question mark, and exclamation point).

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.03.WR.13 Spell correctly:

*one syllable words that have blends (play, blend) or a silent letter (walk);
contractions (isn't, aren't, can't);
compounds;
common spelling patterns (qu-, changing win to winning, and changing the ending of a word from -y to -ies to make a plural such as berry/berries); and
common homophones (words that sound the same but have different spellings, such as hair/hare).*

Advanced
Spells correctly one-syllable words that have blends and common sight words that have a silent letter.

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Early Advanced

Spells correctly one-syllable words that have blends and common sight words.

Intermediate

Spells correctly one-syllable words that have blends.

Early Intermediate

Copies and pronounces one-syllable words that have blends or a silent letter.

Beginning

Copies one-syllable and repeats consonant-vowel- consonant (CVC) words.

Advanced

Spells common contractions correctly.

Early Advanced

Uses the most common contractions in writing (i.e. isn't, aren't, can't, I'm, don't).

Intermediate

Practices forming contractions with teacher support.

Early Intermediate

Participates in group writing activities where common contractions are included.

Beginning

Copies and repeats contractions.

Advanced

Uses correctly common compound words in writing.

Early Advanced

Uses the most common compound words (e.g. into, something, nothing, anything) in writing.

Intermediate

Uses common compound words in group writing and teacher directed lessons.

Early Intermediate

Writes simple sentences using preselected compound words (i.e. snowman, bookmark).

Beginning

Copies phrases that include compound words.

Advanced

Uses correctly common spelling in high frequency words.

Early Advanced

Participates in teacher-directed and/or group writing activities where focus is on common spelling patterns.

Intermediate

Demonstrates spelling patterns awareness of common (i.e. "qu", "y to ies" pluralization) in group writing activities.

Early Intermediate

Copies and illustrates words with "y to ies" pluralization.

Beginning

Labels illustrations with "y to ies" pluralization with teacher support.

Advanced

Uses the most common homophones in writing.

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Early Advanced

Uses some of the most common homophones in writing.

Intermediate

Practices using only the most common homophones (i.e. to, two; there, their; here and hear) in a guided activity.

Early Intermediate

Practices and illustrates homophones.

Beginning

Practices and illustrates homophones with teacher support.

EL.03.WR.14 Spell correctly previously studied words and spelling patterns in own writing.

Advanced

Spells correctly familiar words.

Early Advanced

Uses spelling patterns in invented spelling. Spells some sight words correctly.

Intermediate

Participates in group activities focusing on word families. Spells some sight words correctly.

Early Intermediate

Applies sound- letter correspondence to invented spelling.

Beginning

Copies high frequency classroom words.

EL.03.WR.15 Notice when words are not correct, and use a variety of strategies to correct (e.g., word lists, dictionary).

Advanced

Detects most spelling errors in own writing; uses spelling reference material to correct.

Early Advanced

Uses spelling reference material to check familiar words, and high frequency words.

Intermediate

Recognizes correct spelling of high frequency sight words.

Early Intermediate

Uses invented spelling.

Beginning

Spells own name correctly; copies environmental print correctly.

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.03.WR.16 Use subjects and verbs that are in agreement (we are instead of we is).

Advanced

Uses subjects and verbs that are in agreement, including collective nouns.

Early Advanced

Uses subjects and verbs that are in agreement.

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Intermediate

Writes simple sentences with subject/verb agreement. Practices subject/verb agreement with collective nouns in guided group writing.

Early Intermediate

Practices subject/verb agreement in group writing activities or directed writing.

Beginning

Copies group writing to practice correct subject and verb agreement.

EL.03.WR.17 Correctly use past (he talked), present (he talks), and future (he will talk) verb tenses.

Advanced

Uses verb forms correctly in context.

Early Advanced

Uses correct tenses in independent writing.

Intermediate

Uses past, present, and future tenses in group/guided writing activities.

Early Intermediate

Uses present tense in group writing activities.

Beginning

Labels illustrations or action verbs.

EL.03.WR.18 Correctly use pronouns (it, him, her), adjectives (yellow flower, three brown dogs), compound nouns (football, snowflakes), and articles (a, an, the).

Advanced

Uses correctly pronouns, adjectives, familiar compound nouns, and articles.

Early Advanced

Uses pronouns, adjectives, and compound nouns correctly in writing.

Intermediate

Uses pronouns and compound nouns in writing.

Early Intermediate

Uses pronouns and common adjectives (colors, number, size) in group/guided writing activities.

Beginning

Labels illustrations with common adjectives (colors, number, and size).

EL.03.WR.19 Identify and correctly write singular possessive nouns (dog's tail).

Advanced

Uses and identifies singular possessive nouns.

Early Advanced

Uses singular possessive in writing in group activities and identifies singular possessive nouns.

Intermediate

Writes simple sentences using singular possessive nouns in group guided activities.

Early Intermediate

Identifies singular possessive nouns in writing.

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Beginning

Copies labels on illustrations that show singular possessive nouns. (i.e. a girl and a book = the girl's book).

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.03.WR.20 Use commas in dates (On June 24, 2003, she'll be nine.), locations (Salem, Oregon) and addresses (421 Coral Way, Miami, FL), and for items in a series (beans, corn, cucumbers, and squash).

Advanced

Uses commas in dates and for items in a series. Uses commas in locations and unfamiliar addresses.

Early Advanced

Uses commas correctly when writing the date. Begins to use commas in a series in writing. Writes own address correctly.

Intermediate

Uses commas for items in a series in group/guided writing activities. Writes a simple date sentence.

Early Intermediate

Writes the date in a sentence, uses commas for items in a series.

Beginning

Copies a simple date sentence or address. (i.e. Today is Thursday, July 10, 2003.).

EL.03.WR.21 Approximate correct use of quotation marks to show that someone is speaking ("You may go home now," she said).

Advanced

Approximates correct use of quotation marks to show that someone is speaking.

Early Advanced

Inserts quotation marks in text to show that someone is speaking.

Intermediate

Inserts quotation marks in text to show that someone is speaking in group guided activity.

Early Intermediate

Copies simple sentences that include quotation marks (i.e. Tom says, "hi").

Beginning

Practices placing quotation marks around phrases.

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.03.WR.22 Capitalize correctly geographical names, holidays, and special events (We always celebrate Memorial Day by gathering at the Rose Garden in Portland, Oregon).

Advanced

Uses correct capitalization for familiar geographical names, holidays, and special events.

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Early Advanced

Uses capitalization of familiar geographical names and holidays in own writing.

Intermediate

Uses capitalization of familiar geographical names and holidays in simple sentences.

Early Intermediate

Begins to use capitals with teacher support.

Beginning

Copies geographical names and holidays correctly.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.03.WR.23 Write legibly in cursive and manuscript, leaving space between letters in a word, words in a sentence, and between words and the edges of the paper.

Advanced

Writes legibly in cursive and manuscript, leaving space between letters in a word, words in a sentence, and between words and the edges of the paper by end of the school year.

Early Advanced

Writes legibly in cursive and manuscript, leaving space between letters in a word, words in a sentence, and between words and the edges of the paper by end of the school year.

Intermediate

Writes legibly in cursive and manuscript, leaving space between letters in a word, words in a sentence, and between words and the edges of the paper by end of the school year.

Early Intermediate

Writes legibly, leaving space between letters in a word and words in a sentence.

Beginning

Copies legibly.

Writing Modes: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Personal Narrative

Advanced

Writes a personal narrative; includes details.

Early Advanced

Writes a personal narrative relating events in sequence, with a few details and descriptive words.

Intermediate

Writes a personal narrative using simple sentences.

Early Intermediate

Develops a narrative about a shared experience with guidance or in a group.

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Beginning
Uses pictures to tell about a personal experience.

Fictional Narrative

Advanced
Writes a fictional narrative, including descriptions and details.

Early Advanced
Writes a fictional story using some details and a few descriptive words.

Intermediate
Writes a fictional story using simple sentences.

Early Intermediate
Participates in group to develop a fiction story.

Beginning
Tells a story with pictures.

Expository

Advanced
Writes an expository composition about a given topic; develops main ideas; includes some supporting details using academic language.

Early Advanced
Develops main ideas on a given nonfiction topic using limited academic language, details and descriptions.

Intermediate
Writes simple sentences about a given nonfiction topic.

Early Intermediate
Uses pictures, words and short phrases to participate in group writing activities to develop a simple expository paragraph.

Beginning
Uses captions and drawings to show information.

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.03.WR.24 Write narratives:

Provide a context within which an action takes place.

Include well-chosen details to develop the plot.

With some guidance, provide insight into why the selected incident is memorable.

Advanced
Provides a context for action in a narrative with teacher support.

Early Advanced
Provides a context for action in a narrative with teacher support.

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Intermediate

Uses pictures and simple sentences to provide context.

Early Intermediate

Participates in teacher-directed group writing describing time and/or place.

Beginning

Draws and labels the setting for a story or event.

Advanced

Includes important details to develop the plot.

Early Advanced

Begins to include details about main aspects of a plot in own writing.

Intermediate

Writes details about one idea or aspect of the plot of a story in a group or guided writing activity.

Early Intermediate

Participates in teacher-directed group writing to develop important details about a main idea, through pictures, words, and simple phrases.

Beginning

Uses drawings to convey important details.

Advanced

Gives a simple explanation of why a selected incident is memorable with teacher support.

Early Advanced

Shares how the selected incident is similar to something in his/her own experience in guided writing.

Intermediate

Uses simple sentences to tell about the part of a story that was memorable.

Early Intermediate

Participates in group discussions or activities sharing what they remember most about a story, using single words, short phrases or pictures.

Beginning

Illustrates some incident from the narrative.

Writing Applications: Expository Writing (K-3): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject a

EL.03.WR.25 Write descriptive pieces about people, places, things, or experiences:

Develop a unified main idea.

Use details to support the main idea.

Advanced

Writes a descriptive piece about a main idea; uses appropriate academic language.

Early Advanced

Writes a descriptive piece about a main idea with teacher support.

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Intermediate

Writes simple sentences to describe a main idea with teacher support.

Early Intermediate

Participates in a guided group activity to develop simple description of a main idea (people, places, things, or experiences).

Beginning

Draws a picture to show people, places, things, or experiences.

Advanced

Uses details to support the main idea; uses academic language.

Early Advanced

Uses details to support main ideas on a given topic using academic language, details and descriptions.

Intermediate

Writes important details about a main idea; uses simple sentences.

Early Intermediate

Uses pictures, words and short phrases to list details that support a main idea in a guided, teacher-directed activity.

Beginning

Uses drawings to show a main idea.

EL.03.WR.26 Write letters, thank-you notes, and invitations:

With assistance, determine the knowledge and interests of the audience and establish a purpose and context.

Include the date, proper salutation, body, closing, and signature.

Advanced

Writes letters, thank-you notes and invitations using appropriate vocabulary.

Early Advanced

Writes letters, thank-you notes, and invitations; uses simple and more complex sentence structure.

Intermediate

Writes simple letters, thank-you notes, and invitations; uses simple sentences.

Early Intermediate

Uses single words, short phrases and/or pictures, to participate in a teacher-guided group activity, writing a thank-you note or invitation.

Beginning

Draws a thank-you note; copies an invitation.

Advanced

Writes letters, thank-you notes and invitations using date, proper salutation, body, closing, and signature.

Early Advanced

Writes letters, and thank-you notes; includes date, salutation, body and signature.

Intermediate

Uses a template to write a letter, thank-you note, or invitation; includes date, salutation, body, closing and signature.

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Early Intermediate

Uses single words, short phrases and/or pictures to participate in teacher-guided, group writing of a thank-you note, letter, or invitation.

Beginning

Copies the date onto a picture drawn as a thank-you note; signs the picture.

EL.03.WR.27 Write brief reports:

Include observations and information from two or more sources.

Use diagrams, charts, or illustrations that are appropriate to the text.

Advanced

Selects and uses observations and information from two or more sources to write a brief report.

Early Advanced

Selects and uses observations and information from two or more sources to write a brief report.

Intermediate

Participates in writing about a given topic, using information from two or more sources in teacher-guided activity.

Early Intermediate

Participates in teacher-directed activity using two or more sources to locate and list information on a given topic using key words and sentences.

Beginning

Draws a picture about a given topic based on observations (watching experiment, picture book, demonstration).

Advanced

Uses diagrams, charts, or illustrations that support the text.

Early Advanced

Creates an illustration, or develops a simple diagram or chart to support the text with teacher support.

Intermediate

Selects an illustration or diagram or chart to support the text with teacher support.

Early Intermediate

Participates in a directed group activity, selects or develops a diagram, chart or illustration, appropriate to a given topic.

Beginning

Illustrates the topic.

EL.03.WR.28 Write brief responses to literary text:

Include what the text is about.

Include personal response to text supported by reasons.

Advanced

Writes a brief response to literary text; includes main ideas. Uses appropriate vocabulary.

Early Advanced

Writes about the meaning of a text using vocabulary from the text.

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Intermediate

Writes simple sentences about the content of a text.

Early Intermediate

Uses words or short phrases to participate in group writing about the content of a text.

Beginning

Draws a picture to express his/her own understanding of the content.

Advanced

Writes a brief personal response to a text. Includes examples from the text, and/or other information to support opinion.

Early Advanced

Locates examples from the text that support student's personal reaction with teacher support.

Intermediate

Uses a prescribed sentence pattern to express personal opinion about or reaction to the text; gives reason for opinion or reaction.

Early Intermediate

Uses a prescribed sentence pattern to express personal opinion about or reaction to the text; gives reason for opinion or reaction in a group, teacher-guided activity.

Beginning

Responds to text through gestures or illustrations.

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

EL.03.WR.29 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia, CD-ROM, and online sources).

Advanced

Uses index, table of contents or alphabetical order to locate information in a dictionary, encyclopedia, or other reference book. Uses links within a website or CD-ROM to locate information.

Early Advanced

Uses table of contents or index to find information with teacher support. Locates words or topics in a dictionary or encyclopedia.

Intermediate

Gathers information about a topic from various illustrated printed resources. Locates a given topic in a table of contents. Uses alphabetical order to locate words in a dictionary.

Early Intermediate

Locates information on a given topic using illustrated materials.

Beginning

Arranges and locates words in alphabetical order. Locates items in a picture dictionary.

Speaking and Listening

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Speaking: Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.

EL.03.SL.01 With guidance, organize ideas sequentially or around major points of information.

Advanced

Sequences main points using some academic language.

Early Advanced

Lists major points using limited academic language; uses phrases and sentences to express main ideas on a familiar topic.

Intermediate

Organizes ideas in a simple chronological order on a familiar topic; uses visual aids and short phrases.

Early Intermediate

Responds with one or two words and familiar phrases.

Beginning

Responds through drawings and actions.

EL.03.SL.02 Provide a beginning, middle, and end, including concrete details that develop a central idea.

Advanced

Tells a story that has a central idea and supporting details.

Early Advanced

Tells a story using simple sentences.

Intermediate

Identifies main idea and details in phrases and short sentences using a visual organizer.

Early Intermediate

Identifies details about events or experiences in sequence using single words, short phrases and visual aids.

Beginning

Uses drawings or other visual aids to sequence events.

EL.03.SL.03 With assistance, clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).

Advanced

Chooses props (e.g., objects, pictures, charts, diagrams) to show main ideas with guidance.

Early Advanced

Uses props (e.g., objects, pictures, charts) to show a main idea following a familiar structure with guidance.

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Intermediate

Uses illustrations to present ideas in sequence.

Early Intermediate

Uses gestures and more than one drawing or picture to help explain/describe the topic.

Beginning

Uses a picture or drawing to illustrate a topic.

EL.03.SL.04 Use clear and specific vocabulary to communicate and, with assistance, establish the tone.

Advanced

Uses appropriate academic vocabulary along with facial expressions and gestures to communicate the central ideas.

Early Advanced

Uses phrases and short sentences including some vocabulary specific to the topic.

Intermediate

Uses phrases and short sentences to communicate about a topic.

Early Intermediate

Communicates meaning through facial expressions and gestures as well as simple words and short phrases.

Beginning

Listens to oral presentations that have a variety of purpose and tone.

EL.03.SL.05 Use appropriate intonation and vocal patterns to emphasize important points.

Advanced

Practices intonation to emphasize important ideas.

Early Advanced

Practices intonation to emphasize certain words or phrases in a sentence.

Intermediate

Uses appropriate intonation for questions and statements.

Early Intermediate

Uses appropriate intonation in phrases and sentences, including questions.

Beginning

Listens to speakers who are using appropriate intonation and vocal patterns in a variety of situations.

EL.03.SL.06 Maintain good eye contact while speaking.

Advanced

Looks toward the audience while speaking.

Early Advanced

Looks toward audience most of the time while speaking.

Intermediate

Looks toward the audience some of the time while speaking.

Early Intermediate

Looks toward speaker; responds with appropriate facial expression.

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Beginning
Looks toward speaker.

Listening: Listen critically and respond appropriately across the subject areas.

EL.03.SL.07 Retell in own words and explain what has been said by a speaker.

Advanced
Retells what a speaker said and states the speaker's main ideas using content appropriate vocabulary.

Early Advanced
Retells what a speaker said using both compound sentences.

Intermediate
Retells what a speaker said using sentences.

Early Intermediate
Retells what a speaker said using pictures, single words or short phrases.

Beginning
Listens to a speaker.

EL.03.SL.08 Connect and relate prior experiences, insights, and ideas to those of a speaker (e.g., through mapping, graphic organization).

Advanced
Compares and contrasts prior experiences with those of a speaker using graphic organizers.

Early Advanced
Identifies a speaker's ideas and similar ideas using graphic organizers for comparison.

Intermediate
Identifies prior experiences that relate to speaking topic using gestures and words.

Early Intermediate
Uses pictures, gestures, words and short phrases to relate personal experiences to the speaker's topic. Identifies a prior experience that relates to a speaker's topic using pictures or gestures.

Beginning
Identifies a speaker's topic using pictures or gestures.

EL.03.SL.09 Answer questions completely and with appropriate elaboration.

Advanced
Answers social questions completely and with elaboration; answers academic questions using content appropriate vocabulary and some detail.

Early Advanced
Responds to social and academic questions; includes more information when questioned about details (e.g., uses academic language when prompted by the teacher).

Intermediate
Responds to social questions using short phrases and sentences.

Early Intermediate
Answers social questions with single words or short phrases.

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Beginning

Uses gestures and actions to respond to questions he/she understands.

EL.03.SL.10 Identify the sound elements of literary language, including rhymes, repeated sounds, and instances of naming something by using a sound associated with it (such as hiss or buzz).

Advanced

Identifies the sound elements of literary language, including rhymes, repeated sounds, and instances of naming something by using a sound associated with it (such as hiss or buzz).

Early Advanced

Identifies word patterns, repeated sounds and rhymes.

Intermediate

Identifies word patterns and repeated sounds.

Early Intermediate

Identifies word patterns.

Beginning

Connects objects with the sounds they make; participates in choral reading of poems and familiar stories.

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multi-media communications across the subject areas.

EL.03.SL.11 Distinguish between the speaker's opinions and verifiable facts.

Advanced

Compares/contrasts the speaker's opinions to facts.

Early Advanced

Recognizes statements of opinion and compares them to facts.

Intermediate

Identifies key words that indicate opinion from previously introduced list of words.

Early Intermediate

Listens to a variety of speakers. Responds with drawings and simple phrases.

Beginning

Listens to a variety of speakers.

Fourth Grade

The English Language Proficiency Standards are written as pathways to the Oregon English Language Arts standards. The ELP Standards delineate the proficiency levels required to move through the levels of English-language development and are designed to supplement the ELA standards to ensure that LEP students develop proficiency in both the English language and the concepts and skills contained in the ELA standards. The levels of developing proficiency in a second language have been well documented through research and were designed to provide teachers of all types of programs clear benchmarks of progress.

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Reading

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.04.RE.01 Read aloud grade-level narrative text and informational text fluently and accurately with effective pacing, intonation, and expression; by the end of fourth grade, read aloud unpracticed grade-level text at a rate of 115-140 wcpm (words correct per minute).

Advanced

Reads aloud narrative text with effective pacing, intonation and expression.

Early Advanced

Reads aloud narrative texts (near grade-level) with appropriate pacing, intonation and expression.

Intermediate

Reads familiar and unfamiliar text aloud using acceptable pacing, intonation and expression.

Early Intermediate

Reads words in familiar texts aloud with intonation and expression.

Beginning

Reads familiar English phonemes and simple words with graphic support.

EL.04.RE.02 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Advanced

Demonstrates progress toward reading at an independent reading level near grade-level.

Early Advanced

Demonstrates progress toward reading at an instructional reading level near grade-level.

Intermediate

Demonstrates progress toward reading more complex or longer passages.

Early Intermediate

Reads complete sentences in basic unfamiliar text.

Beginning

Reads basic familiar words in text.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

EL.04.RE.03 Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

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Advanced

Listens to, reads, and understands text from a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information with teacher support.

Early Advanced

Listens to, reads and understands a variety of informational and narrative text, including literature, poetry, magazines, newspapers, reference materials, and online information with teacher support.

Intermediate

Listens to, reads and retells simple stories from a variety of informational and narrative text.

Early Intermediate

Listens to, reads and retells simple stories. Demonstrates comprehension by using drawings, words, or phrases.

Beginning

Listens to simple stories.

EL.04.RE.04 Make connections to text, within text, and among texts across the subject areas.

Advanced

Makes connections to text, within text, and among texts across the subject areas with teacher support.

Early Advanced

Applies knowledge of essential concepts to make connections to text, and among texts across subject areas.

Intermediate

Makes personal connections to text and compares to other texts.

Early Intermediate

Listens to and reads text and makes personal connections.

Beginning

Listens to familiar text and makes personal connections.

EL.04.RE.05 Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.

Advanced

Demonstrates listening comprehension of near grade-level through class and/or small group interpretive discussions across the subject areas.

Early Advanced

Demonstrates listening comprehension of near grade-level through teacher led small group interpretive discussions across the subject areas.

Intermediate

Demonstrates listening comprehension of simple text through class and/or small group discussions across the subject areas.

Early Intermediate

Demonstrates listening comprehension of some familiar text across the subject areas.

Beginning

None available

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EL.04.RE.06 Match reading to purpose--location of information, full comprehension, and personal enjoyment.

Advanced

Matches reading to purpose-location of information, full comprehension, and personal enjoyment.

Early Advanced

Matches reading to locate information (e.g., preview table of content/index, skim, look for bold print) with teacher support.

Intermediate

Matches reading for full comprehension (e.g., preview heading, locates relevant information) with teacher support.

Early Intermediate

Matches reading for personal enjoyment (e.g., preview title, pictures, predict makes connections) with teacher support.

Beginning

None available

EL.04.RE.07 Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

Advanced

Understands and draws upon a variety of comprehension strategies as needed-re-reading, self-correcting, summarizing, class and group guided discussions, responding to essential questions, making predictions, and comparing information from several sources with teacher support.

Early Advanced

Understands and draws upon a variety of comprehension strategies as needed-re-reading, self-correcting, summarizing, class discussions, responding to essential questions, making predictions, and comparing information provided by teacher.

Intermediate

Understands and draws upon a variety of comprehension strategies as needed- self-correcting, summarizing, class discussions, responding to questions, making logical predictions with teacher support.

Early Intermediate

Understands and draws upon a variety of comprehension strategies as needed- responding to questions.

Beginning

Understands and draws upon a variety of comprehension strategies as needed-responding to simple questions, using drawings, words, or phrases.

EL.04.RE.08 Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

Advanced

Identifies difficult words or phrases and uses strategies to demonstrate comprehension with teacher support.

Early Advanced

Identifies difficult words or phrases and uses external sources to demonstrate comprehension (e.g., using a dictionary or thesaurus).

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Intermediate
Identifies different words or phrases and asks for assistance.

Early Intermediate
Identifies difficult words or phrases.

Beginning
Matches difficult words to visuals with teacher support.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

EL.04.RE.09 Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.

Advanced
Understands, learns and uses new vocabulary from informational text, literary text and instruction across the subject areas with teacher support.

Early Advanced
Understands and uses pre-taught vocabulary through literary and informational text.

Intermediate
Understands and uses pre-taught vocabulary from simple literary and content-related text.

Early Intermediate
Understands pre-taught vocabulary from simple literary text.

Beginning
Repeats new vocabulary from simple text and graphics.

EL.04.RE.10 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.

Advanced
Develops vocabulary by listening and discussing both familiar and conceptually challenging selections read aloud across the subject areas, with teacher and graphic support.

Early Advanced
Develops vocabulary by listening and discussing both familiar and conceptually simple selections read aloud across subject areas.

Intermediate
Develops vocabulary by listening to familiar and conceptually simple selections read aloud across the subject areas.

Early Intermediate
Develops simple vocabulary by listening to familiar selections read aloud with significant graphic support.

Beginning
Develops survival vocabulary.

EL.04.RE.11 Determine meanings of words using contextual and structural clues.

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Advanced

Determines meaning of words using contextual and structural clues, with graphic and/or teacher support.

Early Advanced

Determines meaning of words using simple contextual clues.

Intermediate

Determines meaning of familiar words using simple contextual and graphic clues.

Early Intermediate

Determines meaning of words from familiar situations read aloud using simple sentences and graphic clues.

Beginning

Determines meaning of words by using graphic clues.

EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.

Advanced

Distinguishes and interprets words with multiple meanings (i.e., watch, mean, plant) by using context clues with teacher support.

Early Advanced

Interprets words with multiple meanings in literature and text across subject areas with teacher support.

Intermediate

Compares multiple meanings of words in simple text by using context clues with teacher support.

Early Intermediate

Demonstrates meaning of multiple meanings of familiar words using gestures and graphics.

Beginning

None available

EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.

Advanced

Understands and explains frequently used synonyms, antonyms, and homographs in literature texts and content areas.

Early Advanced

Recognizes words that have synonyms, antonyms, and homographs in literature texts and content areas.

Intermediate

Recognizes words that have synonyms, antonyms, and homographs.

Early Intermediate

Recognizes familiar synonyms and antonyms.

Beginning

Recognizes basic antonyms.

EL.04.RE.14 Use knowledge of root words to determine the meaning of unknown words within a passage (nation, national, nationality).

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Advanced

Uses root words to determine meaning of unknown words with teacher support.

Early Advanced

Recognizes and uses root words of common words to determine meaning with teacher support.

Intermediate

Recognizes and uses root words of familiar common words to determine meaning with teacher support.

Early Intermediate

Uses knowledge of root words to change common words (i.e. happy to unhappy, happier).

Beginning

Identifies root words used in various nouns and verbs (i.e. walk, walking, girl, girls).

EL.04.RE.15 Use common roots (meter=measure) and word parts (therm=heat) derived from Greek and Latin, and use this knowledge to analyze the meaning of complex words (thermometer).

Advanced

Uses common roots and word parts derived from Greek and Latin to analyze the meanings of complex words with teacher support.

Early Advanced

None available

Intermediate

None available

Early Intermediate

None available

Beginning

None available

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

EL.04.RE.16 Read textbooks, biographical sketches, letters, diaries, directions, procedures, catalogs, magazines, and informational books.

Advanced

Reads textbooks, biographical sketches, letters, diaries, directions, procedures, catalogs, magazines, and informational books with teacher support.

Early Advanced

Reads textbooks, biographical sketches, letters, diaries, directions, procedures, and magazines with teacher support.

Intermediate

Reads textbooks, biographical sketches, letters, diaries, directions, procedures, and magazines with teacher support.

Early Intermediate

Reads text supported by pictures, photographs, and illustrations with teacher support.

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Beginning

Reads simple text supported by pictures, photographs, and illustrations with teacher support.

EL.04.RE.17 Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.

Advanced

Locates information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text with teacher support.

Early Advanced

Identifies the function of text features with teacher support, such as titles, table of contents, illustrations, indexes, and glossaries to find information and aid understanding of more complex text.

Intermediate

Reads and locates text features with teacher support, such as titles, table of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of simple texts.

Early Intermediate

Reads and identifies basic text features such as title, table of contents, and chapter headings to find information without teacher support.

Beginning

Reads and identifies text features such as title, table of contents, and chapter headings with teacher support.

EL.04.RE.18 Find information in specialized materials (e.g., atlas, magazine, catalog).

Advanced

Finds information in specialized materials (e.g., atlas, magazines, catalogs) with teacher support.

Early Advanced

Finds specific content-related information in atlases, magazines, and catalogs with teacher support.

Intermediate

Identifies the differences among some reference materials with teacher support.

Early Intermediate

Reads simple reference materials with teacher support.

Beginning

Identifies the factual components of simple informational materials using nonverbal communication (pointing, drawing, labeling). Observes pictures and features in reference materials.

EL.04.RE.19 Use structural features found in informational text (e.g., headings and subheadings) to strengthen comprehension.

Advanced

Uses structural features found in informational text to strengthen comprehension with teacher support.

Early Advanced

Selects and organizes structural features, provided by teacher, in a given informational text.

Intermediate

Identifies structural features found in informational text.

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Early Intermediate
Categorizes simple sentences under correct headings.

Beginning
Categorizes words or pictures and name categories.

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

EL.04.RE.20 Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.

Advanced
Identifies and/or summarizes sequence of events, main ideas, facts, supporting details, and opinions of informational and practical selections with teacher support.

Early Advanced
Summarizes sequence of events, main ideas, supporting details, and facts of informational text with teacher support.

Intermediate
Describes the sequence of events and main ideas of informational text.

Early Intermediate
Summarizes the main ideas of informational text.

Beginning
Sequences a story using pictures and key words.

EL.04.RE.21 Identify key facts and information after reading two passages or articles on the same topic.

Advanced
Identifies key facts and information after reading two passages or articles on the same topic with teacher support.

Early Advanced
Identifies key facts and information after reading two passages or articles on the same topic containing tables, charts and graphs.

Intermediate
Identifies key facts and information of two simple stories or articles on topics using graphs, pictures, charts and tables.

Early Intermediate
Identifies two or more key facts of a simple story on familiar topics using pictures, and/or tables.

Beginning
Identifies two key facts of a simple story on familiar topics read aloud using pictures, graphs, charts, and/or key words.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

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EL.04.RE.22 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, and important words. (Some of the skills and concepts in the preceeding standard are assessed at the classroom level and others at the state level.)

Advanced

Makes and confirms predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, and important words with teacher support.

Early Advanced

Makes and confirms predictions about informational text including illustrations, titles, topic sentences and important words.

Intermediate

Makes predictions about familiar informational text including titles, topic sentences and important words.

Early Intermediate

Makes predictions about familiar informational text including titles and illustrations.

Beginning

Makes predictions about familiar or simple informational text including graphics.

EL.04.RE.23 Draw inferences or conclusions about an author's meaning supported by facts and events from the text.

Advanced

Draws inferences or conclusions about an author's meaning supported by facts and events from the text with teacher support.

Early Advanced

Locates facts to support them from the text, given simple inferences or conclusions.

Intermediate

Differentiates fact and opinion in familiar text.

Early Intermediate

Identifies facts in familiar simple text.

Beginning

Identifies facts in familiar text, reads using key words and graphics.

EL.04.RE.24 Identify the main idea of a passage when it is not explicitly stated.

Advanced

Identifies the main idea of a passage when it is not explicitly stated with teacher support.

Early Advanced

Identifies facts in a text and establishes their importance with teacher support.

Intermediate

Identifies topic sentences in paragraphs.

Early Intermediate

Identifies headings and key words in simple text.

Beginning

Predicts the main idea from title words and graphics.

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Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

EL.04.RE.25 Determine the author's purpose, and relate it to details in the text.

Advanced

Determines the author's purpose, and relates it to details in the text with teacher support.

Early Advanced

Determines the author's purpose with teacher support.

Intermediate

Gives opinions about author's purpose in writing text.

Early Intermediate

Gives opinions about author's purpose in writing texts with teacher support.

Beginning

None available

EL.04.RE.26 Distinguish between cause-and-effect and between fact and opinion in expository text.

Advanced

Distinguishes between cause and effect and between fact and opinion in expository text with teacher support.

Early Advanced

Distinguishes between cause and effect and fact and opinion in a simple expository text with teacher support.

Intermediate

Determines the cause with teacher support, given the effect in simple text.

Early Intermediate

Distinguishes between fact and opinion in familiar text.

Beginning

Identifies facts in simple familiar text.

EL.04.RE.27 Recognize text that is written primarily to persuade, and distinguish between informational and persuasive text.

Advanced

Recognizes text that is written primarily to persuade, and distinguishes between informational and persuasive text with teacher support.

Early Advanced

Describes features of persuasive and informational text with teacher support.

Intermediate

Describes features of informational text.

Early Intermediate

None available

Beginning

None available

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EL.04.RE.28 Identify and analyze text that uses sequential or chronological order.

Advanced

Identifies and analyzes text that uses sequential or chronological order with teacher support.

Early Advanced

Identifies text that uses sequential or chronological order.

Intermediate

Identifies features of text that uses sequential or chronological order with teacher support.

Early Intermediate

Reads simple texts which use sequential or chronological order.

Beginning

Organizes pictures from a story in sequence.

EL.04.RE.29 Distinguish text that is biographical and autobiographical.

Advanced

Distinguishes text that is biographical and autobiographical with teacher support.

Early Advanced

Identifies biographical and autobiographical texts.

Intermediate

Distinguishes features of biographical and autobiographical texts.

Early Intermediate

Reads simple biographies and autobiographies.

Beginning

None available

Literature

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

EL.04.LI.01 Listen to text and read text to make connections and respond to a wide variety of significant works of literature, including poetry, fiction, non-fiction, and drama, from a variety of cultures and time periods that enhance the study of other subjects.

Advanced

Listens to text and reads text to make connections and responds to historically and culturally significant works of literature that enhance the study of other subjects with teacher support.

Early Advanced

Listens to text and reads text to make connections and responds to historically and culturally significant works of literature that enhance the study of other subjects with peer and teacher support.

Intermediate

Listens to text and reads historical text to make connections to other subjects.

Early Intermediate

Listens to and reads simple illustrated historical text and connects to other subjects.

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Beginning

Listens to historical text and makes connections using illustrations or graphic organizers.

EL.04.LI.02 Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

Advanced

Demonstrates listening comprehension of more complex literary text through class and/or small-guided group interpretive discussions.

Early Advanced

Demonstrates listening comprehension of literary text through class and/or small-guided group interpretive discussions.

Intermediate

Demonstrates listening comprehension of literary text through class and/or small-guided group discussions.

Early Intermediate

Demonstrates listening comprehension of some familiar literary text using simple sentences.

Beginning

Demonstrates listening comprehension of familiar literary text using drawings, words, or phrases.

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

EL.04.LI.03 Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

Advanced

Describes or summarizes sequence of events and main ideas and supporting details, including supporting evidence of literary text, with teacher support.

Early Advanced

Describes or summarizes sequence of events and main ideas and supporting details of literary text using detailed sentences.

Intermediate

Reads and uses sentences to identify or summarize sequence of events and main ideas of literary text and provides supporting details.

Early Intermediate

Identifies the basic sequence of written text and identifies or summarizes the main ideas of literary texts using simple sentences.

Beginning

Identifies the main ideas and basic sequence of events in stories read to them, using graphics, key words or pictures.

EL.04.LI.04 Identify the main problem or conflict of the plot, and explain how it is resolved.

Advanced

Identifies the main events of the plot, their causes, and the influence of specific events on future actions with teacher support.

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Early Advanced

Reads and in writing, identifies the main events of a plot and how it is resolved in a literary selection.

Intermediate

Reads and identifies the main problem of a plot and how it is resolved in literary texts.

Early Intermediate

Identifies the main events of the plot using simple sentences.

Beginning

Identifies the main events of the plot using nonverbal communication such as pictures, tables or other graphics.

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.04.LI.05 Make and confirm predictions about text using ideas presented in the text itself.

Advanced

Predicts future outcomes supported by text.

Early Advanced

Using graphic organizer as support, predicts future outcomes supported by text.

Intermediate

Distinguishes between predictions supported and not supported by text with teacher support.

Early Intermediate

Reads and orally predicts future outcomes in a literary selection.

Beginning

Draws pictures to predict future outcome of stories read aloud.

EL.04.LI.06 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.

Advanced

Identifies the qualities of the character, the situation, setting and motivations to determine the causes for that character's actions.

Early Advanced

Following a written guide, identifies the qualities of characters in a work of fiction and identifies the causes for that character's actions.

Intermediate

From a provided list of qualities, identifies the qualities of major characters in a work of fiction and compares and contrasts the motives of these characters.

Early Intermediate

Describes the setting of a piece of literature using simple sentences. Describes what a character is like by what he/she does in a selection, using simple sentences.

Beginning

Identifies different characters and settings in simple literary texts using graphic organizers, words or phrases.

EL.04.LI.07 Identify the main idea of a passage when it is not explicitly stated.

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Advanced

Identifies the main idea of a passage when it is not explicitly stated.

Early Advanced

Identifies main idea stated and not stated in the text.

Intermediate

Given several choices, recognizes main idea of a passage.

Early Intermediate

None available

Beginning

None available

EL.04.LI.08 Draw inferences or conclusions about a text based on explicitly stated information.

Advanced

Draws inferences, conclusions or generalizations about text based on explicitly stated information.

Early Advanced

Prepares a written summary using inferences; makes conclusions and generalizations.

Intermediate

Use resources in the text (such as ideas, illustrations, titles) to draw inferences and conclusions and to make generalizations.

Early Intermediate

None available

Beginning

None available

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

EL.04.LI.09 Recognize that certain words (buzz, clang) and rhyming patterns can be used in a selection to imitate sound (onomatopoeia).

Advanced

Recognize that certain words and rhyming patterns can be used in a selection to imitate sound (onomatopoeia).

Early Advanced

Recognizes that certain words can be used to imitate sound. (onomatopoeia).

Intermediate

Recognizes that certain familiar words can be used to imitate sound (onomatopoeia).

Early Intermediate

None available

Beginning

None available

EL.04.LI.10 Compare and contrast tales from different cultures, and tell why there are similar tales in diverse cultures.

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Advanced

Compares and contrasts tales from different cultures, and tells why there are similar tales in diverse cultures.

Early Advanced

Compares and contrasts tales from different cultures and tells why they are similar.

Intermediate

Compares tales from different cultures and tells why they are similar.

Early Intermediate

Compares tales from different cultures.

Beginning

None available

EL.04.LI.11 Differentiate among various imaginative forms of literature (e.g., fantasies, fables, myths, and fairy tales).

Advanced

With guidance from teacher, differentiates among the different types of imaginative forms of literature (e.g., fables, myths, fairy tales).

Early Advanced

Distinguishes between the major characteristics of different types of fiction and applies knowledge of major characteristics in imaginative texts.

Intermediate

Uses pictures, lists, charts, and tables to identify the characteristics of different types of fiction such as folklore, mystery, science fiction, adventure, fantasy.

Early Intermediate

Uses pictures, lists, charts, and tables to identify the characteristics of different types of fiction such as fairy tales, folktales, myths, and legends.

Beginning

Distinguishes between fiction and non-fiction using one- or two-word responses.

Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

EL.04.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

Advanced

Uses a variety of strategies to prepare for writing such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers and taking notes with teacher support.

Early Advanced

Uses a variety of strategies to prepare for writing such as brainstorming, making lists, using graphic organizers, and taking notes with teacher support.

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Intermediate

Uses a variety of pre-writing strategies such as making lists, using graphic organizers, brainstorming, and simple mapping.

Early Intermediate

Uses simple graphic organizers to brainstorm and make lists using simple phrases or sentences.

Beginning

Uses shared language experiences to create pictures or key words for graphic organizers.

EL.04.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

Advanced

Discusses ideas for writing with classmates, teachers, and other writers, and develops drafts alone and collaboratively with teacher support.

Early Advanced

Discusses ideas in pairs to develop writing drafts collaboratively.

Intermediate

Discusses ideas with classmates in the process of developing writing drafts alone.

Early Intermediate

Gives and receives feedback with others using short phrases and developing language with teacher support.

Beginning

Participates in small teacher-led discussion groups.

EL.04.WR.03 Identify audience and purpose.

Advanced

Identifies audience and purpose.

Early Advanced

Identifies audience and purpose with some teacher support.

Intermediate

Listens to a variety of simple passages and identifies author's audience and purpose with teacher support.

Early Intermediate

Listens to a variety of simple passages and identifies author's audience with teacher support.

Beginning

Listens to a variety of writing forms using visual aides to increase familiarity with new language.

EL.04.WR.04 Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.

Advanced

Chooses the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report or narrative with teacher support.

Early Advanced

Listens to and distinguishes between a poem, a narrative, a personal letter, a letter to the editor, and a report.

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Intermediate

Listens to and distinguishes between a poem, a narrative, a personal letter, and a letter to the editor.

Early Intermediate

Listens to and distinguishes between a poem, narrative, and a personal letter.

Beginning

Listens to and distinguishes between a poem and a narrative with teacher support.

EL.04.WR.05 Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.

Advanced

Uses the writing process to produce near grade level text.

Early Advanced

Uses the writing process and self-edit with teacher support.

Intermediate

Demonstrates use of the writing process with peer or teacher support with revising and editing.

Early Intermediate

Uses graphic organizer for pre-writing and drafting with simple phrases and sentences.

Beginning

Uses pictures, key words and basic graphic organizers for pre-writing and drafting.

EL.04.WR.06 Focus on a central idea, excluding loosely related, extraneous, and repetitious information.

Advanced

Focuses on a central idea, excluding loosely related, extraneous, and repetitious information with teacher support.

Early Advanced

Writes a paragraph excluding unrelated information.

Intermediate

Chooses the simple phrase or sentence that does not belong given a central idea.

Early Intermediate

Chooses the simple phrase or sentence that does not belong with teacher support.

Beginning

Eliminates unrelated pictures or words from a list.

EL.04.WR.07 Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.

Advanced

Uses a scoring guide to review, evaluate, and revise own writing for meaning and clarity with teacher support.

Early Advanced

Uses a scoring guide to review and evaluate own writing for meaning and clarity with teacher support.

Intermediate

Uses a scoring guide to score and revise sample writing in small groups with teacher support.

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Early Intermediate

Reads and discusses purpose of scoring guide with teacher support.

Beginning

None Available

EL.04.WR.08 Revise drafts by combining and moving sentences and paragraphs to improve the focus and progression of ideas.

Advanced

Revises drafts by combining and moving sentences and paragraphs to improve the focus and progression of ideas with teacher support.

Early Advanced

Revises increasingly complex writing by combining and moving sentences and paragraphs with instructional support.

Intermediate

Combines and moves simple paragraphs to improve focus and progression of ideas with teacher support.

Early Intermediate

Moves and combines words in simple sentences to form correct sentence order.

Beginning

Observes modeling of the revising process.

EL.04.WR.09 Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

Advanced

Edits and proofreads own writing using the writing conventions and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

Early Advanced

Edits and proofreads own writing include spelling and conventions with teacher support.

Intermediate

Uses basic editing checklist to correct errors with teacher support.

Early Intermediate

Edits for capital letters and periods at the beginning and end of simple sentences in own writing.

Beginning

Observes modeling of editing strategies.

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.04.WR.10 Select a focus and a point of view based upon purpose and audience.

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Advanced

Selects a focus and a point of view based upon purpose and audience.

Early Advanced

Selects a focus and a point of view based upon purpose and audience with teacher support.

Intermediate

Distinguishes point of view in a variety of writings.

Early Intermediate

Identifies point of view in a variety of writings using single words or simple phrases.

Beginning

Observes a variety of writings using visual aids to increase familiarity with new language.

EL.04.WR.11 Write multi-paragraph compositions that:

Provide an inviting introductory paragraph.

Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.

Include supporting paragraphs with simple facts, details, and explanations.

Present important ideas or events in sequence or chronological order.

Provide details and transitions to link paragraphs.

Conclude with a paragraph that summarizes the points.

Use correct indentation.

Advanced

Writes a multi-paragraph composition that provides inviting introductory paragraph with minimal teacher assistance.

Early Advanced

Writes a multi-paragraph composition in a context-embedded situation. Includes an introductory paragraph with assistance.

Intermediate

Writes a simple context-embedded paragraph with substantial teacher support.

Early Intermediate

Adds single words and simple sentences to pictures and graphic organizers to increase detail.

Beginning

Uses pictures, gestures and basic graphic organizers to relate a personal experience. Increases familiarity with new language through shared language experiences.

Advanced

Establishes and supports a central idea with a topic sentence at or near the beginning of the first paragraph.

Early Advanced

Establishes a main idea at or near beginning of writing with teacher support.

Intermediate

Creates a topic sentence that presents a central idea with teacher guidance.

Early Intermediate

Relates main idea of a shared group experience through simple words or phrases.

Beginning

Uses pictures, gestures and basic graphic organizers to communicate a central idea. Increases familiarity with new language through shared language experiences.

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Advanced

Includes supporting paragraphs in writing using simple facts, details, and explanations with periodic assistance.

Early Advanced

Composes supporting paragraphs with teacher guidance to add facts and explanations.

Intermediate

Writes simple paragraphs, adding facts and details with teacher guidance.

Early Intermediate

Adds words and simple sentences to pictures and simple graphic organizers.

Beginning

Uses pictures or simple graphic organizers to communicate written stories adding additional drawings for details.

Advanced

Presents important ideas or events in sequence or chronological order.

Early Advanced

Presents increasingly complex ideas or events in sequence or chronological order.

Intermediate

Presents ideas in chronological order using short phrases or simple sentences.

Early Intermediate

Participates in a shared whole group experience and then sequences events in chronological order using simple words or phrases.

Beginning

Increases familiarity with new language through shared language experiences. Uses pictures, gestures and basic graphic organizers to sequence pictures of events in chronological order.

Advanced

Provides details and transitions to link paragraphs with continued teacher monitoring.

Early Advanced

Identifies details and common transition words that link paragraphs in own writing with teacher support.

Intermediate

Identifies details and common transition words that link paragraphs in the writing of others with assistance.

Early Intermediate

Listens to and copies paragraphs, identifying details and transitions which link them with assistance.

Beginning

Increases familiarity with new language through shared language experiences. Uses pictures, gestures and basic graphic organizers to communicate a central idea.

Advanced

Concludes with a paragraph that summarizes the points. May need teacher assistance.

Early Advanced

Concludes with a simple paragraph that begins to summarize the points with teacher assistance.

Intermediate

Creates a conclusion using a few simple sentences and a graphic organizer.

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Early Intermediate

Adds words and simple sentences to pictures and simple graphic organizers.

Beginning

Uses pictures, gestures and basic graphic organizers to communicate a story with a conclusion.

Increases familiarity with new language through shared language experiences.

Advanced

Uses correct indentation in writing with infrequent guidance.

Early Advanced

Uses correct indentation in own writing with teacher or peer assistance.

Intermediate

Adds correct indentation in teacher-guided writing experience.

Early Intermediate

Recognizes writing with a clear indentation.

Beginning

Reproduces writing with correct indentation.

EL.04.WR.12 Use words that describe, explain, or provide additional details and connections.

Advanced

Enriches writing with details that describe and/ or explain approaching grade-level fluency.

Early Advanced

Provides additional detail and elaboration to own writing with assistance.

Intermediate

Adds basic adjectives or adverbs to simple sentences.

Early Intermediate

Adds nouns, verbs and descriptors to drawings or graphic organizers to enhance detail with teacher support.

Beginning

Increases familiarity with new language through shared language experiences. Uses pictures, gestures and basic graphic organizers to relate a story.

EL.04.WR.13 Use simple sentences and compound sentences in writing.

Advanced

Uses simple and compound sentences in writing with little or no support.

Early Advanced

Combines simple sentences in own writing when appropriate. Teacher assistance may be needed.

Intermediate

Creates simple sentences and combines them to form compound sentences with teacher assistance.

Early Intermediate

Reproduces compound sentences by following teacher-guided process of combining simple sentences.

Beginning

Observes and copies simple sentences.

EL.04.WR.14 Create interesting sentences using a variety of sentence patterns by selecting words that describe, explain, or provide additional detail and connections.

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Advanced

Creates interesting sentences using a variety of sentence patterns by selecting words that describe, explain or provide additional detail and connections.

Early Advanced

Creates a variety of sentences with increasing complexity. Selects basic words to describe, explain or provide additional detail and connections. Teacher guidance may be required.

Intermediate

Creates a variety of simple sentences. Basic descriptors add additional explanation and detail.

Early Intermediate

Reproduces simple sentences adding some additional detail stated in simple words or phrases in a teacher-guided process.

Beginning

Observes and copies a variety of simple sentences.

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.04.WR.15 Spell correctly:

*roots (bases of words, such as un necessary, coward ly),
inflections (words like care/careful/caring),
suffixes and prefixes (-ly, -ness, mis-, un-),
syllables (word parts each containing a vowel sound, such as sur-prise or e-col-o-gy), and
homophones (to/too/two, hear/here, plain/plane, aisle/isle/I'll, caught/cot).*

Advanced

Spells grade-level root words correctly most of the time.

Early Advanced

Spells basic root words and adds simple prefixes and suffixes.

Intermediate

Spells common root words correctly.

Early Intermediate

Recognizes root words in high frequency vocabulary.

Beginning

Observes and copies root words as student begins to make sense of new language.

Advanced

Identifies and applies rules that pertain to inflections in written and oral communication with infrequent errors.

Early Advanced

Identifies and produces inflections orally and in writing with teacher assistance.

Intermediate

Identifies inflections of increasing complexity with teacher guidance.

Early Intermediate

Identifies common inflections with teacher support.

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Beginning

Observes and copies inflections as student begins to make sense of the new language.

Advanced

Uses prefixes and suffixes when writing (un believe able), makes use of classroom resources.

Early Advanced

Uses words with either a prefix or a suffix (i.e. softness, unhappy).

Intermediate

Changes simple words by adding common prefixes and suffixes.

Early Intermediate

Identifies common suffixes and prefixes with teacher support.

Beginning

Observes and copies words with suffixes and prefixes.

Advanced

Divides words up to four syllables into syllables both orally and in writing.

Early Advanced

Breaks words up to 3 syllables into syllables orally and in writing with teacher support.

Intermediate

Identifies number of syllables in simple words.

Early Intermediate

Breaks simple words into syllables with teacher support.

Beginning

Observes and copies words divided into syllables.

Advanced

Recognizes and correctly writes homophones with near grade-level proficiency with teacher support.

Early Advanced

Recognizes and correctly writes common homophones (their, they're, there) with teacher support.

Intermediate

Recognizes simple homophones (to, two, too).

Early Intermediate

Recognizes simple homophones (i.e., see, sea).

Beginning

Matches simple homophones to correct graphics.

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.04.WR.16 Correctly use:

regular verbs (live/lived, shout/shouted)

irregular verbs (swim/swam, ride/rode, hit/hit),

adverbs (slowly, quickly, fast),

prepositions (over, under, through, between), and

coordinating conjunctions (and, or, but).

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Advanced

Uses regular past tense verbs in writing with near grade-level proficiency.

Early Advanced

Uses regular past tense verbs in writing with teacher support.

Intermediate

Uses regular past tense verbs in writing short phrases or simple sentences.

Early Intermediate

Distinguishes between present and past tense verbs with teacher support.

Beginning

Acts out simple present tense verbs.

Advanced

Uses irregular verbs in oral and written communication with near grade-level proficiency.

Early Advanced

Uses common irregular verbs in written communication (i.e., run, ran, eat, ate).

Intermediate

Uses irregular verbs in simple phrases and sentences.

Early Intermediate

Distinguishes between irregular present and past tense verbs.

Beginning

None available

Advanced

Uses adverbs in writing with near grade-level proficiency.

Early Advanced

Uses adverbs in writing with teacher support.

Intermediate

Uses adverbs in short phrases or simple sentences.

Early Intermediate

Identifies adverbs in simple sentences.

Beginning

Uses adverbs in spoken communication.

Advanced

Uses prepositions in writing with near grade-level proficiency.

Early Advanced

Uses prepositions in writing with teacher support.

Intermediate

Uses prepositions in short phrases or simple sentences.

Early Intermediate

Identifies prepositions in simple sentences.

Beginning

Uses prepositions in spoken communication.

Advanced

Uses coordinating conjunctions in writing with near grade-level proficiency.

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Early Advanced

Uses coordinating conjunctions in writing with teacher support.

Intermediate

Uses conjunctions in short phrases or simple sentences.

Early Intermediate

Identifies conjunctions in simple sentences.

Beginning

Uses coordinating conjunction in spoken communication.

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.04.WR.17 Correctly use:

apostrophes to show possession (Troy's shoe, the cat's food),

apostrophes in contractions (can't, didn't, won't), and

quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books.

Advanced

Uses apostrophes to show singular possession in writing.

Early Advanced

Uses possessive in short phrases with teacher support.

Intermediate

Uses possessives in short phrases with teacher support.

Early Intermediate

Identifies "s" in writing.

Beginning

Identifies "s" sound at end of words to show possession.

Advanced

Uses contractions in writing with teacher support.

Early Advanced

Uses contractions in writing with teacher support.

Intermediate

Uses contractions in short phrases with teacher support.

Early Intermediate

Identifies two words that make up contractions in written text.

Beginning

None available

Advanced

Uses quotation marks around exact words of a speaker in own writing with teacher support.

Early Advanced

Uses quotation marks around exact words of a speaker in own writing with teacher guidance.

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Intermediate
Distinguishes exact words of speaker from the rest of the text.

Early Intermediate
Identifies quotation marks in simple writing.

Beginning
None available

EL.04.WR.18 Use underlining, quotation marks, or italics to identify titles of documents.

Advanced
Identifies title of document using correct technique: underlining, italics, or quotation marks.

Early Advanced
Uses underlining, quotation marks, or italics to identify titles of documents.

Intermediate
Identifies title of document in writing.

Early Intermediate
None available

Beginning
None available

EL.04.WR.19 Correctly write plural possessive nouns (girls' hats).

Advanced
Writes common, plural possessive nouns in own writing with teacher support.

Early Advanced
Writes plural possessive nouns in own writing with teacher guidance.

Intermediate
Uses plural possessives in short phrases with teacher support.

Early Intermediate
Compares singular and possessive plural nouns.

Beginning
Observes and copies plural nouns.

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.04.WR.20 Capitalize names of books, magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

Advanced
Capitalizes names of books, magazines, newspapers, works-of-art, musical compositions, organizations, and the first word in quotations with teacher support.

Early Advanced
Capitalizes names of books, magazines, newspapers, and organizations.

Intermediate
Determines important words in titles that need to be capitalized.

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Early Intermediate

Writes single words and short sentences capitalizing the first letter of sentence, and familiar proper nouns.

Beginning

Observes and copies capital letters.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.04.WR.21 Write smoothly and legibly in cursive or manuscript, forming letters and words that can be read by others.

Advanced

Writes smoothly and legibly in cursive or manuscript, forming letters and words that can be read by others.

Early Advanced

Writes smoothly and legibly in upper case cursive or manuscript.

Intermediate

Writes smoothly and legibly lower case cursive or manuscript.

Early Intermediate

Writes smoothly and legibly lower case cursive or manuscript.

Beginning

Writes smoothly and legibly lower case cursive or manuscript.

EL.04.WR.22 Read cursive.

Advanced

Reads cursive.

Early Advanced

Reads cursive.

Intermediate

Reads name and other familiar words in cursive.

Early Intermediate

Reads simple words modeled by teacher.

Beginning

Reads simple words modeled by teacher.

Writing Modes: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Personal Narrative

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Advanced

Composes a personal narrative with approximate grade-level proficiency. Monitoring should continue.

Early Advanced

Composes increasingly detailed personal narrative. Frequent errors don't interfere with meaning.

Intermediate

Writes simple personal narrative using simple sentences or phrases. Meaning is not always clear.

Early Intermediate

Communicates personal narrative with simple words, phrases, or graphic organizers.

Beginning

Communicates a simple personal narrative using pictures, gestures, and simple graphic organizers.

Fictional Narrative

Advanced

Composes a fictional narrative that approximates grade-level fluency. Monitoring should continue.

Early Advanced

Composes increasingly detailed imaginative story. Frequent errors do not interfere with meaning.

Intermediate

Writes a short imaginative story using simple sentences or phrases. Meaning is not always clear.

Early Intermediate

Communicates an imaginative story with simple words, phrases or graphic organizers.

Beginning

Communicates a simple imaginative story using pictures, gestures and/or simple graphic organizers.

Expository

Advanced

Composes an expository paper that approximates grade-level fluency. Monitoring should continue.

Early Advanced

Composes increasingly detailed expository paper. Frequent errors do not interfere with meaning.

Intermediate

Writes a short expository paper using simple sentences or phrases. Meaning is not always clear.

Early Intermediate

Communicates expository information with simple words, phrases or graphic organizers.

Beginning

Communicates simple, familiar expository information using pictures, gestures and/or simple graphic organizers.

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

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EL.04.WR.23 Write personal narratives:

Include ideas, observations, or memories of an event or experience.

Provide a context to allow the reader to imagine the world of the event or experience.

Use concrete sensory details.

Provide insight into why the selected event or experience is memorable.

Advanced

Writes simple personal narrative with increased clarity of ideas, observations, or memories of an event or experience. Errors approximate those of a native English speaker.

Early Advanced

Writes simple personal narrative with increased clarity of ideas, observations, or memories of an event or experience. Writing is clear with frequent errors.

Intermediate

Writes simple personal narrative with increased clarity of ideas, observations, or memories of an event or experience. Meaning may be unclear.

Early Intermediate

Expresses key ideas and events of personal narrative using simple graphic organizers, pictures, and simple phrases.

Beginning

Uses pictures, gestures or simple graphic organizers to communicate familiar stories. Increases familiarity with new language through shared language experiences.

Advanced

Expresses setting of a personal story with increasing richness.

Early Advanced

Expresses time and place of a personal story.

Intermediate

Describes setting of a personal experience with increasing clarity.

Early Intermediate

Expresses the setting of a personal experience through simple words or phrases.

Beginning

Uses pictures, gestures or simple graphic organizers to show setting of a familiar story. Increases familiarity with new language through shared language experiences.

Advanced

Uses concrete sensory details in personal narratives. Monitoring is still necessary.

Early Advanced

Composes personal narrative using concrete sensory details. Some teacher assistance still needed.

Intermediate

Writes simple personal narrative adding limited concrete sensory details with teacher assistance.

Early Intermediate

Adds simple sensory details to pictures and graphics through simple words or phrases.

Beginning

Uses pictures, gestures or simple graphic organizers to communicate familiar stories. Increases familiarity with new language through shared language experiences.

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Advanced

Provides insight into why the selected event or experience is memorable.

Early Advanced

Includes in writing insight into why the selected event or experience is memorable. May need teacher assistance.

Intermediate

Relates a personal story orally and in writing using simple sentences. States importance of story with teacher assistance.

Early Intermediate

Relates orally a personal story with simple words or phrases.

Beginning

Uses pictures, gestures or simple graphic organizers to communicate familiar stories. Increases familiarity with new language through shared language experiences.

Writing Applications: Expository Writing: Response to Literary Text (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.04.WR.24 Write responses to literature:

Demonstrate an understanding of the literary work.

Support interpretations through references to both the text and prior knowledge.

Advanced

Writes a response to literature which demonstrates an understanding of the literary work. Teacher monitoring still necessary.

Early Advanced

Writes a response to literature which demonstrates understanding of literary work. Literature is presented in context-embedded environment with teacher assistance.

Intermediate

Demonstrates an understanding of literary work presented orally using increasing detail in simple sentences and graphic organizers.

Early Intermediate

Responds to literature with simple words and phrases.

Beginning

Responds to literature presented orally using pictures, gestures or simple graphic organizers as student increases familiarity with new language.

Advanced

Supports interpretations to a literary text with references to text and prior knowledge. May require teacher support.

Early Advanced

Forms an opinion in response to a literary text with teacher guidance. Supports interpretation through simple references to text and prior knowledge.

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Intermediate

Responds orally to open ended questions that explore literature responses with simple sentences.

Early Intermediate

Responds orally to yes/no questions that explore literature responses with simple words or phrases.

Beginning

Responds to literature presented orally using pictures, gestures or simple graphic organizers as student increases familiarity with new language.

Writing Applications: Expository Writing: Research Reports/ Multi-media Presentations (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.04.WR.25 Write informational reports:

Ask and then address a central question about an issue or event.

Include facts and details for focus.

Develop the topic with simple facts, details, examples, and explanations.

Use more than one source of information, including speakers, books, newspapers, other media sources, and online information.

Advanced

Writes an informational report: Asks and then addresses a central question about an issue or event. Errors approximate those of native English speaker.

Early Advanced

Writes an informational report: Asks and then addresses a central question about an issue or event with teacher assistance. Frequent errors don't interfere with meaning.

Intermediate

Asks and addresses a central question about an issue or event using simple sentences, and phrases.

Early Intermediate

Adds words and simple phrases to graphic organizers and pictures to identify central question about an issue or event.

Beginning

Increases familiarity with new language through shared language experiences. Uses pictures, gestures or simple graphic organizers to represent central issue or event of an oral informational presentation.

Advanced

Includes facts and details for focus. Some support may be required.

Early Advanced

Writes text that includes facts and details with teacher guidance. Frequent errors don't interfere with meaning.

Intermediate

Combines simple sentences that include some facts and details. Focus may be unclear.

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Early Intermediate

Adds words and simple phrases to graphic organizers and pictures to represent factual information.

Beginning

Increases familiarity with new language through shared language experiences. Uses pictures, gestures or simple graphic organizers to represent factual information.

Advanced

Develops topic with simple facts, details, examples, and explanations. Writing approximates that of native speaker.

Early Advanced

Develops topic with simple facts, details, examples, and explanations. Frequent errors do not interfere with meaning.

Intermediate

Combines simple sentences to develop topic with simple facts, details, and examples. Meaning isn't always clear.

Early Intermediate

Identifies the topic of presented information, stating details and facts with simple words and phrases.

Beginning

Increases familiarity with new language through shared language experiences. Uses pictures, gestures or simple graphic organizers to identify a topic.

Advanced

Uses more than one source of information including speakers, books, newspapers, other media sources, and online information.

Early Advanced

Uses information gained from more than one source in simple expository text with teacher guidance.

Intermediate

Searches out new information in non-fiction text, other media sources, and online.

Early Intermediate

Identifies more than one source of informational text such as books, newspapers and other media sources. Uses computer with assistance.

Beginning

Increases familiarity with new language through repeated hands-on and intentional exposure to a variety of non-fiction texts such as newspapers and books.

Writing Applications: Persuasive Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject a

EL.04.WR.26 Begin writing persuasive compositions to convince the reader to take a certain action or to avoid a certain action.

Advanced

Writes a persuasive composition to convince the reader to take a certain action or to avoid a certain action with near grade-level proficiency.

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Early Advanced

Writes a persuasive composition with a clear position and a few supporting sentences to convince a reader to take a certain action or avoid a certain action. Frequent errors don't interfere with meaning.

Intermediate

Formulates position on a familiar topic. Uses graphic organizers and simple sentences to state and support position.

Early Intermediate

Expresses opinions using simple words and sentences and graphic organizers.

Beginning

Increases familiarity with new language through shared language experiences. Uses pictures, gestures or simple graphic organizers to express an opinion.

Writing Applications: Summaries, Business Letters, Job Applications and Resumes, Technical Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.04.WR.27 Write summaries that contain the main idea of the reading selection.

Advanced

Writes summaries that contain the main idea of the reading selection with near grade-level proficiency.

Early Advanced

Writes summaries that contain the main idea of the reading selection. Summaries may include some errors and extraneous or unnecessary information.

Intermediate

Writes simple summaries that state main idea of a modified reading selection. Errors make comprehension difficult.

Early Intermediate

Identifies main idea of oral presentation using simple words and sentences and graphic organizers.

Beginning

Increases familiarity with new language through shared language experiences. Uses pictures, gestures or simple graphic organizers to indicate comprehension of a reading selection.

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

EL.04.WR.28 Use multiple reference materials (e.g., dictionary, encyclopedia, online information) as aids to writing.

Advanced

Uses multiple standard reference materials as aids to writing. Assistance and monitoring are necessary.

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Early Advanced

Uses standard reference materials with less support as aids to writing.

Intermediate

Uses dictionary and simple reference materials as aids to writing.

Early Intermediate

Uses a picture dictionary to aid in writing simple sentences.

Beginning

Uses picture dictionaries to reproduce basic words.

EL.04.WR.29 Use note-taking skills.

Advanced

Uses note-taking skills. Some assistance still needed with key vs. extraneous information.

Early Advanced

Uses note-taking skills in simple contextual situations. May need guidance in distinguishing key information from extraneous information.

Intermediate

Uses a variety of note-taking strategies in simple contextual situations.

Early Intermediate

Uses simple graphic organizer. Reproduces notes modeled by teacher.

Beginning

Reproduces graphic organizers or notes modeled by teacher.

EL.04.WR.30 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).

Advanced

Locates information in reference texts by using organizational features.

Early Advanced

Locates information in reference texts by using organizational features with some instructional support.

Intermediate

Locates information in simple reference texts.

Early Intermediate

Identifies organizational features of reference texts.

Beginning

Gains familiarity with location of information in reference texts through repeated hands on and intentional exposure.

EL.04.WR.31 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.

Advanced

Uses organizational features of almanacs, newspapers and periodicals. Understands how to use those materials.

Early Advanced

Uses organizational features of almanacs and newspapers to find information. Support may be needed.

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Intermediate

Identifies organizational features of newspapers and magazines.

Early Intermediate

Distinguishes between fiction and non-fiction text.

Beginning

Gains familiarity with location of information in reference texts through repeated hands-on and intentional exposure.

EL.04.WR.32 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills.

Advanced

Uses computer to draft, revise, and publish writing, demonstrating basic keyboarding skills.

Early Advanced

Uses computer to draft, revise, and publish writing, demonstrating basic keyboarding skills.

Intermediate

Uses computer to draft, revise, and publish writing, demonstrating basic keyboarding skills.

Early Intermediate

Uses computer to reproduce text and demonstrates basic keyboarding skills.

Beginning

Uses computer to reproduce text provided by teacher. Demonstrates basic keyboarding skills.

Speaking and Listening

Speaking: Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.

EL.04.SL.01 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.

Advanced

Presents ideas using a well defined introduction.

Early Advanced

Presents ideas using a simple and relevant opening and closing.

Intermediate

Presents ideas using simple and relevant opening.

Early Intermediate

Presents ideas using simple phrases or sentences in small groups.

Beginning

None available

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EL.04.SL.02 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.

Advanced

Emphasizes points in ways that help the listener or viewer to follow important ideas and concepts with teacher support.

Early Advanced

Demonstrates understanding of important ideas with appropriate use of context vocabulary, to help the listener follow the speech.

Intermediate

Separates main ideas using short phrases in speech vocabulary.

Early Intermediate

Points out main ideas using basic vocabulary.

Beginning

Uses drawings and gestures to express main ideas.

EL.04.SL.03 Use details, examples, anecdotes (stories of a specific event), or experiences to clarify information.

Advanced

Uses details, examples, anecdotes (stories of a specific event) or experiences to clarify information with teacher support.

Early Advanced

Uses simple anecdotes to personalize spoken information.

Intermediate

Uses several details to support the main idea.

Early Intermediate

Uses an example or detail to support main idea.

Beginning

None available

EL.04.SL.04 Use a variety of descriptive words that help to convey a clear message.

Advanced

Uses a variety of descriptive words that help to convey a clear message with teacher support.

Early Advanced

Uses more complex descriptive words to help convey a message.

Intermediate

Uses basic adjectives to communicate a message.

Early Intermediate

Uses nouns and verbs to communicate a message in a familiar situation.

Beginning

None available

EL.04.SL.05 Use correct grammar most of the time.

Advanced

Uses correct grammar including subject/verb agreement and verb tense.

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Early Advanced

Uses sentences including correct word order and correct use of pronouns.

Intermediate

Uses sentences including correct use of plural nouns and negatives.

Early Intermediate

Uses sentences with simple subjects and predicate.

Beginning

Uses single words or phrases to convey messages.

EL.04.SL.06 Use volume, pitch, phrasing, pace, modulation, gestures, and eye contact appropriately, to enhance meaning and to engage the audience.

Advanced

Uses volume, pitch, phrasing, pace, modulation, gestures, and eye contact appropriately to enhance meaning and to engage the audience with teacher support.

Early Advanced

Uses volume, phrasing, modulation, and gestures appropriately to express meaning to audience with teacher support.

Intermediate

Uses volume, gestures, and modulation to express meaning with visual or printed support.

Early Intermediate

Uses appropriate volume when reading to an audience.

Beginning

None available

Listening: Listen critically and respond appropriately across the subject areas.

EL.04.SL.07 Ask thoughtful questions and respond orally to questions with appropriate discussion.

Advanced

Asks complex questions and responds orally to a general discussion with adequate guidance.

Early Advanced

Asks simple inferential questions and responds orally to key detail questions.

Intermediate

Listens attentively to unfamiliar stories/ information and asks/responds to key detail questions in simple sentences.

Early Intermediate

Listens attentively to familiar stories/information and responds to literal questions using simple phrases and sentences.

Beginning

Listens attentively to familiar pictorial stories and responds to literal questions in nonverbal ways.

EL.04.SL.08 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

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Advanced

Summarizes major supporting evidence presented in spoken messages.

Early Advanced

Summarizes main ideas and one or two details in spoken messages.

Intermediate

Retells main major ideas presented in spoken messages using more complex speech.

Early Intermediate

Repeats main ideas in spoken messages about familiar topics.

Beginning

Identifies the topic in a spoken message using a one or two word response.

EL.04.SL.09 Follow detailed directions and instructions.

Advanced

Follows detailed directions and instructions with guidance.

Early Advanced

Follows directions and instructions with some guidance.

Intermediate

Follows simple directions and instructions.

Early Intermediate

Listens to and follows simple multi-step directions with visual clues.

Beginning

Listens to and follows one-step directions with visual clues.

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multi-media communications across the subject areas.

EL.04.SL.10 Identify and discuss the use of cadence, repetitive patterns, and onomatopoeia for intent and effect.

Advanced

Identifies and discusses the effect of repetitive patterns, onomatopoeia and cadence.

Early Advanced

Identifies and discusses the effect of repetitive patterns, onomatopoeia and cadence.

Intermediate

Identifies unfamiliar cadence, repetitive patterns and onomatopoeia.

Early Intermediate

Identifies familiar repetitive patterns and onomatopoeia.

Beginning

Listens to and repeats examples of onomatopoeia.

Fifth Grade

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the ELA standards to ensure that LEP students develop proficiency in both the English language and the concepts and skills contained in the ELA standards. The levels of developing proficiency in a second language have been well documented through research and were designed to provide teachers of all types of programs clear benchmarks of progress.

Reading

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

There is no ELA standard associated with these proficiencies

Advanced

None available

Early Advanced

Applies knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.

Intermediate

Uses common English morphemes in oral and silent reading.

Early Intermediate

Recognizes common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).

Beginning

Recognizes sound/symbol relationships in own writing.

EL.05.RE.01 Read aloud grade-level narrative text and informational text fluently and accurately with effective pacing, intonation, and expression; by the end of fifth grade, read aloud unpracticed grade-level text at a rate of 125-150 wcpm (words correct per minute).

Advanced

Reads aloud grade level narrative and informational text with appropriate pacing, intonation, and expression.

Early Advanced

Reads aloud increasingly complex narrative and expository texts with appropriate pacing, intonation and expression.

Intermediate

Reads aloud narrative and expository texts with appropriate pacing, intonation, and expression.

Early Intermediate

Reads aloud own writing of narrative and expository text with some pacing, intonation, and expression.

Beginning

Reads aloud simple words in stories or games (e.g., nouns and adjectives).

EL.05.RE.02 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

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Advanced

Demonstrates progress towards reading at an independent reading level.

Early Advanced

Applies knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.

Intermediate

Pronounces most English phonemes correctly while reading aloud.

Early Intermediate

While reading orally, recognizes and produces common English phonemes that do not correspond to phonemes students already hear and produce (e.g., "a" in cat and final consonants).

Beginning

Recognizes English phonemes that correspond to phonemes students already hear and produce while reading aloud.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

EL.05.RE.03 Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

Advanced

Listens to, reads, and understands text from wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information, with teacher support.

Early Advanced

Listens to, reads and understands text from a variety of informational and narrative text with teacher support.

Intermediate

Listens to and reads text from a variety of informational and narrative text.

Early Intermediate

Listens to, reads and retells simple stories from a variety of informational and narrative text.

Beginning

Listens to, reads and retells simple stories from a variety of informational and narrative text using drawings, words, or phrases.

EL.05.RE.04 Make connections to text, within text, and among texts across the subject areas.

Advanced

Makes connections to text, within text, and among texts across the subject area with teacher support.

Early Advanced

Makes connections to text and within texts across the subject area.

Intermediate

Makes connections to text and within texts across the subject area with teacher support.

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Early Intermediate

Listens to, reads text and makes connections to self and to texts.

Beginning

Listens to familiar texts and makes personal connections.

EL.05.RE.05 Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.

Advanced

Demonstrates listening comprehension of grade level text through class and/or small group interpretive discussions across the subject areas.

Early Advanced

Demonstrates listening comprehension of text through class and/or small group interpretive discussions across the subject areas with teacher support.

Intermediate

Demonstrates listening comprehension of text through class and/or small group discussions across the subject areas.

Early Intermediate

Demonstrates listening comprehension of familiar text across the subject areas.

Beginning

Demonstrates listening comprehension of familiar text using drawings, words, or phrases.

EL.05.RE.06 Match reading to purpose--location of information, full comprehension, and personal enjoyment.

Advanced

Matches reading to purpose-location of information, full comprehension, and personal enjoyment.

Early Advanced

Matches reading to purpose-location of information (e.g., previews table of contents, index) with teacher support.

Intermediate

Matches reading to purpose-full comprehension (e.g., previews headings) with teacher support.

Early Intermediate

Matches reading to purpose-personal enjoyment (e.g., previews title, pictures) with teacher support.

Beginning

Matches reading to purpose-location of information and personal enjoyment.

EL.05.RE.07 Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

Advanced

Understands and draws upon a variety of comprehension strategies as needed-re-reading, self-correcting, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources with teacher support.

Early Advanced

Understands and draws upon a variety of comprehension strategies as needed-re-reading, self-correcting, class and group guided discussions, generating and responding to essential questions, making predictions, and comparing information from several sources provided by teacher.

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Intermediate

Understands and draws upon a variety of comprehension strategies as needed-re-reading, self-correcting, class and small group guided discussions, responding to questions, making predictions, and comparing information with teacher support.

Early Intermediate

Understands and draws upon a variety of comprehension strategies as needed-re-reading, self-correcting, small group guided discussions, responding to questions, and making predictions with teacher support.

Beginning

Understands and draws upon a variety of comprehension strategies as needed-re-reading, self-correcting, responding to simple questions, using drawings, words, or phrases.

EL.05.RE.08 Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

Advanced

Clearly identifies specific words or wordings that are causing comprehension difficulties and uses strategies to correct with teacher support.

Early Advanced

Identifies words or phrases essential to understanding text and applies word analysis or context strategies to demonstrate comprehension with teacher support.

Intermediate

Demonstrates English grammar, usage, and word choice by recognizing and correcting errors when reading.

Early Intermediate

Applies knowledge of decoding skills and academic and social vocabulary to recognize and correct some errors when reading.

Beginning

Applies knowledge of academic and social vocabulary in student's native language to recognize and correct some errors when reading familiar texts in English.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

EL.05.RE.09 Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.

EL.05.RE.10 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.

EL.05.RE.11 Determine meanings of words using contextual and structural clues.

Advanced

Determines meaning of words using knowledge of root words, affixes, suffixes and contextual clues with 75% accuracy.

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Early Advanced

Uses reading knowledge of English morphemes, phonics, and syntax to decode, determine and interpret the meaning of unfamiliar words with 50% accuracy.

Intermediate

Uses reading knowledge of English morphemes, phonics, and syntax to decode, determine and interpret the meaning of unfamiliar words in written texts.

Early Intermediate

Uses knowledge of English morphemes, phonics, and syntax to decode and determine the meaning of unfamiliar words in simple sentences.

Beginning

Uses pictures and observations to meet basic needs in social and academic settings (e.g., locations, greetings, classroom objects).

Advanced

Recognizes that words sometimes have multiple meanings and applies this knowledge consistently.

Early Advanced

Recognizes words that sometimes have multiple meanings in literature and texts in content areas (e.g., present (gift), present (time)).

Intermediate

Uses appropriately content-related vocabulary in discussions and reading. Uses expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.

Early Intermediate

Uses appropriately familiar and content-related vocabulary in reading.

Beginning

Uses appropriately familiar vocabulary in reading.

EL.05.RE.12 Understand and explain frequently used synonyms, antonyms, and homographs.

Advanced

Understands and explains frequently used synonyms, antonyms and homographs in literature texts and content areas.

Early Advanced

Recognizes words that have synonyms, antonyms and homographs in literature texts and content areas.

Intermediate

Demonstrates comprehension of simple, commonly used synonyms, antonyms, and homonyms by matching words in the context of sentences.

Early Intermediate

Demonstrates comprehension of simple, commonly used synonyms and antonyms by matching pictures.

Beginning

Demonstrates comprehension of simple, commonly used synonyms and antonyms with an appropriate action with teacher modeling.

EL.05.RE.13 Determine the meanings of figurative expressions, such as those in similes and metaphors.

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Advanced

Identifies and uses some analogies, similes and metaphors in discussion and reading.

Early Advanced

Locates simple similes, analogies and metaphors in literature and texts in content areas.

Intermediate

Locates some simple similes and metaphors in reading.

Early Intermediate

Identifies comparisons in simple similes and metaphors.

Beginning

Listens to stories that vividly illustrate similes and metaphors (e.g., Quick as A Cricket by A. Woods).

EL.05.RE.14 Use word origins to determine the meaning of unknown words and phrases.

Advanced

Uses word origins to determine meaning of unknown words and phrases with teacher support.

Early Advanced

Uses word origins to determine meaning of unknown words with teacher support.

Intermediate

Recognizes and uses origin of unknown common words to determine meaning with teacher support.

Early Intermediate

Demonstrates and differentiates between cognates and false cognates by determining meaning of unknown words and phrases.

Beginning

Observes teacher modeling use of cognates to determine meaning of unknown words.

EL.05.RE.15 Know less-common roots (graph=writing, logos=the study of) and word parts (auto=self, bio=life) from Greek and Latin, and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).

Advanced

Applies knowledge of less common roots and affixes and analyzes the meaning of complex words (biography, autograph) with teacher support.

Early Advanced

Applies knowledge of less common roots and affixes when attached to known vocabulary and analyzes meaning of complex words.

Intermediate

Uses some less common roots and affixes when attached to known vocabulary (e.g., autobiography).

Early Intermediate

Recognizes some common roots and affixes when attached to known vocabulary (e.g., speak, speaker).

Beginning

Demonstrates comprehension of simple vocabulary with an appropriate action.

EL.05.RE.16 Use a thesaurus to determine related words and concepts.

Advanced

Uses a standard dictionary or thesaurus to determine meaning of unknown words.

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Early Advanced

Uses standard dictionary or thesaurus to find the meanings of known vocabulary with teacher support.

Intermediate

Uses either a picture or elementary dictionary or thesaurus to identify common and familiar words.

Early Intermediate

Uses picture dictionary or thesaurus to identify common and familiar words such as nouns and adjectives.

Beginning

Creates a simple dictionary or thesaurus of frequently used words.

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

There is no ELA standard associated with these proficiencies

Advanced

Compares and contrasts relationships between texts and their experiences. Fluency approximates that of non-ELL peers.

Advanced

Uses detailed sentences to respond to comprehension questions about written text (e.g., The brown bear lives with his family in the forest and may be in danger because it is hunting season.).

Early Advanced

Compares relationships between text and their experiences using detailed sentences.

Early Advanced

Uses detailed sentences to respond to comprehension questions about written text (e.g., The brown bear lives with his family in the forest.) with teacher support.

Intermediate

Reads and listens to simple stories and demonstrates understanding by using simple sentences to respond to explicit detailed questions (e.g., The bear is brown.).

Intermediate

Reads and uses sentences to describe relationships between text and their own experiences.

Early Intermediate

Reads and identifies relationships between written text and their own experience using key words and simple phrases.

Early Intermediate

Responds to stories read to them by answering factual comprehension questions, using one or two-word responses (e.g., brown bear).

Beginning

Identifies relationship between simple text read to them and their own experiences. Responses may be nonverbal.

Beginning

Responds to stories read to them using nonverbal communications.

EL.05.RE.17 Read textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, news stories, and almanacs.

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Advanced

Reads textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, news stories, and almanacs supported by teacher developed guides that support text.

Early Advanced

Reads textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, news stories, and almanacs supported by teacher developed guides that support text.

Intermediate

Reads textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, news stories, and almanacs supported by illustrations and teacher developed guides that support text.

Early Intermediate

Reads text supported by pictures, photographs, illustrations, and teacher-developed guides that support text.

Beginning

Reads simple text supported by pictures, photographs, illustrations, and teacher-developed guides that support text.

EL.05.RE.18 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organizational devices to find information and support understanding.

Advanced

Uses text features such as format, diagrams, charts, glossaries, indexes to locate and draw information from text and support understanding.

Early Advanced

Locates and identifies the function of text features such as format, diagrams, charts, glossaries, and indexes to find information and support understanding.

Intermediate

Reads and identifies text features such as titles, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts to find information.

Early Intermediate

Reads and identifies basic text features such as title, table of contents, and chapter headings to find information.

Beginning

Points out text features such as title, table of contents, and chapter headings.

EL.05.RE.19 Find information in specialized materials (e.g., thesaurus, almanac, newspaper).

Advanced

Finds information in specialized materials (e.g., thesaurus, newspapers, and almanacs) using teacher developed guides.

Early Advanced

Finds information in specialized materials (e.g., thesaurus, newspapers, and almanacs) using teacher developed guides.

Intermediate

Identifies the differences among some categories of informational materials using sentences.

Early Intermediate

Identifies the factual components of simple informational materials using key words or phrases.

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Beginning

Identifies the factual components of simple informational materials using nonverbal communication (pointing, drawings, labeling).

EL.05.RE.20 Follow multiple-step directions (e.g., for completing an experiment or an activity or for using a product).

Advanced

Follows multiple-step directions for completing classroom-related activities such as completing an experiment or using a product with teacher support.

Early Advanced

Understands and follows multiple-step directions for completing classroom related activities such as completing an experiment with teacher support.

Intermediate

Follows some multi-step directions for classroom-related activities with teacher support.

Early Intermediate

Follows simple two-step directions for classroom or work-related activities with teacher support.

Beginning

Follows simple one-step directions for classroom or work-related activities.

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

EL.05.RE.21 Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas.

Advanced

Describes or summarizes sequence of events, main ideas and supporting details, including supporting evidence of informational text, with teacher support.

Early Advanced

Describes or summarizes sequence of events, main ideas and supporting details of informational text.

Intermediate

Reads and uses detailed sentences to identify or summarize sequence of events and main ideas of informational text and provides supporting details.

Early Intermediate

Identifies or summarizes the basic sequence of written text or main ideas of informational text using simple sentences.

Beginning

Identifies the basic sequences of events or main ideas in familiar stories read to them, using key words, phrases, and pictures.

EL.05.RE.22 Identify key facts and information after reading several passages or articles on the same topic.

Advanced

Identifies key facts and information using several passages and articles on the same topic from different sources with teacher support.

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Early Advanced

Identifies key facts and information using several passages and articles on the same topic.

Intermediate

Identifies key facts and information using several passages on the same topic.

Early Intermediate

Identifies key facts using several passages on a familiar topic.

Beginning

Defines and identifies key facts using a familiar sentence.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.05.RE.23 Predict future outcomes supported by the text.

Advanced

Predicts future outcomes supported by the text.

Early Advanced

Predicts outcomes supported by the text using more complex sentences.

Intermediate

Predicts outcomes supported by the text using sentences.

Early Intermediate

Predicts outcomes supported by the text using simple sentences.

Beginning

Predicts outcomes supported by the text using pictures, drawings or words.

EL.05.RE.24 Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge. (Some of the skills and concepts in the preceding standard are assessed at the classroom level and others at the state level.)

Advanced

Draws inferences, conclusions or generalizations about main ideas in text with teacher support.

Early Advanced

Identifies some significant structural (organizational) patterns in text, such as sequence/chronological order and cause/effect.

Intermediate

Uses resources in the text (such as ideas, illustrations, titles) to distinguish between fact/opinion, inference, and cause/effect in text.

Early Intermediate

Uses resources in the text (such as ideas, illustrations, titles) to draw conclusions and make inferences.

Beginning

Identifies examples of fact/opinion in familiar texts read to them.

EL.05.RE.25 Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text.

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Advanced

Using instructional guide, determines unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas such as images, patterns, or symbols in the text.

Early Advanced

Following pattern provided by teacher, determines unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas such as images, patterns, or symbols in the text.

Intermediate

None available

Early Intermediate

None available

Beginning

None available

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

EL.05.RE.26 Determine the author's purpose, and relate it to specific details in the text.

Advanced

Determines the author's purpose and relates it to specific details in the text with teacher's guidance.

Early Advanced

Identifies the author's purpose and relates it to specific details in the text.

Intermediate

Selects the author's purpose of at least two works of fiction from a provided list of appropriate words.

Early Intermediate

Compares authors' purposes of at least two works of fiction by matching, labeling, drawing.

Beginning

None available

EL.05.RE.27 Draw conclusions about whether portions of the passage are facts or opinions.

Advanced

Identifies facts or opinions in portions of text.

Early Advanced

Differentiates between facts or opinions and supports your choice based on given definition of each.

Intermediate

Differentiates between facts or opinions based on given examples and/or definition of each, by labeling, pointing or using words or phrases.

Early Intermediate

Based on provided examples, recognizes the difference between facts or opinions of familiar topics by labeling or pointing.

Beginning

None available

EL.05.RE.28 Recognize and analyze characteristics of persuasive text.

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Advanced

Analyzes characteristics of persuasive text with teacher support.

Early Advanced

Recognizes and differentiates persuasive text from expository or narrative text.

Intermediate

Identifies characteristics of persuasive text.

Early Intermediate

None available

Beginning

None available

EL.05.RE.29 Evaluate new information and ideas by testing them against known information and ideas.

Advanced

Evaluates new information and ideas by testing them against known information and ideas with teacher support.

Early Advanced

Recognizes additional information and ideas provided for known information and ideas.

Intermediate

Identifies new information and ideas in informational texts.

Early Intermediate

Lists known information and new information provided in familiar informational texts.

Beginning

None available

EL.05.RE.30 Identify and analyze text that uses prioritization as an organizational pattern (e.g., newspaper articles).

Advanced

Identifies and analyzes text that uses prioritization as an organizational pattern (e.g., newspaper articles) with teacher support.

Early Advanced

Identifies main ideas or concepts in informational text and prioritizes by order of importance.

Intermediate

Lists main ideas or concepts in informational text and prioritizes by order of importance.

Early Intermediate

Lists main ideas or concepts in informational text.

Beginning

None available

Literature

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

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EL.05.LI.01 Listen to text and read text to make connections and respond to a wide variety of significant works of literature, including poetry, fiction, non-fiction, and drama, from a variety of cultures and time periods that enhance the study of other subjects.

Advanced

Demonstrates listening comprehension of more complex literary text through class and/or small-guided group interpretive discussions.

Early Advanced

Demonstrates listening comprehension of literary text through class and/or small-guided group interpretive discussions.

Intermediate

Demonstrates listening comprehension of literary text through class and/or small-guided group discussions.

Early Intermediate

Demonstrates listening comprehension of some familiar literary text using simple sentences.

Beginning

Demonstrates listening comprehension of familiar literary text using drawings, words, or phrases.

EL.05.LI.02 Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

Advanced

Demonstrates listening comprehension of more complex literary text through class and/or small-guided group interpretive discussions.

Early Advanced

Demonstrates listening comprehension of literary text through class and/or small-guided group interpretive discussions.

Intermediate

Demonstrates listening comprehension of literary text through class and/or small-guided group discussions.

Early Intermediate

Demonstrates listening comprehension of some familiar literary text using simple sentences.

Beginning

Demonstrates listening comprehension of familiar literary text using drawings, words, or phrases.

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

EL.05.LI.03 Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

Advanced

Describes or summarizes sequence of events and main ideas and supporting details, including supporting evidence of literary text, with teacher support.

Early Advanced

Describes or summarizes sequence of events and main ideas and supporting details of literary text using detailed sentences.

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Intermediate

Reads and uses sentences to identify or summarize sequence of events and main ideas of literary text and provides supporting details.

Early Intermediate

Identifies the basic sequence of written text and identifies or summarizes the main ideas of literary texts using simple sentences.

Beginning

Identifies the main ideas and basic sequence of events in stories read to them, using graphics, key words or pictures.

EL.05.LI.04 Identify the main events of the plot, their causes, and the influence of specific events on future actions.

Advanced

Identifies the main events of the plot, their causes, and the influence of specific events on future actions with teacher support.

Early Advanced

Reads and in writing, identifies the main events of a plot and how it is resolved in a literary selection.

Intermediate

Reads and identifies the main problem of a plot and how it is resolved in literary texts.

Early Intermediate

Identifies the main events of the plot using simple sentences.

Beginning

Identifies the main events of the plot using nonverbal communication such as pictures, tables or other graphics.

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.05.LI.05 Predict future outcomes supported by the text.

Advanced

Predicts future outcomes supported by text.

Early Advanced

Using graphic organizer as support, predicts future outcomes supported by text.

Intermediate

Distinguishes between predictions supported and not supported by text with teacher support.

Early Intermediate

Reads and orally predicts future outcomes in a literary selection.

Beginning

Draws pictures to predict future outcome of stories read aloud.

EL.05.LI.06 Identify the qualities of the character (e.g., courage, cowardice, ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict.

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Advanced

Identifies the qualities of the character (courage, cowardice) and analyzes the effects of these qualities in the resolution of the conflict with teacher support.

Early Advanced

Following a written guide, identifies the qualities of characters in a work of fiction and identifies the consequences of these qualities on the plot and the resolution of the conflict.

Intermediate

From a provided list of qualities, identifies the qualities of major characters in a work of fiction and compares and contrasts the motives of these characters.

Early Intermediate

Describes the setting of a piece of literature using simple sentences. Describes what a character is like by what he/she does in a selection, using simple sentences.

Beginning

Identifies different characters and settings in simple literary texts using graphic organizers, words or phrases.

EL.05.LI.07 Identify the theme, understanding that theme refers to the lesson, moral, or meaning of a selection, whether it is implied or stated directly.

Advanced

Recognizes and describes themes stated directly or implied in literary texts.

Early Advanced

Identifies the theme stated in the text.

Intermediate

Given several choices, recognizes and describes themes stated directly in a text.

Early Intermediate

None available

Beginning

None available

EL.05.LI.08 Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge.

Advanced

Draws inferences, conclusions or generalizations about text and supports them with textual evidence and prior knowledge with teacher support.

Early Advanced

Prepares a written summary using inferences; compares information from two or more sources and makes conclusions and generalizations.

Intermediate

Use resources in the text (such as ideas, illustrations, titles) to draw inferences and conclusions and to make generalizations.

Early Intermediate

None available

Beginning

None available

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Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

EL.05.LI.09 Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.

Advanced

Identifies and describes effect of imagery, metaphor, and symbolism with teacher support.

Early Advanced

Identifies and describes figurative language, (personification, metaphors and similes) in a selection.

Intermediate

Identifies and describes figurative language (e.g., similes, metaphors and personification).

Early Intermediate

None available

Beginning

None available

EL.05.LI.10 Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work.

Advanced

Defines figurative language, including similes, metaphors, exaggeration and personification and explains the effects in text.

Early Advanced

Defines figurative language, including similes, metaphors, exaggeration and personification and explains the effects in a familiar text in guided discussions.

Intermediate

Defines figurative language, including similes, metaphors, exaggeration and personification using simple sentences.

Early Intermediate

Defines figurative language, including similes, metaphors, exaggeration and personification by labeling, matching, pointing.

Beginning

None available

EL.05.LI.11 Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).

Advanced

With guidance from teacher, differentiates among the different types of fiction and applies the knowledge of major characteristics.

Early Advanced

Distinguishes between the major characteristics of different types of fiction and applies knowledge of major characteristics in familiar literary texts.

Intermediate

Uses pictures, lists, charts, and tables to identify the characteristics of different types of fiction such as folklore, mystery, science fiction, adventure, fantasy.

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Early Intermediate

Uses pictures, lists, charts, and tables to identify the characteristics of different types of fiction such as fairy tales, folktales, myths, and legends.

Beginning

Distinguishes between fiction and non-fiction using one- or two-word responses.

EL.05.LI.12 Evaluate the believability of characters and the degree to which a plot is believable or realistic.

Advanced

Identifies characteristics of major characters and evaluates the believability of characters and the realism of the plot.

Early Advanced

Studies plot and using descriptions of major characters in text, evaluates the believability of characters and plot.

Intermediate

Using explicit descriptions of major characters in familiar text, evaluates the believability of characters.

Early Intermediate

Compares and contrasts the motives of characters in a simple literary text.

Beginning

None available

Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

EL.05.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

Advanced

Uses several pre-writing strategies such as outlining and taking notes with teacher support.

Early Advanced

Organizes and sequences ideas in an outline format in context.

Intermediate

Groups related ideas for writing in context.

Early Intermediate

Labels graphic organizers using familiar vocabulary.

Beginning

Participates in teacher-directed brainstorming and list making writing exercises using familiar topics.

EL.05.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

Advanced

Develops drafts alone or with teacher support.

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Early Advanced
Develops drafts alone or in pairs.

Intermediate
Develops drafts collaboratively in groups.

Early Intermediate
Participates in idea-generating discussions in small groups and in pairs.

Beginning
Participates in pre-writing activities such as brainstorming, listening, and drawing with classmates and teacher.

EL.05.WR.03 Identify audience and purpose.

Advanced
Identifies a variety of audiences and purposes independently and with teacher support.

Early Advanced
Identifies a variety of audiences working in pairs.

Intermediate
Identifies familiar purposes working in pairs and small groups.

Early Intermediate
Identifies familiar audiences working in pairs and in small groups.

Beginning
Uses nonverbal and verbal communication in group setting to identify familiar audience.

EL.05.WR.04 Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.

Advanced
Identifies and chooses the appropriate writing form for a variety of intended purposes with teacher support.

Early Advanced
Identifies and chooses the form of writing that best suits a report and a narrative.

Intermediate
Identifies and chooses the appropriate writing form that best suits a letter.

Early Intermediate
Identifies and chooses the appropriate writing form that best suits a personal letter.

Beginning
Identifies and chooses the forms of writing that best suit a poem.

EL.05.WR.05 Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.

Advanced
Uses the writing process--prewriting, drafting, revising, editing, and publishing successive versions with teacher support.

Early Advanced
Edits writing in pairs.

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Intermediate

Revises writing in small groups and pairs.

Early Intermediate

Participates in group drafting on familiar topics.

Beginning

Uses drawings, words and actions during teacher-directed pre-writing exercises on familiar topics.

EL.05.WR.06 Focus on a central idea, excluding loosely related, extraneous, and repetitious information.

Advanced

Focuses on a central idea, excluding loosely related, extraneous, and repetitious information with teacher support.

Early Advanced

Differentiates between central idea and unrelated information using a variety of text.

Intermediate

Compares and contrasts central idea and unrelated information using a variety of texts.

Early Intermediate

Recognizes central idea using familiar texts.

Beginning

Brainstorms as a group using familiar text to identify central idea.

EL.05.WR.07 Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.

Advanced

Uses a scoring guide to review, evaluate, and revise writing for meaning and clarity with teacher support.

Early Advanced

Revises writing of familiar text using a scoring guide.

Intermediate

Evaluates a simple, familiar text, using a scoring guide in pairs.

Early Intermediate

Practices the use of a scoring guide, using simple familiar text in groups.

Beginning

Participates in group review, the structure and purpose of a scoring guide.

EL.05.WR.08 Revise drafts to improve the meaning and focus of writing by adding, deleting, combining, clarifying, and rearranging words and sentences.

Advanced

Revises drafts by rearranging words and sentences with teacher support.

Early Advanced

Revises drafts by combining and clarifying words and sentences in a variety of texts.

Intermediate

Revises drafts by deleting words and phrases in a variety of text.

Early Intermediate

Revises drafts by adding/deleting words and phrases to familiar texts.

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Beginning

Adds and deletes words to simple familiar texts in whole or small groups.

EL.05.WR.09 Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

Advanced

Uses writing conventions to edit and proofreads one's own and other's writing text with teacher support.

Early Advanced

Edits and proofreads writing samples using conventions.

Intermediate

Uses a writing checklist on a familiar text.

Early Intermediate

Reviews writing conventions using simplified editing checklist.

Beginning

Introduces vocabulary related to writing conventions.

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.05.WR.10 Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.

Advanced

Adjusts writing tone and style for specific audience and purpose.

Early Advanced

Uses tone and style for a specific audience and purpose.

Intermediate

Matches tone and style to a variety of audiences and purposes.

Early Intermediate

Identifies a variety of tones and styles in whole group.

Beginning

Identifies a variety of audiences and purposes in whole group.

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EL.05.WR.11 Write multi-paragraph compositions that:

Engage readers with an interesting introduction.

Present important ideas or events using organizational structures, such as sequential or chronological order, cause-and-effect, or similarity and difference.

Develop new ideas in separate paragraphs.

Provide details and examples to support ideas.

Provide transitions to link paragraphs.

Offer a concluding paragraph that summarizes important ideas and details.

Advanced

Writes an introductory paragraph using an engaging opening sentence.

Early Advanced

Practices writing beginning and ending sentences for an introductory paragraph on a variety of topics.

Intermediate

Compares and contrasts a variety of beginning sentences in an introductory paragraph.

Early Intermediate

Builds vocabulary using descriptive words on a familiar topic.

Beginning

Builds vocabulary using descriptive words on familiar topics.

Advanced

Interprets and presents important ideas using cause and effect.

Early Advanced

Identifies and presents important ideas using similarities and differences.

Intermediate

Identifies important ideas and events in chronological order.

Early Intermediate

Organizes and sequences events in familiar texts.

Beginning

Retells familiar sequence of events.

Advanced

Develops and organizes new ideas in multi-paragraphs on a variety of topics.

Early Advanced

Develops and organizes new ideas in a paragraph on a variety of topics.

Intermediate

Develops and organizes new ideas in sentences.

Early Intermediate

Uses familiar phrases and key words to develop ideas on a familiar topic.

Beginning

Generates ideas and vocabulary on a familiar topic.

Advanced

Identifies and writes details and examples to support ideas on a variety of topics.

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Early Advanced

Uses vocabulary to write more complex sentences that support ideas on a variety of topics.

Intermediate

Uses vocabulary to write simple sentences that support ideas.

Early Intermediate

Compares details and examples that support ideas in familiar text.

Beginning

Generates vocabulary used to provide details and support ideas in familiar text.

Advanced

Writes paragraphs using transition and/or linking words on a variety of topics with teacher support.

Early Advanced

Writes multiple sentences that form a paragraph using transitions and/or linking words on a variety of topics.

Intermediate

Writes multiple sentences using transitions and/or linking words on a variety of topics.

Early Intermediate

Writes simple sentences using transition and/or linking words on familiar topics.

Beginning

Identifies key transition vocabulary on familiar topics.

Advanced

Writes a complete concluding paragraph that summarizes important ideas and details on a variety of topics with teacher support.

Early Advanced

Writes beginning and ending sentences for important ideas and details.

Intermediate

Practices writing beginning and ending sentences using vocabulary that summarizes important ideas and details.

Early Intermediate

Identifies important ideas and details in beginning and ending sentences.

Beginning

Builds vocabulary and phrases used in summarizing important ideas and details.

EL.05.WR.12 Use transitions (however, therefore, on the other hand) and conjunctions (and, or, but) to connect ideas.

Advanced

Connects ideas using transitions and conjunctions in context with teacher support.

Early Advanced

Writes related sentences using conjunctions to connect ideas.

Intermediate

Writes sentences using conjunctions to connect parts of sentences on familiar topics.

Early Intermediate

Practices identifying ideas, transitions and conjunctions in familiar text.

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Beginning

Identifies and lists vocabulary related to transitions and conjunctions.

EL.05.WR.13 Use a variety of descriptive words, demonstrating awareness of impact on audience.

Advanced

Uses a variety of descriptive words demonstrating awareness of impact on audience with teacher support.

Early Advanced

Uses descriptive words that are targeted to a variety of audiences.

Intermediate

Writes descriptive words that are targeted to a specific audience and/or topic.

Early Intermediate

Identifies descriptive words that are targeted to a specific audience or topic.

Beginning

Identifies and lists a variety of descriptive words in familiar text.

EL.05.WR.14 Use simple and compound sentences and begin using complex sentences.

Advanced

Uses complex sentences in a variety of writing modes.

Early Advanced

Writes compound sentences using conjunction and linking vocabulary in a variety of writing modes.

Intermediate

Writes sentences using conjunction and linking vocabulary in a variety of writing modes.

Early Intermediate

Writes simple sentences using conjunction and linking vocabulary on familiar topics.

Beginning

Reviews linking and conjunction vocabulary.

EL.05.WR.15 To achieve clarity of meaning and to enhance flow and rhythm, correctly use prepositional phrases, appositives, main clauses, and subordinate clauses.

Advanced

Chooses and utilizes correct subordinate clauses to achieve clarity of meaning and to enhance flow and rhythm with teacher support.

Early Advanced

Defines and compares main clauses and subordinate clauses in a variety of texts.

Intermediate

Uses prepositions and appositives in simple sentences.

Early Intermediate

Defines and identifies appositives in familiar texts.

Beginning

Defines and identifies prepositions in familiar texts.

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

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EL.05.WR.16 Spell correctly:

*roots or bases of words,
prefixes (understood/misunderstood, excused/unexcused),
suffixes (final/finally, mean/mean-ness)
contractions (will not/won't, it is/it's, they would/they'd),
syllable constructions (in-for-ma-tion, mol-e-cule), and
words with more than one acceptable spelling (advisor, adviser).*

Advanced

Spells roots of words correctly.

Early Advanced

Spells high frequency sight words correctly.

Intermediate

Spells high frequency phonetically regular words correctly.

Early Intermediate

Given a single member of a word family, spells correctly other words in the family with teacher support.

Beginning

Copies and repeats monosyllabic CVC words.

Advanced

Adds prefixes to root words and uses in sentences.

Early Advanced

Adds prefixes to root words and uses in sentences.

Intermediate

Identifies prefixes in written passages.

Early Intermediate

Identifies prefixes in written passages with teacher support.

Beginning

Copies words with prefixes and signal prefix.

Advanced

Adds suffixes to root words and uses in sentences.

Early Advanced

Adds suffixes to root words and uses in sentences with teacher support.

Intermediate

Identifies suffixes in written passages.

Early Intermediate

Identifies suffixes in written passages with teacher support.

Beginning

Copies words with suffixes and signal suffix with teacher support.

Advanced

Uses contractions in written passage.

Early Advanced

Uses contractions in written passages.

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Intermediate

Writes sentences that contain contractions.

Early Intermediate

Breaks down contractions into two words.

Beginning

Copies pairs of words and contractions they join to form.

Advanced

Breaks words into syllables and checks in dictionary.

Early Advanced

Breaks words into syllables and checks in dictionary with teacher support.

Intermediate

Copies words from dictionary in their syllablized form.

Early Intermediate

Uses rhythmic or illustrated means to break words into syllables.

Beginning

Uses rhythmic or illustrated means to break words into syllables with teacher support.

Advanced

Categorizes words with more than one acceptable spelling.

Early Advanced

Categorizes words with more than one acceptable spelling with teacher support.

Intermediate

Lists words with more than one acceptable spelling.

Early Intermediate

Duplicates sentences with one version each of words with more than one acceptable spelling.

Beginning

Copies high frequency root words.

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.05.WR.17 Correctly use:

*verbs that are often misused (lie/lay, sit/set, rise/raise),
modifiers (words or phrases that describe, limit or qualify another word) and pronouns (he/his, she/her,
they/their, it/its).*

Advanced

Formulates sentences using verbs that are often misused with teacher support.

Early Advanced

Lists and defines verbs that are often misused.

Intermediate

Lists and defines verbs that are often misused with teacher support.

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Early Intermediate

Illustrates verbs that are often misused.

Beginning

Matches illustrations of verbs that are often misused with teacher support.

Advanced

Uses modifiers and pronouns correctly with teacher support.

Early Advanced

Identifies modifiers and pronouns in a written passage.

Intermediate

Replaces proper nouns with pronouns.

Early Intermediate

Matches modifiers to illustrations.

Beginning

Labels illustrations with an adjective.

EL.05.WR.18 Ensure that verbs agree with their subjects.

Advanced

Shows in a written passage the correct concordance of subjects and verbs.

Early Advanced

Matches subjects to verbs.

Intermediate

Matches subjects to verbs with teacher support.

Early Intermediate

Completes exercises (e.g., matching) to practice concordance.

Beginning

Completes exercises (e.g., matching) to practice concordance with teacher support.

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.05.WR.19 Correctly use:

parentheses to explain something that is not considered of primary importance to the sentence, a colon to separate hours and minutes (10:30 a.m., 6:30 p.m.) and to introduce a list (collect the following items for the project: map, pictures, scissors, tape), and commas in direct quotations (He said, "I'd be happy to go.").

Advanced

Uses parentheses to explain something of secondary importance with teacher support.

Early Advanced

Identifies parentheses in written passages.

Intermediate

Identifies parentheses in written passages.

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Early Intermediate

Copies sentences that include parentheses and places parentheses correctly.

Beginning

Copies sentences that include parentheses and places parentheses correctly with teacher support.

Advanced

Uses colons to introduce a list and to separate hours and minutes with teacher support.

Early Advanced

Identifies colons in written passages.

Intermediate

Identifies colons in written passages with teacher support.

Early Intermediate

Copies sentences that include colons.

Beginning

Copies times from a digital timepiece.

Advanced

Uses commas correctly in direct quotations with teacher support.

Early Advanced

Places commas in direct quotations in a written passage with teacher support.

Intermediate

Places commas in direct quotations in sentences.

Early Intermediate

Places commas in direct quotations in sentences with teacher support.

Beginning

Copies simple sentences that contain direct quotations (e.g., Ann says, "Hello.").

EL.05.WR.20 Correctly place commas and periods inside quotation marks.

Advanced

Places commas and periods inside quotation marks in direct quotations with teacher support.

Early Advanced

Places commas and periods inside quotation marks in a written passage with teacher support.

Intermediate

Places commas and periods inside quotation marks in sentences.

Early Intermediate

Places commas and periods inside quotation marks in sentences with teacher support.

Beginning

Copies simple sentences that contain quotations.

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.05.WR.21 Use correct capitalization.

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Advanced

Uses correct capitalization including capitalization for months, nationalities, and languages.

Early Advanced

Uses correct capitalization, including capitalization for months, nationalities and languages, with teacher support.

Intermediate

Identifies in a list of words those that require capitalization.

Early Intermediate

Identifies in a list of words those that require capitalization with teacher support.

Beginning

Copies lists of words that are always capitalized.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.05.WR.22 Write legibly in cursive or manuscript.

Advanced

Writes legibly in all daily work.

Early Advanced

Reproduces a paragraph in legible cursive and manuscript.

Intermediate

Writes sentences that are legible.

Early Intermediate

Copies sentences in legible cursive and manuscript.

Beginning

Traces cursive and manuscript letters.

EL.05.WR.23 Read cursive fluently.

Advanced

Reads passages written in legible cursive.

Early Advanced

Reads words written in cursive.

Intermediate

Reads words written in cursive with teacher support.

Early Intermediate

Participates in choral reading of words written in cursive.

Beginning

Identifies cursive letters and their corresponding sounds with teacher support.

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Writing Modes: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Personal Narrative

Advanced

Writes a personal narrative; includes details.

Early Advanced

Writes a personal narrative relating events in sequence.

Intermediate

Writes a one paragraph personal narrative, using simple sentences.

Early Intermediate

Creates an organizer to support a personal narrative with teacher support.

Beginning

Illustrates a topic for a personal narrative.

Fictional Narrative

Advanced

Writes a fictional narrative; includes details.

Early Advanced

Writes a fictional narrative with teacher support.

Intermediate

Writes a one paragraph fictional narrative with teacher support.

Early Intermediate

Creates an organizer to support a fictional narrative with teacher support.

Beginning

Illustrates a topic for fictional narrative.

Expository

Advanced

Writes an expository composition using academic language.

Early Advanced

Writes an expository composition using academic language with teacher support.

Intermediate

Writes a paragraph about an academic topic.

Early Intermediate

Writes sentences about a content area lesson.

Beginning

Lists vocabulary from a content area lesson.

Persuasive

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Advanced

Writes a persuasive composition including details with teacher support.

Early Advanced

Writes a persuasive composition including details with teacher support.

Intermediate

Writes a persuasive paragraph with teacher support.

Early Intermediate

Formulates persuasive sentences with teacher support.

Beginning

Selects illustrations on a single topic that indicate preferences.

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.05.WR.24 Write fictional narratives:

Establish a plot, point of view, setting, conflict, and resolution.

Show through description, rather than tell (summarize), the events of the story.

Advanced

Writes a story establishing a plot, point of view, setting, conflict, and resolution with teacher support.

Early Advanced

Writes a simple story to include setting, plot, conflict and resolution with teacher support.

Intermediate

Writes a simple story to include setting and plot.

Early Intermediate

Uses a graphic organizer to describe setting and plot.

Beginning

Illustrates a narrative with teacher support.

Advanced

Describes the events of a familiar story with teacher support.

Early Advanced

Sequences events of a familiar story with teacher support.

Intermediate

Produces simple descriptions of familiar stories or characters with teacher support.

Early Intermediate

Retells a familiar story using one to two sentences.

Beginning

Illustrates one feature of a story with teacher support.

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Writing Applications: Expository Writing: Response to Literary Text (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.05.WR.25 Write responses to literature:

Demonstrate an understanding of a literary work.

Support interpretations through references to the text and to prior knowledge.

Develop interpretations that exhibit careful reading and understanding.

Advanced

States and defends an opinion of a literary work with teacher support.

Early Advanced

Paraphrases the plot of a literary work with teacher support.

Intermediate

Identifies plot, setting, and characters of a literary work with teacher support.

Early Intermediate

Responds nonverbally to a literary work.

Beginning

Listens to multiple literary works.

Advanced

Uses a reference to interpret a literary work with teacher support.

Early Advanced

Assesses a literary work with teacher support.

Intermediate

Connects prior knowledge to a literary work with teacher support.

Early Intermediate

Retells the plot of a literary work through gestures with teacher support.

Beginning

Listens to multiple literary works.

Advanced

Interprets the author's message with teacher support.

Early Advanced

Responds to a story using descriptions with teacher support.

Intermediate

Reads a story with teacher support.

Early Intermediate

Reads a story chorally and participates in class discussion with teacher support.

Beginning

Listens to multiple literary works.

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Writing Applications: Expository Writing: Research Reports/ Multi-media Presentations (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.05.WR.26 Write research reports about ideas, issues, or events:

Frame questions that direct the investigation.

Establish a main idea or topic.

Use a variety of information sources, including firsthand interviews, reference materials, and electronic resources to locate information to support the topic.

Cite references appropriately.

Advanced

Writes short answers to questions asked on topic with teacher support.

Early Advanced

Locates answers to a question asked on topic of choice with teacher support.

Intermediate

Asks questions on a topic of choice.

Early Intermediate

Participates in gathering resources from the library.

Beginning

Listens to teacher led discussion about writing research reports.

Advanced

Establishes a main idea for writing with teacher support.

Early Advanced

Identifies a familiar topic for writing in context with teacher support.

Intermediate

Locates the topic of a research report in context with teacher support.

Early Intermediate

Participates in small group exercises on finding the main idea of a story.

Beginning

Listens to teacher led discussion on finding the main idea of a story.

Advanced

Uses a variety of informational sources to locate information to support the topic with teacher support.

Early Advanced

Identifies a topic and writes a simple report from reference materials in context with teacher support.

Intermediate

Locates interviews in a research report in context with teacher support.

Early Intermediate

Participates in small group exercises on locating and using a variety of information sources.

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Beginning

Listens to teacher led discussion on using a variety of information sources.

Advanced

Cites references appropriately with teacher support.

Early Advanced

Identifies a topic and writes a simple report from reference materials in context with teacher support.

Intermediate

Locates appropriately cited references in a research report in context with teacher support.

Early Intermediate

Participates in small group exercises on citing references appropriately.

Beginning

Listens to teacher led discussion on citing references appropriately.

Writing Applications: Persuasive Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject a

EL.05.WR.27 Write persuasive compositions:

State a clear position in support of a proposal.

Support a position with relevant evidence.

Follow a simple organizational pattern.

Address reader concerns.

Advanced

Writes a persuasive composition and states a clear position in support of a proposal with teacher support.

Early Advanced

Identifies a position in support of a proposal with teacher support.

Intermediate

Locates a clearly stated position in support of a proposal in a persuasive composition in context with teacher support.

Early Intermediate

Participates in small group exercises on writing persuasive compositions which state a clear position in support of a proposal.

Beginning

Listens to teacher led discussion on writing persuasive compositions which state a clear position in support of a proposal.

Advanced

Sustains a position with relevant evidence with teacher support.

Early Advanced

Identifies a position and writes a simple persuasive composition with teacher support.

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Intermediate

Locates a position supported with relevant evidence in a composition with teacher support.

Early Intermediate

Listens to teacher led discussion on writing persuasive compositions.

Beginning

None available.

Advanced

Follows a simple organizational pattern with teacher support.

Early Advanced

Writes the beginning of a pattern in context with teacher support.

Intermediate

Locates a simple organizational pattern in context with teacher support.

Early Intermediate

Participates in small group exercises on following a simple organizational pattern.

Beginning

Listens to teacher led discussion on following a simple organizational pattern.

Advanced

Writes a simple report addressing reader concerns with teacher support.

Early Advanced

Writes a simple paragraph addressing reader concerns in context with teacher support.

Intermediate

Locates reader concerns with teacher support.

Early Intermediate

Participates in small group exercises in identifying reader concerns.

Beginning

Listens to teacher led discussion on addressing reader concerns.

Writing Applications: Summaries, Business Letters, Job Applications and Resumes, Technical Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.05.WR.28 Write summaries, using formal paragraph structure, that contain the main ideas of the reading selection and the most significant details (e.g., summaries for book reports, chapters of a text, magazine articles).

Advanced

Writes summaries, using formal paragraph structure, that contain the main ideas of the reading selection and the most significant details with teacher support.

Early Advanced

Writes a simple paragraph that contains the main ideas of a familiar reading selection in context with teacher support.

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Intermediate

Locates the main ideas and most significant details of a reading selection in context with teacher support.

Early Intermediate

Listens to teacher led discussion on writing summaries, using formal paragraph structure that contains the main ideas of the reading selection and the most significant details.

Beginning

Listens to teacher led discussions on writing a paragraph.

EL.05.WR.29 Write business letters to request information (e.g., for school reports).

Advanced

Writes a business letter to request information with teacher support.

Early Advanced

Writes a simple business letter in context with teacher support.

Intermediate

Writes a simple request for information with teacher support.

Early Intermediate

Participates in small group exercises on writing business letters to request information.

Beginning

Listens to teacher led discussion on writing business letters to request information.

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

EL.05.WR.30 Use organizational features of printed text to locate relevant information.

Advanced

Locates information by using indices, contents and other organizational features.

Early Advanced

Locates information using indices, contents and other organizational features with teacher support.

Intermediate

Identifies organizational features such as indices and contents.

Early Intermediate

Identifies organizational features such as indices and contents with teacher support.

Beginning

Locates indices, contents of printed text in group activities.

EL.05.WR.31 Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.

Advanced

Cites sources for information gleaned from text.

Early Advanced

Cites sources for information gleaned from text.

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Intermediate

Takes notes on content area passages in group activities. Develops citation for a quoted or paraphrased passage in group activities.

Early Intermediate

Copies headings from informational text.

Beginning

None available

EL.05.WR.32 Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.

Advanced

Creates computer-generated documents using spell check.

Early Advanced

Creates computer generated documents with teacher support.

Intermediate

Types edited passages on computer. Corrects typing errors.

Early Intermediate

Types edited passages on computer with teacher support.

Beginning

Follows step-by-step modeling to produce sentences on computer.

EL.05.WR.33 Use a thesaurus to identify alternative word choices and meanings (e.g., when paraphrasing information).

Advanced

Consults a thesaurus to incorporate alternative word choices in writing.

Early Advanced

Consults a thesaurus to incorporate alternative word choices in writing.

Intermediate

Writes synonyms for words by consulting a thesaurus.

Early Intermediate

Consults a thesaurus to write a word and synonyms in group activity.

Beginning

Looks up words in thesaurus with teacher support.

EL.05.WR.34 Quote or paraphrase information sources, citing them appropriately (e.g., Works Cited Entries--MLA).

Advanced

Paraphrases sources appropriately with teacher support.

Early Advanced

Cites quotes appropriately in context with teacher support.

Intermediate

Participates in paraphrasing activities in context with teacher support.

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Early Intermediate
Participates in citation activities in context with teacher support.

Beginning
Listens to and observes teacher-directed citation lessons.

Speaking and Listening

Speaking: Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.

There is no ELA standard associated with these proficiencies

Advanced
Demonstrates understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., It's pouring outside.).

Advanced
Listens to more complex stories/information on new topics across content areas and identifies the main points and supporting details.

Advanced
Participates in social conversations by questioning, restating, soliciting information and paraphrasing.

Advanced
Retells stories in greater detail including characters, setting and plot, summary, and analysis.

Early Advanced
Asks and answers instructional questions with more extensive supporting elements (e.g., What part of the story was most important?).

Early Advanced
Listens to stories and subject area topics and identifies the main points and supporting details.

Early Advanced
Retells stories and talks about school related activities using expanded vocabulary, descriptive words, and paraphrasing.

Early Advanced
Uses simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., It's raining cats and dogs.).

Intermediate
Asks and answers instructional questions with some supporting elements (e.g., Is it your turn to go to the computer lab?).

Intermediate
Listens to stories/information and identifies key details and concepts using both verbal and nonverbal responses.

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Intermediate
None available

Intermediate
Orally identifies the main points of simple conversations and stories that are read aloud using phrases or simple sentences.

Early Intermediate
Asks and answers questions using phrases or simple sentences.

Early Intermediate
Listens to stories/information and identifies key details and concepts using nonverbal responses.

Early Intermediate
None available

Early Intermediate
Retells familiar stories and participates in short conversations by using appropriate gestures, expressions, and illustrative objects.

Beginning
Answers simple questions with one to two-word responses.

Beginning
Listens to stories and identifies details or concepts using non-verbal responses.

Beginning
None available

EL.05.SL.01 Develop a focus and point of view that are appropriate to audience and purpose.

Advanced
Consistently uses appropriate ways of speaking that vary based on purpose, audience, and subject matter.

Early Advanced
Participates and initiates more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.

Intermediate
Participates in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.

Early Intermediate
Orally communicates basic needs (e.g., "May I get a drink of water?").

Beginning
Uses common social greetings and simple repetitive phrases (e.g., May I go and play?").

EL.05.SL.02 Organize information to clarify and support spoken ideas with evidence and examples.

Advanced
Organizes information to clarify and support spoken ideas with evidence and examples.

Early Advanced
Develops examples to support main idea of a spoken informational report.

Intermediate
Identifies main idea and supporting examples of spoken informational report.

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Early Intermediate
None available

Beginning
None available

EL.05.SL.03 Use descriptive words that clearly convey the message and establish the tone.

Advanced
Uses descriptive words that clearly convey the message and establishes the tone with teacher's assistance.

Early Advanced
Identifies the tone of a message and uses descriptive words that clearly convey the message.

Intermediate
Uses descriptive words to clarify the message.

Early Intermediate
Uses nouns and adjectives to communicate familiar situations.

Beginning
Uses basic nouns and adjectives to communicate basic and/or familiar situations.

EL.05.SL.04 Use appropriate technical words that support clear understanding.

Advanced
Uses appropriate technical words that support clear understanding in group or class discussion with some teacher support.

Early Advanced
Demonstrates understanding in the use of academic vocabulary appropriate to content in small discussion groups.

Intermediate
Applies knowledge of content-related vocabulary in small group guided discussions.

Early Intermediate
Matches content-related vocabulary with appropriate definitions or illustrative examples.

Beginning
Identifies content-related vocabulary using nonverbal responses.

EL.05.SL.05 Use correct grammar consistently.

Advanced
Speaks clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.

Early Advanced
Understands when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation.

Intermediate
Understands when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).

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Early Intermediate

Understands when speaking, but may have some inconsistent use of standard English (e.g., plurals, simple past tense, pronouns [he/she]).

Beginning

Speaks with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).

EL.05.SL.06 Engage the audience with appropriate verbal cues--volume, pitch, phrasing, pace, and modulation; facial expressions; gestures; and eye contact.

Advanced

Engages audience with appropriate volume, pitch, pacing, phrasing, eye contact, and facial expressions.

Early Advanced

Engages audience with some appropriate volume, pacing, phrasing, eye contact, and expression.

Intermediate

Engages audience with some appropriate volume, pacing, phrasing and expression.

Early Intermediate

Engages audience with the aid of some graphics, appropriate volume, pacing, and expression.

Beginning

None available

Listening: Listen critically and respond appropriately across the subject areas.

EL.05.SL.07 Ask relevant questions that seek information not already discussed.

Advanced

With teacher support, asks relevant questions that seek new information not already discussed, restating facts previously presented.

Early Advanced

Asks and answers instructional questions with more extensive supporting elements (e.g., "What part of the story was most important?").

Intermediate

Asks and answers instructional questions with some supporting elements (e.g., "What is the story about?").

Early Intermediate

Asks and answers questions that seek information about everyday and familiar interactions using simple sentences.

Beginning

Asks and answers simple questions about personal information with one or two word responses.

EL.05.SL.08 Interpret a speaker's verbal and non-verbal messages, purposes, and perspectives.

Advanced

Interprets a speaker's verbal and nonverbal messages, purposes and perspectives with teachers' guidance.

Early Advanced

Interprets a speaker's verbal and nonverbal messages and purposes.

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Intermediate
Interprets a speaker's verbal and nonverbal messages.

Early Intermediate
None available

Beginning
None available

EL.05.SL.09 Make inferences or draw conclusions based on an oral report.

Advanced
Makes inferences or draws conclusions based on an oral report (e.g., "What would it look like?") with teacher support.

Early Advanced
Draws conclusions based on oral reports by responding to questions asked prior to oral report.

Intermediate
Lists main points based on brief oral reports.

Early Intermediate
Identifies main points based on brief oral reports on familiar topics using patterned responses.

Beginning
Identifies topics based on brief oral reports that use visuals and are based on familiar topics using nonverbal responses.

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multi-media communications across the subject areas.

EL.05.SL.10 Identify and discuss the purposes of media--information, entertainment, persuasion, interpretation of events, and transmission of culture.

Advanced
Identifies and discusses the purposes of media (information, entertainment, persuasion, interpretation of events, and transmission of culture) with teacher's guidance.

Early Advanced
Identifies and discusses the purposes of media (information, entertainment, interpretation of events, and transmission of culture).

Intermediate
Identifies the main ideas, points of views, and fact/fiction in broadcast and print media.

Early Intermediate
Identifies purposes of media (information, entertainment) using one or two words or phrases.

Beginning
Has basic vocabulary related to media (verbs: inform, entertain).

EL.05.SL.11 Identify and discuss the role of media in focusing people's attention on events and influencing their opinions on issues.

Advanced
Identifies and discusses the role of media in focusing people's attention on events and influencing their opinions on issues with teacher's guidance.

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Early Advanced

Identifies and discusses in small guided group discussions the different types and roles played by the media and how the media influences opinions and issues.

Intermediate

Identifies and discusses in small guided group discussions the different types and roles played by the media.

Early Intermediate

Identifies different types of media.

Beginning

Has basic vocabulary related to media (nouns: newspaper, television).

Sixth Grade

The English Language Proficiency Standards are written as pathways to the Oregon English Language Arts standards. The ELP Standards delineate the proficiency levels required to move through the levels of English-language development and are designed to supplement the ELA standards to ensure that LEP students develop proficiency in both the English language and the concepts and skills contained in the ELA standards. The levels of developing proficiency in a second language have been well documented through research and were designed to provide teachers of all types of programs clear benchmarks of progress.

Reading

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

There is no ELA standard associated with these proficiencies

Advanced

Applies knowledge of word relationships, such as roots and affixes, to derive meaning from near grade level literary texts and texts in content areas.

Early Advanced

Applies knowledge of word relationships, such as roots and affixes, to derive meaning from literature.

Intermediate

Applies knowledge of common English morphemes (letter blends) to derive meaning from familiar literature pieces and other texts.

Early Intermediate

Reads aloud one's own writing, simple sentences, or simple texts.

Beginning

Recognizes, repeats and combines English phonemes (letter sounds).

EL.06.RE.01 Read aloud grade-level narrative text and informational text fluently and accurately with effective pacing, intonation, and expression.

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Advanced

Reads aloud near grade level narrative text and informational text fluently and accurately with effective pacing, intonation and expression.

Early Advanced

Reads aloud narratives and informational text fluently and accurately with effective intonation and expression.

Intermediate

Reads aloud narratives and informational texts and practices intonation and expression.

Early Intermediate

Reads aloud passages from simple narrative and informational texts.

Beginning

Recognizes and reads aloud the most common English morphemes.

EL.06.RE.02 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Advanced

Reads near grade level narrative and expository texts.

Early Advanced

Reads increasingly complex narrative and expository texts.

Intermediate

Reads narrative and expository texts.

Early Intermediate

Reads simple narrative and expository passages about familiar topics.

Beginning

Reads words and simple sentences about familiar topics.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

There is no ELA standard associated with these proficiencies

Advanced

Applies knowledge of cognates and false cognates to derive meaning from literature and texts in content areas

Early Advanced

Distinguishes between cognates and false cognates in literature and texts in content areas.

Intermediate

Identifies cognates (e.g., agonía, agony) and false cognates (e.g., éxito, exit) in literature.

Early Intermediate

Recognizes obvious cognates (e.g., education, educación; actually, actualmente) in phrases, simple sentences.

Beginning

None available

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EL.06.RE.03 Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

Advanced

Listens to, reads, and understands near grade level text from wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information with teacher support.

Early Advanced

Listens to, reads and understands a variety of informational and narrative texts including literature, poetry, magazines, newspapers, and reference materials.

Intermediate

Listens to, reads and understands text from a variety of informational and narrative texts including literature, poetry, magazines, and newspapers.

Early Intermediate

Listens to, reads and understands simple stories from a variety of narrative texts.

Beginning

Listens to, reads simple stories from a variety of informational and narrative text.

EL.06.RE.04 Make connections to text, within text, and among texts across the subject areas.

Advanced

Makes connections to text, within text, and among texts across the subject areas with teacher guidance.

Early Advanced

Makes connections to text and within texts across subject areas.

Intermediate

Makes connections to and within a variety of texts.

Early Intermediate

Makes connections to and within texts using familiar texts.

Beginning

Makes connections to personal experiences using familiar texts.

EL.06.RE.05 Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.

Advanced

Demonstrates listening comprehension of more complex text through class and/or small group interpretive discussions across subject areas with teacher support.

Early Advanced

Demonstrates listening comprehension of complex text through class and/or small group interpretive discussions across subject areas.

Intermediate

Demonstrates listening comprehension of text through class and/or small group discussions across subject areas.

Early Intermediate

Demonstrates listening comprehension of familiar texts across the subject areas.

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Beginning
Demonstrates listening comprehension of familiar texts.

EL.06.RE.06 Match reading to purpose--location of information, full comprehension, and personal enjoyment.

Advanced
Matches reading to purpose - location of information, full comprehension, and personal enjoyment.

Early Advanced
Matches reading to purpose-location of information, full comprehension, and personal enjoyment.

Intermediate
Matches reading to purpose-location of information, comprehension, and personal enjoyment.

Early Intermediate
Matches reading to purpose-location of information and personal enjoyment.

Beginning
Matches reading to purpose-location of information and personal enjoyment.

EL.06.RE.07 Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

Advanced
Understands and draws upon a variety of comprehension strategies as needed-re-reading, self-correcting, summarizing, class and group guided discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

Early Advanced
Understands and draws upon a variety of comprehension strategies as needed-re-reading, self-correcting, summarizing, class and group guided discussions, generating and responding to essential questions, and comparing information from several sources with teacher support.

Intermediate
Understands and draws upon comprehension strategies as needed-re-reading, self-correcting, class and small group guided discussions, generating and responding to questions provided by teacher.

Early Intermediate
Understands and draws upon comprehension strategies as needed-re-reading, self-correcting.

Beginning
Understands and draws upon some comprehension strategies as needed-re-reading, self-correcting.

EL.06.RE.08 Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

Advanced
Identifies words or phrases essential to understanding text and applies word analysis or context strategies to demonstrate comprehension with teacher guidance.

Early Advanced
Identifies words or phrases essential to understanding text and applies word analysis or context strategies to demonstrate comprehension.

Intermediate
Identifies words or phrases essential to understanding text and applies word analysis to demonstrate comprehension with teacher guidance.

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Early Intermediate

Applies knowledge of academic and social vocabulary in student's native language and English to recognize and correct some errors when reading familiar texts. Identifies key words and phrases essential to understanding text.

Beginning

Applies knowledge of academic and social vocabulary in student's native language to recognize and correct some errors when reading familiar texts in English. Identifies key words essential to understanding text.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

EL.06.RE.09 Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.

Advanced

Understands, learns, and uses new vocabulary taught directly through informational text, literary text, and instruction across the subject areas with teacher support.

Early Advanced

Understands, learns and uses new vocabulary taught directly through literary text and instruction across the subject areas with teacher support.

Intermediate

Understands, learns and uses new vocabulary taught directly through instruction across the subject areas with teacher support.

Early Intermediate

Understands, learns and uses new vocabulary taught directly through specific topics.

Beginning

Understands and learns new vocabulary taught directly through specific topics.

EL.06.RE.10 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.

Advanced

Develops vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across subject areas with teacher support.

Early Advanced

Develops vocabulary by listening to and discussing familiar and conceptually challenging brief texts read aloud across subject areas with teacher support.

Intermediate

Develops vocabulary by listening to and discussing familiar and related texts read aloud across subject areas.

Early Intermediate

Develops vocabulary by listening to and discussing familiar and related texts read aloud across subject areas with visual support.

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Beginning

Develops vocabulary by listening to a familiar text with visual support.

EL.06.RE.11 Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.

Advanced

Determines the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues with teacher support.

Early Advanced

Determines the meaning of unknown words in informational and narrative text by using word, sentence, and paragraph clues.

Intermediate

Determines the meaning of unknown words in narrative text by using word, sentence, and paragraph clues.

Early Intermediate

Determines the meaning of unknown words in familiar text by using word and sentence clues.

Beginning

Identifies unknown words in print by using graphic and picture clues.

EL.06.RE.12 Interpret figurative language, including similes, metaphors, and words with multiple meanings.

Advanced

Interprets figurative language, including similes and metaphors, with teacher support.

Early Advanced

Recognizes and interprets figurative language, including similes and metaphors with teacher support.

Intermediate

Recognizes figurative language including similes and metaphors with teacher support.

Early Intermediate

Recognizes that words have multiple meanings.

Beginning

Identifies simple similes.

EL.06.RE.13 Understand and explain "shades of meaning" in related words.

Advanced

Understands and explains "shades of meaning" in related words with teacher support.

Early Advanced

Understands "shades of meaning" in related words with teacher support.

Intermediate

Lists synonyms and antonyms for common and academic vocabulary words.

Early Intermediate

Lists synonyms for common vocabulary words.

Beginning

Identifies synonyms in print.

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EL.06.RE.14 Determine pronunciations, meanings, alternate word choices, and parts of speech, using dictionaries and thesauruses.

Advanced

Determines pronunciations, meanings, alternate word choices, and parts of speech, using dictionaries and thesauruses with teacher support.

Early Advanced

Determines pronunciations, meanings, alternate word choices, and parts of speech, using simplified dictionaries and thesauruses.

Intermediate

Determines pronunciation, meanings, and basic parts of speech using a simplified dictionary.

Early Intermediate

Determines pronunciation and meaning using a simplified dictionary.

Beginning

Creates a simple dictionary of words frequently used by the student.

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

EL.06.RE.15 Read textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, bus routes, and catalogs.

Advanced

Reads textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, editorials, news stories, periodicals, bus routes, and catalogs with teacher support.

Early Advanced

Reads textbooks, simple biographical sketches, letters, diaries, directions, procedures, magazines, essays, editorials, news stories, bus routes, and catalogs with teacher or peer support.

Intermediate

Reads textbooks, simple biographical sketches, letters, diaries, directions, magazines, news stories, bus routes, and catalogs with peer and teacher support.

Early Intermediate

Reads simple textbooks, directions, letters, magazines, some sections of newspapers, bus routes, and catalogues with peer and teacher support.

Beginning

Reads newspaper ads, simple directions, and catalogs with peer and teacher support.

EL.06.RE.16 Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.

Advanced

Locates information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text with teacher support.

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Early Advanced

Locates information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables.

Intermediate

Locates information in titles, table of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts and tables.

Early Intermediate

Locates information in titles, table of contents, chapter headings, illustrations, charts and tables.

Beginning

Points out text features, such as the title, table of contents, and chapter headings, illustrations, charts.

EL.06.RE.17 Identify the structural features of newspapers, magazines, and online information, and use the features to obtain information.

Advanced

Identifies the structural features of newspapers, magazines, and online information and uses the features to obtain information with teacher support.

Early Advanced

Identifies the structural features of newspapers and magazines and uses the features to obtain information.

Intermediate

Identifies the structural features of newspapers.

Early Intermediate

Identifies some structural features of newspapers.

Beginning

None available

EL.06.RE.18 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).

Advanced

Follows multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership) with teacher support.

Early Advanced

Follows multiple-step instructions for preparing simple applications (includes all examples).

Intermediate

Follows multiple-step instructions with teacher support.

Early Intermediate

Follows simple two-step directions for classroom activities.

Beginning

Follows single-step directions for classroom activities.

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

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EL.06.RE.19 Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.

Advanced

Identifies and/or summarizes sequence of events, the main ideas, critical details and opinions of informational materials, literary text, and texts in content areas and in practical selections.

Early Advanced

Identifies and explains sequence of events, the main ideas, critical details and opinions of informational materials, literary texts, and texts in content area.

Intermediate

Identifies sequence of events, the main ideas and details of informational materials, literary text and text in content areas by using simple sentences.

Early Intermediate

Identifies the sequence of events and the main ideas of literary text and text in content areas by using phrases or simple sentences.

Beginning

Creates pictures, lists, charts, and tables to identify the sequence of events in simple informational texts.

EL.06.RE.20 Clarify understanding of informational texts by creating simple outlines, graphic organizers, diagrams, logical notes, or summaries.

Advanced

Clarifies understanding of informational texts by creating simple outlines, graphic organizers, diagrams, logical notes, or summaries.

Early Advanced

Clarifies understanding of informational texts by creating graphic organizers, diagrams, or simple outlines.

Intermediate

Clarifies understanding of informational texts through the use of graphic organizers, diagrams or simple outlines.

Early Intermediate

Reads and responds to simple informational texts by using phrases and/or simple sentences and graphic organizers or diagrams to answer factual comprehension questions.

Beginning

Reads simple text and responds to factual comprehension questions by using key words or phrases and graphic organizers or diagrams.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.06.RE.21 Predict future outcomes supported by the text.

Advanced

Predicts future outcomes supported by the text with teacher support.

Early Advanced

Predicts future outcomes supported by near grade level text.

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Intermediate

Predicts future outcomes supported by simplified text.

Early Intermediate

Predicts future outcomes supported by simplified text and illustrations.

Beginning

Predicts future outcomes supported by simplified text, illustrations, and teacher support.

EL.06.RE.22 Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text.

Advanced

Makes reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text with teacher support.

Early Advanced

Makes reasonable logical statements and conclusions about a text, supporting them with accurate examples from the text.

Intermediate

Makes statements and conclusions about a text, supporting them with accurate examples from the text.

Early Intermediate

Makes statements about a simple text, supporting them with accurate examples from the text.

Beginning

Makes statements about a simple text.

EL.06.RE.23 Infer the main idea when it is not explicitly stated, and support with evidence from the text.

Advanced

Infers the main idea when it is not explicitly stated and supports it with evidence from the text with teacher support.

Early Advanced

Infers the main idea when it is not explicitly stated.

Intermediate

Infers the main idea of a simple text when it is not explicitly stated.

Beginning

Infers the main idea of a picture book.

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

EL.06.RE.24 Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text.

Advanced

Draws conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text with teacher support.

Early Advanced

Draws conclusions about the author's overall purpose and inclusion of specific information in the text.

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Intermediate

Draws conclusions about the author's overall purpose of specific information in the text.

Early Intermediate

Draws conclusions about the author's overall purpose of specific information in the text.

Beginning

None available

EL.06.RE.25 Distinguish among facts, supported inferences, and opinions in text.

Advanced

Distinguishes among facts, supported inferences, and opinions in text with teacher support.

Early Advanced

Distinguishes between fact and opinion in text.

Intermediate

Distinguishes between fact and opinion in texts with teacher support.

Early Intermediate

Distinguishes between fact and opinion in simple texts.

Beginning

Distinguishes between fact and opinion in simple texts with teacher support.

EL.06.RE.26 Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.

Advanced

Draws conclusions about reasons for actions or beliefs based on an analysis of information in the text with teacher support.

Early Advanced

Draws conclusions about reasons for actions based on an analysis of information in the text.

Intermediate

Draws conclusions about reasons for actions based on an analysis of information in simplified text with teacher support.

Early Intermediate

Draws conclusions about reasons for actions in a simplified text.

Beginning

None available

EL.06.RE.27 Identify and analyze text that uses the compare-and-contrast and cause-and-effect organizational patterns.

Advanced

Identifies and analyzes text that uses compare-and-contrast and cause-and-effect organizational patterns with teacher support.

Early Advanced

Identifies text that uses compare-and-contrast and cause-and-effect organizational pattern.

Intermediate

Identifies examples of compare and contrast and cause and effect.

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Early Intermediate
Identifies examples of compare-contrast.

Beginning
Identifies examples of compare-contrast in simple texts with illustrations.

EL.06.RE.28 Compare and contrast information on the same topic after reading two passages or articles.

Advanced
Compares and contrasts information on the same topic after reading two passages or articles with teacher support.

Early Advanced
Compares and contrasts information on the same topic after reading two passages or articles on a familiar topic with teacher support.

Intermediate
Compares and contrasts information on the same topic from two simple texts.

Early Intermediate
Compares and contrasts two familiar objects or events using pictures, objects, illustrations or other graphic organizers.

Beginning
Compares and contrasts two familiar objects.

EL.06.RE.29 Connect and clarify main ideas by identifying their relationships to multiple sources, known information and ideas, and related topics.

Advanced
Connects and clarifies main ideas by identifying their relationships to multiple sources, known information and ideas, and related topics with teacher support.

Early Advanced
Connects and clarifies main ideas by identifying their relationships to known information, ideas and related topics.

Intermediate
Connects main ideas by identifying their relationships to known ideas and related topics.

Early Intermediate
Identifies main idea of simple text and connects it to familiar topics.

Beginning
Identifies main idea of a simple text.

Literature

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

EL.06.LI.01 Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.

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Advanced

Listens to text and reads text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects with teacher support.

Early Advanced

Listens to text and reads text to respond to historically or culturally significant works of literature.

Intermediate

Listens to text and reads simple historical or culturally significant texts that enhance the study of other subjects.

Early Intermediate

Listens to simple historical and culturally significant texts to enhance the study of other subjects.

Beginning

Listens to simple historical and culturally significant text to enhance the study of other subjects with teacher support.

EL.06.LI.02 Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

Advanced

Demonstrates listening comprehension of complex literary text through class and/or small group discussions.

Early Advanced

Demonstrates listening comprehension of literary text through interpretive class and/or small group discussions with teacher support.

Intermediate

Demonstrates listening comprehension of literary text through class and/or small group directed discussions.

Early Intermediate

Demonstrates listening comprehension of simple literary text through small group directed discussion.

Beginning

Demonstrates listening comprehension of simple literary text with illustrations.

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

EL.06.LI.03 Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

Advanced

Identifies and/or summarizes sequence of events, main ideas, and supporting details of literary selections with teacher support.

Early Advanced

Identifies and explains sequence of events, main ideas, supporting details of literary selections.

Intermediate

Identifies sequence of events, main ideas and details of literary selections.

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Early Intermediate

Identifies sequence of events and the main ideas of simple literary selections supported by graphics, illustrations or pictures.

Beginning

Identifies the sequence of events in simple literary selections supported by graphics, illustrations or pictures.

EL.06.LI.04 Identify the speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography).

Advanced

Identifies the speaker and recognizes the difference between first and third-person narration with teacher support.

Early Advanced

Identifies the speaker and recognizes first person narration.

Intermediate

Identifies the speaker and recognizes third person narration.

Early Intermediate

Identifies the speaker in a simple story.

Beginning

None available

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.06.LI.05 Predict future outcomes supported by the text.

Advanced

Predicts future outcomes supported by the text with teacher support.

Early Advanced

Predicts future outcomes supported by near grade level text.

Intermediate

Predicts future outcomes supported by simplified text.

Early Intermediate

Predicts future outcomes supported by simplified text and illustrations.

Beginning

Predicts future outcomes supported by simplified text, illustrations, and teacher support.

EL.06.LI.06 Determine characters' traits by what the characters say in narration and dialogue.

Advanced

Determines characters' traits by what the characters say in narration and dialogue with teacher support.

Early Advanced

Determines characters' traits through characters' actions and words.

Intermediate

Determines a character's traits by identifying the thoughts and actions of the character.

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Early Intermediate

Describes a character in a brief and familiar literary text by identifying the actions of the character.

Beginning

Identifies different characters in simple and familiar literary texts.

EL.06.LI.07 Analyze the influence of setting on the conflict and its resolution.

Advanced

Analyzes the influence of setting on the conflict and its resolution with teacher support.

Early Advanced

Identifies and describes the influence of setting on the conflict and its resolution.

Intermediate

Identifies the conflict and its resolution of a simple literary text.

Early Intermediate

Describes the setting of a brief and familiar literary text.

Beginning

Identifies settings in simple literary texts.

EL.06.LI.08 Identify and examine the development of themes in literary works.

Advanced

Identifies and examines the development of themes in literary works with teacher support.

Early Advanced

Identifies and examines recurring themes across literary works (e.g., good and evil, loyalty and betrayal).

Intermediate

Identifies and examines a recurring theme across several literary texts.

Early Intermediate

Identifies a recurring theme across several simple literary texts.

Beginning

Identifies the theme of a simple literary text.

EL.06.LI.09 Infer the main idea when it is not explicitly stated.

Advanced

Infers the main idea when it is not explicitly stated.

Early Advanced

Infers the main idea when it is not explicitly stated.

Intermediate

Infers the main idea of a simple text when it is not explicitly stated.

Early Intermediate

Infers the main idea of a simple text with illustrations when it is not explicitly stated.

Beginning

None available

EL.06.LI.10 Make reasonable inferences, statements, and conclusions about a text, supporting them with accurate examples.

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Advanced

Makes reasonable inferences, statements, and conclusions about a text, supporting them with accurate examples, with teacher support.

Early Advanced

Makes reasonable statements and conclusions about a text, supporting them with examples.

Intermediate

Makes conclusions and statements about texts.

Early Intermediate

Makes conclusions and statements about simple texts.

Beginning

None available

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

EL.06.LI.11 Evaluate the author's use of techniques to influence readers' attitudes and feelings (e.g., use of first person sets a particular tone, exaggeration sets a humorous tone, structure is used to build suspense, logic contributes to believability of plots and settings, figurative language influences tone).

Advanced

Evaluates the author's use of techniques to influence readers' attitudes and feelings (e.g., use of first person sets a particular tone, exaggeration sets a humorous tone, structure is used to build suspense, logic contributes to believability of plots and settings, figurative language influences tone) with teacher support.

Early Advanced

Identifies and describes the author's use of techniques to influence readers' attitudes and feelings (e.g., use of first person sets a particular tone, exaggeration sets a humorous tone, structure is used to build suspense, logic contributes to believability of plots and settings, figurative language influences tone) with support from peers and teacher.

Intermediate

Identifies the author's use of techniques to influence readers' attitudes and feelings (e.g., use of first person, exaggeration, logic contributes to believability of plots and settings) with support from peers and teacher.

Early Intermediate

None available

Beginning

None available

EL.06.LI.12 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

Advanced

Defines how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, rhythm, repetition, and rhyme.

Early Advanced

Defines how meaning is conveyed in poetry through word choice and figurative language, sentence structure, punctuation, rhythm, repetition, and rhyme.

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Intermediate

Identifies several literary elements and techniques in poetry (e.g., figurative language, rhythm, repetition, and rhyme).

Early Intermediate

Identifies some literary elements in poetry.

Beginning

None available

EL.06.LI.13 Identify and analyze the characteristics of poetry, drama, fiction, and non-fiction, and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

Advanced

Identifies and analyzes the characteristics of poetry, drama, fiction, and nonfiction and explains the appropriateness of the literary forms chosen by an author for a specific purpose with peer and teacher support.

Early Advanced

Identifies the characteristics of poetry, drama, fiction, and non-fiction and explains the appropriateness of the literary forms chosen by an author for a specific purpose with peer and teacher support.

Intermediate

Identifies characteristics of poetry, drama, fiction, and nonfiction.

Early Intermediate

Identifies characteristics of fiction and nonfiction.

Beginning

None available

Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

EL.06.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

Advanced

Uses a variety of strategies to prepare for writing such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes with teacher support.

Early Advanced

Uses a variety of strategies to prepare for writing such as brainstorming, making lists, mapping, outlining, grouping related ideas, and using graphic organizers.

Intermediate

Uses a variety of strategies to prepare for writing such as brainstorming, making lists, mapping, grouping related ideas, and using graphic organizers.

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Early Intermediate

Uses a variety of strategies to prepare for writing such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

Beginning

Uses drawings or words to demonstrate the use of a variety of strategies to prepare for writing such as brainstorming, making lists, mapping, using graphic organizers.

EL.06.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

Advanced

Uses sentences to discuss ideas for writing with classmates, teachers, and other writers, and develops drafts alone and collaboratively with teacher support.

Early Advanced

Uses sentences to discuss ideas for writing with classmates, teachers, and other writers and develops drafts alone and collaboratively with teacher support.

Intermediate

Uses sentences to discuss ideas for writing with classmates, teachers, and other writers, and develops drafts alone and collaboratively with teacher support.

Early Intermediate

Uses words and phrases to discuss ideas for writing with classmates, teachers, and other writers, and develops drafts collaboratively with teacher support.

Beginning

Discusses a shared experience with classmates and teacher and develops a draft collaboratively.

EL.06.WR.03 Identify audience and purpose.

Advanced

Identifies audience and purpose with teacher support.

Early Advanced

Identifies audience and purpose of student's own writing.

Intermediate

Identifies the audience and purpose of simple text.

Early Intermediate

Identifies the purpose of various types of simple text.

Beginning

None available

EL.06.WR.04 Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.

Advanced

Chooses the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative with teacher support.

Early Advanced

Chooses the form of writing that best suits the intended purpose--personal letter, letter to the editor, poem, report or narrative.

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Intermediate

Chooses the form of writing that best suits the intended purpose-letter, poem or report.

Early Intermediate

Identifies different forms of writing including personal letter, letter to the editor, review, poem, report or narrative.

Beginning

Identifies different forms of writing including letter, poem, report, and narrative.

EL.06.WR.05 Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.

Advanced

Uses the writing process-prewriting, drafting, revising, editing, and publishing successive versions with teacher support.

Early Advanced

Uses the writing process-prewriting, drafting, revising, editing, and publishing successive versions with teacher support.

Intermediate

Uses the writing process-prewriting, drafting, revising, editing, and publishing successive versions with teacher support.

Early Intermediate

Uses the writing process-prewriting, drafting, revising, editing, and publishing successive versions with teacher support.

Beginning

Uses the writing process as a class-prewriting, drafting, revising, editing, and publishing successive versions.

EL.06.WR.06 Focus on a central idea, excluding loosely related, extraneous, and repetitious information.

Advanced

Focuses on a central idea, excluding loosely related, extraneous, and repetitious information with teacher support.

Early Advanced

Focuses on a central idea, excluding extraneous and repetitious information.

Intermediate

Focuses on a central idea, excluding repetitious information.

Early Intermediate

Focuses on a central idea.

Beginning

Identifies a central idea.

EL.06.WR.07 Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.

Advanced

Uses a scoring guide to review, evaluate, and revise writing for meaning and clarity with teacher support.

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Early Advanced

Uses a scoring guide to review and revise writing for meaning and clarity.

Intermediate

Uses a scoring guide to review and revise writing for meaning.

Early Intermediate

Uses an adapted scoring guide to review and revise writing for meaning.

Beginning

Uses an adapted scoring guide to review and revise writing for meaning as a class.

EL.06.WR.08 Revise drafts to improve the organization and consistency of ideas within and between paragraphs.

Advanced

Revises drafts to improve the organization and consistency of ideas within and between paragraphs.

Early Advanced

Revises drafts to improve the organization and consistency of ideas within paragraphs.

Intermediate

Revises drafts to improve the organization and consistency of ideas within paragraphs with teacher support.

Early Intermediate

Revises drafts to improve the organization of ideas within paragraphs.

Beginning

Revises drafts to improve the organization of ideas within paragraphs as a class.

EL.06.WR.09 Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

Advanced

Edits and proofreads one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors with teacher support.

Early Advanced

Edits and proofreads one's own writing, as well as that of others, using a checklist or list of rules with specific examples of corrections of specific errors.

Intermediate

Edits and proofreads one's own writing, as well as that of others, using an adapted editing checklist.

Early Intermediate

Edits and proofreads a class writing sample using an adapted checklist.

Beginning

None available

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Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.06.WR.10 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.

Advanced

Uses complex sentences and vocabulary to write for different purposes and to a specific audience or person, adjusting tone and style as necessary.

Early Advanced

Uses sentences to write for different purposes and to a specific audience or person, adjusting tone and style as necessary.

Intermediate

Uses sentences to write for different purposes and to a specific audience or person, adjusting tone as necessary.

Early Intermediate

Uses simple words or short phrases to write for different purposes and to a specific person.

Beginning

Uses simple words or drawings to write for specific purposes or person with teacher support.

EL.06.WR.11 Write multi-paragraph compositions that:

Engage the interest of the reader.

State a clear purpose.

Use common organizational structures for providing information in writing, such as chronological order, cause-and-effect, similarity and difference, and posing and answering a question.

Develop the topic with supporting details and precise language.

Provide transitions to link paragraphs.

Conclude with a detailed summary linked to the purpose of the composition.

Advanced

Uses complex sentences and vocabulary to write multi-paragraph compositions that engage the interest of the reader.

Early Advanced

Uses more complex phrases and sentences to write multi-paragraph compositions that engage the interest of the reader.

Intermediate

Uses short sentences to write multi-paragraph compositions that engage the interest of the reader.

Early Intermediate

Uses single words or short phrases to write a paragraph.

Beginning

None available

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Advanced

Uses sentences to write a clear purpose.

Early Advanced

Uses sentences to write a clear purpose.

Intermediate

Uses sentences to write a clear purpose.

Early Intermediate

Uses words or short phrases to state a clear purpose.

Beginning

Uses drawings or words to state a clear purpose.

Advanced

Uses complex sentences and vocabulary to demonstrate the use of common organizational structures for providing information in writing such as chronological order, cause-and-effect, similarity and difference, and posing and answering a question.

Early Advanced

Uses more complex phrases and sentences to demonstrate the use of common organizational structures for providing information in writing such as chronological order, cause-and-effect, similarity and difference, and posing and answering a question.

Intermediate

Uses short phrases or sentences to demonstrate the use of common organizational structures for providing information in writing such as chronological order, cause-and-effect, similarity and difference, and posing and answering a question.

Early Intermediate

Uses single words or short phrases to demonstrate the use of common organizational structures for providing information in writing such as chronological order, cause-and-effect, similarity and difference.

Beginning

Uses drawings and words to demonstrate the use of common organizational structures for providing information in writing such as chronological order, similarity and difference.

Advanced

Uses sentences to develop a topic with supporting details and precise language.

Early Advanced

Uses sentences to develop a topic with supporting details and precise language.

Intermediate

Uses sentences to develop a topic with supporting details and precise language.

Early Intermediate

Uses single words or short phrases to develop a topic with supporting details.

Beginning

Uses drawings and words to develop a given topic with supporting details.

Advanced

Uses sentences to provide details and transitions to link paragraphs.

Early Advanced

Uses sentences to provide details and transitions to link paragraphs.

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Intermediate

Uses sentences to provide details and transitions to link paragraphs.

Early Intermediate

Uses single words (transition words) or short phrases to provide details.

Beginning

Uses drawings and words to provide details to a given topic.

Advanced

Uses sentences to conclude with a detailed summary linked to the purpose of the composition.

Early Advanced

Uses sentences to conclude with a detailed summary linked to the purpose of the composition.

Intermediate

Uses sentences to write a conclusion.

Early Intermediate

None available

Beginning

None available

EL.06.WR.12 Create an organizational structure that is clearly sequenced and uses effective transitions between sentences and paragraphs to unify important ideas.

Advanced

Uses sentences to create an organizational structure that is clearly sequenced. Uses effective transitions between sentences and paragraphs to unify important ideas.

Early Advanced

Uses sentences to create an organizational structure that is clearly sequenced. Uses effective transitions between sentences and paragraphs.

Intermediate

Uses sentences to create an organizational structure that is clearly sequenced. Uses transitions between sentences.

Early Intermediate

Uses words or short phrases to create an organizational structure that is clearly sequenced.

Beginning

Uses drawings and words to create an organizational structure that is clearly sequenced.

EL.06.WR.13 Use a variety of descriptive words to paint a visual image in the mind of the reader.

Advanced

Uses complex sentences and vocabulary to use a variety of descriptive words to paint a visual image in the mind of the reader.

Early Advanced

Uses sentences to use a variety of descriptive words to paint a visual image in the mind of the reader.

Intermediate

Uses sentences to use a variety of descriptive words to paint a visual image in the mind of the reader.

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Early Intermediate

Uses words or short phrases to paint a visual image in the mind of the reader.

Beginning

Uses drawings and words to paint a visual image in the mind of the reader.

EL.06.WR.14 Make paragraph breaks when using dialogue.

Advanced

Uses sentences to make paragraph breaks when using dialogue.

Early Advanced

Uses phrases and sentences to make paragraph breaks when using dialogue.

Intermediate

Uses short phrases or sentences to make paragraph breaks when using dialogue.

Early Intermediate

Uses words or short phrases to make paragraph breaks when using dialogue.

Beginning

None available

EL.06.WR.15 Use simple, compound, and complex sentences.

Advanced

Uses simple, compound, and complex sentences.

Early Advanced

Uses simple, compound, and complex sentences.

Intermediate

Writes simple and compound sentences.

Early Intermediate

Writes simple sentences.

Beginning

None available

EL.06.WR.16 To achieve clarity of meaning and to enhance flow and rhythm, use effective coordination and subordination of ideas—including both main ideas and supporting ideas in single sentences.

Advanced

Uses sentences to achieve clarity of meaning and to enhance flow and rhythm. Uses effective coordination and subordination of ideas including both main ideas and supporting ideas in single sentences with teacher support.

Early Advanced

Uses sentences to achieve clarity of meaning. Uses effective coordination of ideas including both main ideas and supporting ideas in sentences.

Intermediate

Uses sentences to begin to achieve clarity of meaning.

Early Intermediate

Uses phrases to achieve clarity of meaning.

Beginning

None available

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Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

There is no ELA standard associated with these proficiencies

Advanced

Understands and uses synonyms and homonyms in sentences for social and academic communication to approximate the writing of non-ELL peers

Early Advanced

Understands and uses the common and less frequent synonyms and homonyms in grade level academic texts in sentences.

Intermediate

Understands and uses the most common synonyms and homonyms for academic purposes sentences.

Early Intermediate

Understands and uses the most common synonyms and homonyms in everyday language as single words or in phrases.

Beginning

Understands the most common synonyms and homonyms in everyday language.

EL.06.WR.17 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw, it's/its).

Advanced

Spells correctly frequently misspelled words (their, they're, there / loose, lose, loss / choose, chose / through, threw / it's, its).

Early Advanced

Spells correctly frequently misspelled words (their, they're, there / loose, lose, loss / choose, chose / through, threw / it's, its).

Intermediate

Spells correctly frequently misspelled words (their, they're, there / loose, lose, loss / choose, chose / through, threw / it's, its).

Early Intermediate

Spells correctly frequently misspelled words. For example, to/two.

Beginning

None available

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.06.WR.18 Correctly use:

*indefinite pronouns (all, another, both, each, either, few, many, none, one, other, several, some),
present perfect verb tense (have been, has been),
past perfect verb tense (had been), and
future perfect verb tense (shall have been).*

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Advanced

Understands and uses indefinite pronouns for social and academic communication to approximate the writing of non-ELL peers.

Early Advanced

Understands and uses the common and less frequent indefinite pronouns in sentences in near grade level academic settings.

Intermediate

Understands and uses the most common indefinite pronouns in sentences in academic settings.

Early Intermediate

Understands and uses common indefinite pronouns in everyday language.

Beginning

Understands commonly used indefinite pronouns in everyday language.

Advanced

Understands and uses the present perfect (have been, has been) in sentences for social and academic communication to approximate the writing of non-ELL peers.

Early Advanced

Understands and uses the present perfect (have been, has been) in near grade level academic settings to approximate the writing of non-ELL peers.

Intermediate

Understands and uses the present perfect (have been, has been) in familiar settings.

Early Intermediate

None available

Beginning

None available

Advanced

Understands and uses the past perfect verb tense (had been) in academic communication to approximate the writing of non-ELL peers.

Early Advanced

Understands and uses the past perfect verb tense (had been) in academic settings.

Intermediate

Understands and uses the past perfect verb tense(had been) in every day language.

Early Intermediate

Understands and uses simple past verb tense in every day familiar situations.

Beginning

Recognizes some verbs in past tense.

Advanced

Understands and uses the future perfect verb tense (shall have been) in academic communication to approximate the writing of non-ELL peers.

Early Advanced

Understands and uses the future perfect verb tense (shall have been) in academic settings.

Intermediate

Understands and uses the future perfect verb tense (shall have been) in every day language.

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Early Intermediate

Understands and uses simple future verb tense in every day familiar situations.

Beginning

Recognizes some verbs in future tense.

EL.06.WR.19 Ensure that verbs agree with compound subjects.

Advanced

Understands and uses verb agreement with compound subjects (i.e., he and she are, not he and she is) in more complex phrases and sentences for social and academic communication to approximate the writing of non-ELL peers.

Early Advanced

Understands and uses verb agreement with compound subjects (i.e., he and she are, not he and she is) in near grade level academic settings.

Intermediate

Understands and uses verb agreement with compound subjects (i.e., he and she are, not he and she is).

Early Intermediate

Understands verb agreement in simple sentences.

Beginning

None available

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.06.WR.20 Correctly use:

colons after the salutation (greeting) in business letters (Dear Sir:),

semicolons to connect main clauses (Katy went to school; her brother stayed home),

commas before the conjunction in compound sentences (We worked all day, but we didn't complete the project.), and

semicolons and commas for transitions (The deadline is passed; however, we can do it next year.).

Advanced

Uses colons after the salutation (greeting) in business letters (Dear Sir:).

Early Advanced

Uses colons after the salutation (greeting) in business letters (Dear Sir:).

Intermediate

Uses colons after the salutation (greeting) in business letters (Dear Sir:).

Early Intermediate

Uses colons after the salutation (greeting) in personal letters (Dear Sir:).

Beginning

None available

Advanced

Uses semicolons to connect main clauses (Katy went to school; her brother stayed home.).

Early Advanced

Uses semicolons to connect main clauses (Katy went to school; her brother stayed home.).

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Intermediate

Uses semicolons to connect main clauses (Katy went to school; her brother stayed home.).

Early Intermediate

None available

Beginning

None available

Advanced

Uses commas before the conjunction in compound sentences (We worked all day, but we didn't complete the project.).

Early Advanced

Uses commas to separate independent clauses when they are joined by any of these seven coordinating conjunctions: and, but, for, or, nor, so, yet. For example: The game was over, but the crowd refused to leave.

Intermediate

Uses commas after introductory (a) clauses, (b) phrases, or (c) words that come BEFORE the main clause. For example: Well, he could not come.

Early Intermediate

Uses commas to separate three or more words, phrases, and clauses written in a series. For example: She can't choose between Coke, Pepsi, or Fanta.

Beginning

Uses commas to separate items in a series.

Advanced

Uses semicolons and commas for transitions (The deadline is past; however, we can do it next year.).

Early Advanced

Uses semicolons and commas for transitions (The deadline is past; however, we can do it next year.).

Intermediate

Uses semicolons and commas for transitions (The deadline is past; however, we can do it next year.).

Early Intermediate

None available

Beginning

None available

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.06.WR.21 Use correct capitalization.

Advanced

Uses capitalization.

Early Advanced

Uses capitalization.

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Intermediate
Uses capitalization.

Early Intermediate
Uses capitalization.

Beginning
Uses capitalization in commonly used proper nouns.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.06.WR.22 Write legibly.

Advanced
Writes legibly.

Early Advanced
Writes legibly.

Intermediate
Writes legibly.

Early Intermediate
Writes legibly.

Beginning
Writes legibly.

Writing Modes: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Personal Narrative

Advanced
Writes personal narrative.

Early Advanced
Writes personal narrative.

Intermediate
Writes personal narrative using sentences given a formula for writing (e.g. graphic organizer).

Early Intermediate
Expresses general ideas for personal narrative through short phrases and drawings.

Beginning
Develops general ideas for personal narrative through drawings and actions. Can do some labeling, provided resources to do so (e.g., language picture dictionaries, picture charts).

Fictional Narrative

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Advanced
Writes fictional narrative.

Early Advanced
Writes fictional narrative.

Intermediate
Writes fictional narrative using sentences given a formula for writing (e.g. graphic organizer).

Early Intermediate
Expresses general ideas for fictional narrative through short phrases and drawings.

Beginning
Develops general ideas for fictional narrative through drawings and actions.

Expository

Advanced
Writes expository writing.

Early Advanced
Writes expository writing.

Intermediate
Writes expository writing using sentences given a formula for writing (e.g. graphic organizer).

Early Intermediate
Expresses general ideas for expository writing through short phrases and drawings.

Beginning
Develops general ideas for expository writing through drawings and words.

Persuasive

Advanced
Writes persuasive compositions.

Early Advanced
Writes persuasive compositions.

Intermediate
Writes persuasive paragraph given a formula for writing (e.g. graphic organizer).

Early Intermediate
Expresses general ideas for persuasive writing through short phrases and drawings.

Beginning
Develops general ideas for persuasive writing through drawings and words.

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

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EL.06.WR.23 Write fictional narratives:

Establish and develop a plot and setting, and present a point of view that is suitable to the story. Include sensory details and clear language to develop plot and character. Use a range of narrative devices, such as dialogue or suspense.

Advanced

Writes fictional narrative including a developed plot, setting, and point of view that is suitable to the story.

Early Advanced

Writes fictional narrative including plot, setting, and point of view.

Intermediate

Writes fictional narrative including a plot and setting suitable to the story.

Early Intermediate

Identifies plot and setting in a fictional narrative.

Beginning

None available

Advanced

Includes sensory details and clear language to develop plot and character.

Early Advanced

Includes more sensory details and clear language to develop plot and character.

Intermediate

Includes details and clear language to help develop plot and character.

Early Intermediate

Includes sensory details to develop plot.

Beginning

None available

Advanced

Uses a range of narrative devices such as dialogue or suspense.

Early Advanced

Uses a range of narrative devices such as dialogue or suspense.

Intermediate

Uses a limited range of narrative devices such as dialogue or suspense.

Early Intermediate

None available

Beginning

None available

Writing Applications: Expository Writing: Response to Literary Text (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

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EL.06.WR.24 Write responses to literature:

Develop interpretations that show careful reading, understanding, and insight.

Organize the interpretations around several clear ideas.

Develop and justify the interpretations through the use of examples and evidence from the text.

Advanced

Writes responses to literature. Develops interpretations that show careful reading, understanding, and insight with teacher support.

Early Advanced

Writes responses to literature.

Intermediate

Writes responses to literature.

Early Intermediate

None available

Beginning

None available

Advanced

Organizes the interpretations around clear ideas with teacher support.

Early Advanced

Organizes the interpretations around ideas.

Intermediate

None available

Early Intermediate

None available

Beginning

None available

Advanced

Develops and justifies the interpretations through the use of examples and evidence from the text by using complex phrases and sentences and advanced vocabulary.

Early Advanced

Develops and justifies the interpretations through the use of evidence from the text with teacher support.

Intermediate

Justifies interpretations through the use of examples from the text with teacher support.

Early Intermediate

None available

Beginning

None available

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Writing Applications: Expository Writing: Research Reports/ Multi-media Presentations (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.06.WR.25 Write research reports:

Pose relevant questions that are focused enough to be thoroughly answered in the report.

Identify credible sources.

Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources, such as speakers, newspapers and magazines, reference books, and online information searches.

Include references used.

Advanced

Writes research reports posing relevant questions that are focused enough to be thoroughly answered in the report.

Early Advanced

Writes reports that are focused.

Intermediate

Writes reports given a formula for writing, e.g. graphic organizer.

Early Intermediate

None available

Beginning

None available

Advanced

Identifies credible sources.

Early Advanced

Identifies credible sources.

Intermediate

Identifies some credible sources.

Early Intermediate

None available

Beginning

None available

Advanced

Supports the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources such as speakers, newspapers and magazines, reference books, and online information searches with teacher support.

Early Advanced

Supports the main idea or ideas with facts, details, examples, and explanations from authoritative sources.

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Intermediate

Supports the main idea or ideas with facts, details, examples, and explanations.

Early Intermediate

None available

Beginning

None available

Advanced

Includes references used in a manner similar to the writing of non-ELL peers.

Early Advanced

Includes most of the references used.

Intermediate

Includes some of the references used with help from student/teacher examples and visual organizers.

Early Intermediate

None available

Beginning

None available

Writing Applications: Persuasive Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject a

EL.06.WR.26 Write persuasive compositions:

State a clear position on a proposition or proposal.

Support the position with organized and relevant evidence.

Anticipate and address reader concerns and counter-arguments.

Advanced

Writes persuasive compositions and states a clear position on a proposition or proposal.

Early Advanced

Writes persuasive compositions and states a clear position on a proposition or proposal.

Intermediate

Writes persuasive compositions and states a position. Relies on visual organizers for support.

Early Intermediate

None available

Beginning

None available

Advanced

Supports the position with organized and relevant evidence.

Early Advanced

Supports the position with relevant evidence.

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Intermediate

Supports the position with some relevant evidence with help from student/teacher examples and visual organizers.

Early Intermediate

None available

Beginning

None available

Advanced

Anticipates and addresses reader concerns and counter-arguments.

Early Advanced

Anticipates and addresses most reader concerns.

Intermediate

Anticipates and addresses some reader concerns with help from student/teacher examples and visual organizers.

Early Intermediate

None available

Beginning

None available

Writing Applications: Summaries, Business Letters, Job Applications and Resumes, Technical Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.06.WR.27 Write summaries, using formal paragraph structure, that contain the main ideas and most significant details using the student's own words, except for quotations.

Advanced

Writes summaries using formal paragraph structure that contain the main ideas and significant details using the student's own words, except for quotations, in a manner that approximates the writing of non-ELL peers.

Early Advanced

Writes summaries using formal paragraph structure that contain main ideas and significant details.

Intermediate

Writes summaries using formal paragraph structure.

Early Intermediate

None available

Beginning

None available

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

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EL.06.WR.28 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.

Advanced

Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information in a manner that approximates the proficiency of non-ELL peers.

Early Advanced

Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to independently locate information most of the time.

Intermediate

Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information with less support from teacher or peers.

Early Intermediate

Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information with some support from teacher or peers.

Beginning

Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information with some support from teacher or peers.

EL.06.WR.29 Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.

Advanced

Uses effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.

Early Advanced

Uses effective note-taking techniques to ensure appropriate documentation.

Intermediate

Uses note-taking techniques for documentation with support from teacher or peers (e.g., can model after, given student/teacher example).

Early Intermediate

None available

Beginning

None available

EL.06.WR.30 Use a variety of resource materials to gather information for research topics (e.g., books, magazines, newspapers, dictionaries, schedules, journals, phone directories, web resources).

Advanced

Uses a variety of resource materials to gather information for research topics (e.g., books, magazines, newspapers, dictionaries, schedules, journals, phone directories, web resources).

Early Advanced

Uses more resource materials to gather information for research topics (e.g., books, magazines, newspapers, dictionaries, schedules, journals, phone directories, web resources).

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Intermediate

Uses some resource materials to gather information for research topics (e.g., books, magazines, newspapers, dictionaries, schedules, journals, phone directories, web resources) with some support such as graphic organizers and student/teacher examples.

Early Intermediate

None available

Beginning

None available

EL.06.WR.31 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

Advanced

Composes documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation) in a manner that approximates the writing of non-ELL peers.

Early Advanced

Composes documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

Intermediate

Composes documents with appropriate formatting some of the time by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

Early Intermediate

None available

Beginning

None available

EL.06.WR.32 Quote or paraphrase ideas from resource materials, citing them appropriately (e.g., Works Cited Entries--MLA).

Advanced

Quotes or paraphrases ideas from resource materials, citing them appropriately (e.g., Works Cited Entries-MLA).

Early Advanced

Quotes or paraphrases ideas from resource materials, citing them appropriately (e.g., Works Cited Entries-MLA).

Intermediate

Quotes ideas from resource materials, citing them (e.g., Works Cited Entries-MLA).

Early Intermediate

None available

Beginning

None available

Speaking and Listening

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Speaking: Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.

There is no ELA standard associated with these proficiencies

Advanced

Asks and answers questions that require critical thinking and problem solving skills.

Advanced

Consistently uses appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.

Advanced

Prepares and delivers presentations and reports in various content areas, including introductions, coherent transitions and appropriate conclusions.

Advanced

Speaks in a variety of social settings that vary according to purpose, audience and subject matter.

Early Advanced

Asks and answers multi-part questions.

Early Advanced

Participates in and initiates more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.

Early Advanced

Participates in and initiates more extended social conversations with peers and adults.

Early Advanced

Prepares and delivers presentations and reports in various content areas, including introductions and appropriate conclusions.

Intermediate

Asks and answers questions by using complete sentences.

Intermediate

Participates in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.

Intermediate

Participates in social conversations with peers and adults on familiar topics.

Intermediate

Prepares and delivers presentations and reports in various content areas, including introductions and conclusions.

Early Intermediate

Asks and answers questions by using phrases or simple sentences.

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Early Intermediate

Asks and answers questions by using words or simple phrases about familiar topics.

Early Intermediate

None available

Early Intermediate

Orally communicates basic needs (e.g., "I need a pencil.").

Beginning

Asks and answers questions by using simple sentences or phrases.

Beginning

Mimics question and answer patterns about familiar topics.

Beginning

None available

Beginning

Uses common social greetings and simple repetitive phrases. (eg., "Good morning.", "How are you?", "Nice to meet you.).

EL.06.SL.01 Develop a focus and point of view.

Advanced

Develops a focused presentation in an academic area including a focus and point of view with teacher support.

Early Advanced

Develops a focused oral presentation on a familiar topic with a clear point of view.

Intermediate

Develops an oral presentation on a familiar topic.

Early Intermediate

Develops a short oral presentation on a familiar topic.

Beginning

Repeats a short oral presentation on a familiar topic.

EL.06.SL.02 Match the purpose, message, occasion, and delivery to the audience.

Advanced

Matches the purpose, message, occasion and delivery to the audience with teacher support.

Early Advanced

Identifies purpose, message, and audience of a presentation.

Intermediate

Identifies purpose and audience of a presentation.

Early Intermediate

Identifies purpose of a presentation.

Beginning

None available

EL.06.SL.03 Organize information using supporting details, reasons, descriptions, and examples.

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Advanced

Organizes information using supporting details, reasons, descriptions and examples with teacher support.

Early Advanced

Organizes information using supporting details, descriptions and examples.

Intermediate

Identifies the main idea, supporting details and examples.

Early Intermediate

Identifies the main idea and a few supporting details.

Beginning

Identifies the main idea.

EL.06.SL.04 Emphasize key points to assist the listener in following the main ideas and concepts.

Advanced

Emphasizes key points to assist the listener in following the main ideas and concepts with teacher support.

Early Advanced

Develops and practices strategies to emphasize key points in oral presentations such as pacing, intonation and expression.

Intermediate

Identifies and imitates strategies to emphasize key points in oral presentations such as pacing, intonation and expression.

Early Intermediate

Identifies key points in an oral presentation on a familiar topic.

Beginning

Identifies key words in an oral presentation on a familiar topic.

EL.06.SL.05 Support opinions with detailed evidence and with visual or media displays.

Advanced

Supports opinion statements with detailed evidence and visual or media displays.

Early Advanced

Supports opinion statements with evidence and visual or media displays.

Intermediate

Identifies one's own opinion statements.

Early Intermediate

Practices identifying statements of opinion.

Beginning

Identifies words that indicate an opinion such as pro, anti, like, dislike.

EL.06.SL.06 Use language effectively to convey the message and make content clear.

Advanced

Uses clear and precise vocabulary and specific descriptive words to convey a message and make contents clear.

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Early Advanced

Uses specific descriptive words to convey a message and make content clear.

Intermediate

Uses general descriptive words to convey a message and make content clear.

Early Intermediate

Lists vocabulary and specific words used to convey a message and make content clear.

Beginning

Identifies vocabulary related to a specific topic.

EL.06.SL.07 Use correct grammar consistently.

Advanced

Uses correct grammar with minimal errors.

Early Advanced

Recognizes and corrects grammatical errors when speaking.

Intermediate

Recognizes and corrects some grammatical errors when speaking.

Early Intermediate

Uses simple grammatical structures.

Beginning

Imitates simple grammatical structures.

EL.06.SL.08 Use effective rate, volume, pitch, and tone, and align non-verbal elements, including eye contact, to sustain audience interest and attention.

Advanced

Uses effective rate, volume, pitch, and tone, and aligns nonverbal elements, including eye contact, to sustain audience interest and attention with teacher support.

Early Advanced

Uses effective rate, volume, and tone, and aligns nonverbal elements to sustain audience interest and attention.

Intermediate

Uses effective volume and rate, and aligns nonverbal elements to sustain audience interest and attention.

Early Intermediate

Uses effective volume and nonverbal elements including eye contact to sustain audience interest and attention.

Beginning

Uses effective volume to sustain audience interest and attention.

Listening: Listen critically and respond appropriately across the subject areas.

EL.06.SL.09 Relate the speaker's verbal communication, including word choice, pitch, feeling, and tone to the non-verbal message, including posture, facial expressions, and gestures.

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Advanced

Relates speaker's verbal communication, including word choice, feeling, and tone, to the nonverbal message, including facial expression and gestures.

Early Advanced

Begins to relate the speaker's verbal communication to the nonverbal message, including gestures and facial expressions.

Intermediate

Identifies speaker's purpose, or main idea of message, through speaker's word choice, feeling and nonverbal gestures.

Early Intermediate

Demonstrates awareness of speaker's purpose in verbal communication and respond through actions or simple phrases.

Beginning

Demonstrates an awareness that communication is occurring.

EL.06.SL.10 Identify the tone, mood, and emotion conveyed in oral communication.

Advanced

Identifies emotion and moods and begins to identify tone in oral communication using complex verbal responses.

Early Advanced

Identifies emotion and moods conveyed in oral communication using complex verbal responses.

Intermediate

Identifies emotion and moods conveyed in oral communication using basic verbal responses.

Early Intermediate

Identifies emotion conveyed in oral communication using both nonverbal and verbal responses.

Beginning

Identifies emotion conveyed in oral communication using nonverbal responses.

EL.06.SL.11 Restate and execute multiple-step oral directions and instructions.

Advanced

Restates and executes multiple-step oral directions and instructions.

Early Advanced

Executes multiple step directions and instructions.

Intermediate

Executes multiple step directions and instructions with visual support.

Early Intermediate

Executes simple multiple step directions with visual support.

Beginning

Executes simple single-step oral directions with visual support.

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multi-media communications across the subject areas.

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EL.06.SL.12 Identify and discuss persuasive and propaganda techniques used in television, including false and misleading information and stereotypes.

Advanced

Identifies and discusses persuasive and propaganda techniques used in television, including false and misleading information and stereotypes with teacher support.

Early Advanced

Identifies and discusses persuasive and propaganda techniques used in television, including stereotypes.

Intermediate

Identifies persuasive and propaganda techniques used in television.

Early Intermediate

Identifies persuasive techniques used in television.

Beginning

None available

EL.06.SL.13 Compare ideas and points of view expressed in broadcast, print media, and electronic media.

Advanced

Compares ideas and points of view expressed in broadcast, print media, and electronic media with teacher support.

Early Advanced

Compares ideas of familiar topics and points of view expressed in broadcast, print media, and electronic media.

Intermediate

Compares ideas on familiar topics expressed in broadcast and electronic media.

Early Intermediate

Compares ideas related to familiar topics expressed in broadcast media.

Beginning

None available

Seventh Grade

The English Language Proficiency Standards are written as pathways to the Oregon English Language Arts standards. The ELP Standards delineate the proficiency levels required to move through the levels of English-language development and are designed to supplement the ELA standards to ensure that LEP students develop proficiency in both the English language and the concepts and skills contained in the ELA standards. The levels of developing proficiency in a second language have been well documented through research and were designed to provide teachers of all types of programs clear benchmarks of progress.

Reading

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

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EL.07.RE.01 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Advanced

Reads or demonstrates progress toward reading at an independent and instructional reading level appropriate to grade level with teacher support.

Early Advanced

Reads or demonstrates progress toward reading near grade level text.

Intermediate

Reads or demonstrates progress toward reading appropriate reading level text.

Early Intermediate

Reads or demonstrates progress toward reading simplified text.

Beginning

Reads or demonstrates progress toward reading everyday and familiar words or phrases.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

EL.07.RE.02 Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

Advanced

Listens to, reads, and understands text from a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information with teacher support.

Early Advanced

Listens to, reads, and understands text from a variety of informational and narrative text, including some classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

Intermediate

Listens to, reads, and understands text from a variety of informational and narrative text, including some literary text, poetry, magazines, newspapers, reference materials, and online information.

Early Intermediate

Listens to, reads and understands familiar narrative and informational text from magazines, newspapers, or online text.

Beginning

Listens to, reads and understands basic vocabulary words that are related to concrete objects and actions from magazines, newspapers, or online text.

EL.07.RE.03 Make connections to text, within text, and among texts across the subject areas.

Advanced

Makes connections to text, within text, and among texts across the subject areas with teacher support.

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Early Advanced

Makes connections to text, within text, and among texts across the subject areas with peer and teacher support.

Intermediate

Makes connections to familiar text and among familiar texts across the subject areas.

Early Intermediate

Makes connections between simple sentences and illustrations.

Beginning

Makes connections between illustrations and related vocabulary words.

EL.07.RE.04 Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.

Advanced

Demonstrates listening comprehension of complex text through class and/or small group interpretive discussions across the subject areas with teacher support.

Early Advanced

Demonstrates listening comprehension of text through class and/or small group interpretive discussions across the subject areas.

Intermediate

Demonstrates listening comprehension of simplified text related to different subject areas.

Early Intermediate

Demonstrates listening comprehension of single words and simple sentences related to different subject areas.

Beginning

Demonstrates listening comprehension of basic vocabulary related to different subject areas.

EL.07.RE.05 Match reading to purpose--location of information, full comprehension, and personal enjoyment.

Advanced

Matches reading to purpose-location of information, full comprehension, and personal enjoyment.

Early Advanced

Matches reading to purpose-location of information, comprehension, and personal enjoyment with teacher support.

Intermediate

Matches reading to purpose-location of information, increased comprehension and personal enjoyment.

Early Intermediate

Matches reading to purpose-comprehension, and personal enjoyment.

Beginning

Matches reading to purpose-information and personal enjoyment.

EL.07.RE.06 Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

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Advanced

Understands and draws upon a variety of comprehension strategies as needed; for example, re-reading, self-correcting, summarizing, class and group guided discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

Early Advanced

Understands and draws upon a variety of comprehension strategies as needed; for example, re-reading, self-correcting, summarizing, class and group guided discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

Intermediate

Understands and draws upon a variety of comprehension strategies as needed; for example, re-reading, self-correcting, class and group guided discussions, generating and responding to questions, and comparing simple written information from other sources.

Early Intermediate

Understands and draws upon a variety of comprehension strategies as needed; for example, re-reading, self-correcting, guided discussions, comparing to other sources, asking questions, and using bilingual dictionary.

Beginning

Understands and uses a variety of comprehension strategies as needed; for example, re-reading, using bilingual dictionary, asking questions.

EL.07.RE.07 Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

Advanced

Clearly identifies specific words or wordings that are causing comprehension difficulties and uses strategies to correct.

Early Advanced

Identifies specific words or wordings that are causing comprehension difficulties and uses strategies to correct.

Intermediate

Identifies specific words or wordings that are causing comprehension difficulties and uses strategies to correct.

Early Intermediate

Uses strategies to make meaning of new vocabulary words and phrases.

Beginning

Uses strategies to make meaning of new vocabulary.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

EL.07.RE.08 Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.

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EL.07.RE.09 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.

EL.07.RE.10 Determine meanings of words using contextual and structural clues.

Advanced

Determines meanings of words using contextual and structural clues.

Early Advanced

Determines meanings of words using contextual and structural clues.

Intermediate

Determines meanings of words in a short simplified passage, using contextual clues.

Early Intermediate

Determines meanings of simple phrases and words that accompany familiar illustrations.

Beginning

Determines meanings of words that accompany familiar illustrations.

EL.07.RE.11 Demonstrate understanding of idioms and comparisons, such as analogies, metaphors, and similes, in prose (informational and literary text) and poetry.

Advanced

Demonstrates understanding of common idioms and comparisons such as analogies, metaphors and similes in prose and poetry with teacher support.

Early Advanced

Demonstrates understanding of common idioms and comparisons such as analogies, metaphors and similes in prose and poetry.

Intermediate

Demonstrates understanding of some common idioms and comparisons such as similes, metaphors in simplified prose and poetry.

Early Intermediate

Demonstrates understanding of same comparisons that are accompanied by illustrations.

Beginning

None available

EL.07.RE.12 Clarify word meanings through the use of definition, inference, example, restatement, or contrast.

Advanced

Clarifies word meaning through the use of definition, inference, example, restatement, or contrast with teacher support.

Early Advanced

Clarifies word meaning through the use definitions, examples, or restatements.

Intermediate

Clarifies word meaning in a short, simple passage of text using illustrations, simple definitions, examples, or restatements.

Early Intermediate

Clarifies word meaning in simple sentences through the use of accompanying graphics or illustrations.

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Beginning
Clarifies word meaning through the use of visuals.

EL.07.RE.13 Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary.

Advanced
Uses knowledge of common Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary with teacher support.

Early Advanced
Uses knowledge of common Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary in context-embedded text.

Intermediate
Uses knowledge of basic common Greek, Latin, and Anglo-Saxon roots and prefixes and suffixes to enhance understanding of new vocabulary.

Early Intermediate
Uses newly acquired vocabulary to determine meaning of words with similar components (e.g., build - builder).

Beginning
Understands and uses cognates to determine meaning of new words.

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

EL.07.RE.14 Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.

Advanced
Reads textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, bus routes, catalogs, technical directions, consumer, workplace, and public documents.

Early Advanced
Reads textbooks, letters, diaries, directions, procedures, magazines, essays, editorials, news stories, bus routes, catalogs, biographical sketches.

Intermediate
Reads simplified informational text, letters, diaries, directions, magazines, news stories, bus routes, catalogs, biographical sketches.

Early Intermediate
Reads simple sentences in illustrated text, directions, bus routes, catalogs.

Beginning
Reads new vocabulary words in illustrated text.

EL.07.RE.15 Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.

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Advanced

Locates information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text with teacher support.

Early Advanced

Locates information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.

Intermediate

Locates information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of near grade level text.

Early Intermediate

Locates titles, tables of contents, illustrations, captions, graphs, charts, diagrams, and tables to aid understanding of text.

Beginning

Locates titles, illustrations, captions, graphs, charts, diagrams and tables to aid understanding of simple text.

EL.07.RE.16 Locate information by using consumer product information.

Advanced

Locates information by using consumer product information.

Early Advanced

Locates information by using consumer product information.

Intermediate

Locates simple information by using consumer product information.

Early Intermediate

Locates specifically instructed vocabulary words on consumer product items or labels.

Beginning

Locates specifically instructed basic vocabulary words on consumer product items or labels. For example, weights, measures, warnings.

EL.07.RE.17 Understand and explain the use of a simple mechanical device by following technical directions.

Advanced

Understands and explains the use of a simple mechanical device by following technical directions with teacher support.

Early Advanced

Understands and explains the use of a familiar mechanical device by following technical directions and diagrams.

Intermediate

Understands and demonstrates the use of a familiar mechanical device by following directions supported by illustrations.

Early Intermediate

Understands and demonstrates the use of a familiar mechanical device by following labeled illustrated directions.

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Beginning

Understands and demonstrates the use of a familiar mechanical device by following illustrated directions.

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

EL.07.RE.18 Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.

Advanced

Identifies and/or summarizes sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections with teacher support.

Early Advanced

Identifies and/or summarizes sequence of events, main ideas, facts, supporting details and opinions in informational and practical selections.

Intermediate

Identifies and/or summarizes sequence of events, main ideas, and facts in short informational and simplified practical text.

Early Intermediate

Identifies sequence of events and main ideas in an illustrated informational or practical selection.

Beginning

Identifies sequence of events using visuals.

EL.07.RE.19 Clarify understanding of informational texts by creating outlines, graphic organizers, diagrams, logical notes, or summaries.

Advanced

Clarifies understanding of informational texts by creating outlines, graphic organizers, diagrams, notes, or summaries with teacher support.

Early Advanced

Clarifies understanding of informational texts by creating a simple outline, graphic organizer, diagrams, notes or summaries.

Intermediate

Clarifies understanding of informational texts by creating an illustration, diagram, or other graphic organizer.

Early Intermediate

Clarifies understanding of words and phrases by drawing an illustration, creating a diagram, or other graphic organizer.

Beginning

Clarifies understanding of new vocabulary by creating illustrations or graphic organizers.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.07.RE.20 Predict future outcomes supported by the text.

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Advanced
Predicts future outcomes supported by text.

Early Advanced
Predicts future outcomes supported by text.

Intermediate
Predicts future outcomes supported by short familiar text.

Early Intermediate
Predicts outcomes supported by a short familiar text.

Beginning
Predicts what happens next using visuals.

EL.07.RE.21 Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images.

Advanced
Makes valid inferences about an author's unstated meaning and conclusions about an author's stated meaning, based on facts, events, and images with teacher support.

Early Advanced
Makes inferences about an author's unstated meaning and conclusions about an author's stated meaning, based on facts, events, and images with peer and teacher support.

Intermediate
Makes conclusions about an author's stated meaning, based on facts, events, and images.

Early Intermediate
None available

Beginning
None available

EL.07.RE.22 Identify and trace the development of an author's argument, point of view, or perspective in a specific text through a graphic organizer or a summary. (Some of the skills and concepts in the preceeding standard are assessed at the classroom level and others at the state level.)

Advanced
Identifies and traces the development of an author's argument, point of view, or perspective in a specific text through graphic organizer or summary with teacher support.

Early Advanced
Identifies an author's argument or point of view in a specific text using graphic organizer or summary.

Intermediate
Identifies the author's message or point of view in a short text using a graphic organizer.

Early Intermediate
Identifies the main idea or concept of a set of related graphic organizers.

Beginning
Identifies vocabulary words that represent the main idea or concept of illustrated text.

EL.07.RE.23 Infer the main idea when it is not explicitly stated, and support with evidence from the text.

Advanced
Infers the main idea when it is not explicitly stated, and supports with evidence from the text with teacher support.

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Early Advanced
Infers the main idea and supports with evidence from the text.

Intermediate
Infers the main idea and supports with simplified text.

Early Intermediate
Identifies the topic or category of a list of related words or phrases.

Beginning
Categorizes illustrations by concept.

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

EL.07.RE.24 Determine the author's purpose and how the author's perspective influences the text.

Advanced
Determines the author's purpose and perspective and how it influences the text.

Early Advanced
Determines the author's purpose and how it influences the text with peer and teacher support.

Intermediate
Determines the author's purpose of simple passages.

Early Intermediate
Determines the purpose (i.e. entertainment, information).

Beginning
Determines the purpose (i.e. entertainment, information).

EL.07.RE.25 Differentiate between conclusions that are based on fact and those that are based on opinions.

Advanced
Differentiates between conclusions that are based on facts and those that are based on opinions in context-reduced text.

Early Advanced
Differentiates between conclusions based on facts and those based on opinions.

Intermediate
Differentiates between facts and opinions.

Early Intermediate
Identifies words that signal fact and opinion.

Beginning
Identifies words that signal fact and opinion.

EL.07.RE.26 Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect).

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Advanced

Analyzes text to determine the type and purpose of the organizational structure being used by the author: description, sequential/ chronological, categorization, prioritization, comparison/contrast, or cause and effect with teacher support.

Early Advanced

Determines the type and purpose of the organizational structure of the text: description, chronological order, categorization, comparison/contrast, or cause and effect.

Intermediate

Identifies the organizational structure used in a short text: description, chronological order, or cause and effect.

Early Intermediate

Identifies words that signal different text structures (e.g., compare/contrast: likewise, similar to unlike; sequential: first, then, next).

Beginning

Uses graphic organizers to become familiar with different organizational structures (e.g., Venn diagram, timeline, chart, graph).

EL.07.RE.27 Compare and contrast information on the same topic after reading several passages or articles.

Advanced

Compares and contrasts information on the same topic after reading some passages or articles.

Early Advanced

Compares and contrasts information on the same topic after reading a few passages or articles.

Intermediate

Compares information on the same familiar topic after reading at least two passages.

Early Intermediate

Compares two items/illustrations using visual organizers, charts, graphs, Venn diagram.

Beginning

Compares two items/illustrations using visual organizers, charts, Venn diagram.

EL.07.RE.28 Understand and analyze the differences in structure and purpose between various categories of informational text, including textbooks, newspapers, instructional manuals, essays, editorials, biographies, and autobiographies.

Advanced

Understands and analyzes the differences in structure and purpose between various categories of informational text, including textbooks, newspapers, instructional manuals, essays, editorials, biographies, and autobiographies with teacher support.

Early Advanced

Identifies the different structures and purposes in the various categories of informational text, including textbooks, newspapers, instructional manuals, essays, editorials, biographies, and autobiographies.

Intermediate

Identifies the type of information one would find in various categories of simple informational text, including from textbooks, newspapers, instructional manuals, essays, editorials, biographies, and autobiographies.

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Early Intermediate

Recognizes and names various structures found within informational texts (e.g., chapter, title, headline).

Beginning

Recognizes and names various types of basic informational texts (e.g., newspapers and textbooks).

Literature

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

EL.07.LI.01 Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.

Advanced

Listens to text and reads text to make connections and responds to historically and culturally significant works of literature that enhance the study of other subjects with teacher support.

Early Advanced

Listens to text and reads text to make connections and responds to historically and culturally significant works of literature that enhance the study of other subjects with peer and teacher support.

Intermediate

Listens to text and reads historical text to make connections to other subjects.

Early Intermediate

Listens to and reads simple illustrated historical text and connects to other subjects.

Beginning

Listens to historical text and makes connections using illustrations or graphic organizers.

EL.07.LI.02 Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

Advanced

Demonstrates listening comprehension of more complex literary text through class and/or small group interpretive discussions.

Early Advanced

Demonstrates listening comprehension of literary text through class and/or small group interpretive discussions.

Intermediate

Demonstrates listening comprehension of literary text through class and/or small group discussions.

Early Intermediate

Demonstrates listening comprehension of simple and familiar texts.

Beginning

Demonstrates listening comprehension of new vocabulary words in familiar stories.

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

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EL.07.LI.03 Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

Advanced

Identifies and/or summarizes sequence of events, main ideas, and supporting details in a non-abstract literary selection.

Early Advanced

Identifies and/or summarizes sequence of events, main ideas, and supporting details in a context-embedded text.

Intermediate

Identifies sequence of events and main ideas in a context-embedded text of simple phrases and sentences.

Early Intermediate

From a set of words, simple phrases, and illustrations, arranges sequence of events.

Beginning

Arranges a set of illustrations in order of sequence of events.

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.07.LI.04 Predict future outcomes supported by the text.

Advanced

Predicts future outcomes supported by the text.

Early Advanced

Predicts future outcomes supported by a context-embedded text.

Intermediate

Predicts future outcomes supported by text.

Early Intermediate

Predicts future outcomes using information provided through graphs, charts, and diagrams.

Beginning

Predicts future outcomes supported by using illustrations or other visuals.

EL.07.LI.05 Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s).

Advanced

Identifies events that advance the plot and determines how each event explains past or present actions or foreshadows future actions with teacher support.

Early Advanced

Identifies events that advance the plot and determines how each event explains past or present actions or foreshadowing with peer and teacher support.

Intermediate

Identifies an event that explains past or present action. Understands foreshadowing.

Early Intermediate

Arranges a series of illustrated events on a plot story line.

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Beginning

Identifies an event that explains a past or present action.

EL.07.LI.06 Analyze characterization as revealed through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

Advanced

Analyzes characterization as revealed through a character's thoughts, words, speech patterns, and actions; the narrators' description; and the thoughts, words, and actions of other characters with teacher support.

Early Advanced

Analyzes characterization as revealed through a character's thoughts, words, speech patterns and actions, the narrators' description, and the thoughts, words and actions of others with peer and teacher support.

Intermediate

Analyzes characterization as revealed through a character's thoughts, words and actions, the narrators' description, and the thoughts, words and actions of others.

Early Intermediate

Analyzes characterization by matching characteristics of characters with appropriate words, given word list.

Beginning

Analyzes characterization by matching illustrated vocabulary words to characters in an familiar narrative.

EL.07.LI.07 Identify and analyze development of themes conveyed through characters, actions, and images.

Advanced

Identifies and analyzes development of themes conveyed through characters, actions, and images in a text with teacher support.

Early Advanced

Identifies and analyzes development of themes conveyed through characters, actions, and images with peer and teacher support.

Intermediate

Identifies the theme of familiar literary text.

Early Intermediate

Identifies the theme of illustrated text.

Beginning

Identifies the theme of a series of illustrations.

EL.07.LI.08 Infer the main idea when it is not explicitly stated, and support with evidence from the text.

Advanced

Infers the main idea and supports with evidence from the text with teacher support.

Early Advanced

From a context-embedded text, infers the main idea and supports with evidence from the text with peer and teacher support.

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Intermediate
Infers the main idea from a short, simple text.

Early Intermediate
None available

Beginning
None available

EL.07.LI.09 Infer unstated reasons for actions based on events and images in the text.

Advanced
Infers unstated reasons for actions based on events and images in a text with teacher support.

Early Advanced
Infers unstated reasons for actions based on events and images in the text with peer and teacher support.

Intermediate
Infers unstated reasons for actions based on events and images in the text with peer and teacher support.

Early Intermediate
None available

Beginning
None available

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

EL.07.LI.10 Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts.

Advanced
Explains the effects of common literary devices such as symbolism, imagery, and metaphor in context-reduced literary texts.

Early Advanced
Locates examples of common literary devices such as symbolism, imagery, and metaphor in a context-embedded and context-reduced text.

Intermediate
Locates short examples of some literary devices such as metaphor and simile in simple phrases and sentences.

Early Intermediate
Matches illustrations with a short simple metaphor or simile.

Beginning
Recognizes similes in simple illustrated text.

EL.07.LI.11 Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood).

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Advanced

Evaluates how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood).

Early Advanced

Identifies literary elements in a context-reduced selection (e.g., point of view, setting).

Intermediate

Identifies literary elements in short context-embedded text.

Early Intermediate

Matches brief illustrated passages to appropriate literary element.

Beginning

Matches vocabulary words for settings with appropriate illustrations.

EL.07.LI.12 Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works.

Advanced

Identifies and analyzes in context-reduced text general themes such as bravery, loyalty, friendship, loss and loneliness that appear in many different works with teacher support.

Early Advanced

Identifies general themes such as bravery, loyalty, friendship, loss and loneliness in context-embedded text.

Intermediate

Identifies familiar themes such as bravery, loyalty, friendship, loss and loneliness in simple text.

Early Intermediate

Identifies familiar vocabulary words related to themes such as friendship, loss, and loneliness.

Beginning

Matches illustrations to vocabulary words related to feelings and emotions (e.g., "sad", "happy", "angry").

EL.07.LI.13 Differentiate among and discuss the purposes and characteristics of different forms of prose (e.g., short story, novel, essay).

Advanced

Differentiates among and discusses the purposes and characteristics of different forms of prose (e.g., short story, novel, essay).

Early Advanced

Differentiates among and discusses the purposes and characteristics of different forms of prose (e.g., short story, novel, essay).

Intermediate

Differentiates among and discusses the purposes and characteristics of different forms of prose (e.g., short story, novel, poem).

Early Intermediate

Differentiates among different forms of prose (e.g., short story, novel, poem).

Beginning

Distinguishes between different forms of text (e.g., dictionary, encyclopedia, fiction, non-fiction, poetry).

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Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

EL.07.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

Advanced

Uses a variety of strategies to prepare for writing, such as mapping outlining, grouping related ideas, using graphic organizers, and taking notes with teacher support.

Early Advanced

Uses strategies to prepare for writing, such as mapping, outlining, grouping related ideas, using graphic organizers, and taking notes with teacher support.

Intermediate

Uses a variety of graphic organizers to prepare for writing.

Early Intermediate

Brainstorms and lists words and ideas to match illustrations.

Beginning

Illustrates ideas to prepare for writing.

EL.07.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

Advanced

Discusses ideas for writing with classmates, teachers, and other writers, and develops drafts alone and collaboratively.

Early Advanced

Discusses ideas for writing with classmates, teachers, and other writers, and develops drafts alone and collaboratively.

Intermediate

Discusses ideas with classmates, teachers and/or other writers and writes paragraphs collaboratively and alone.

Early Intermediate

Discusses and collaboratively writes simple phrases and sentences based on a shared experience.

Beginning

Illustrates and discusses a shared experience with classmates and teacher.

EL.07.WR.03 Identify audience and purpose.

Advanced

Identifies audience and purpose.

Early Advanced

Identifies audience and purpose.

Intermediate

Identifies audience and purpose.

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Early Intermediate

Recognizes audience for different types of writing (e.g., cooks, scientists).

Beginning

Recognizes purposes for different types of writing (e.g., information, entertainment).

EL.07.WR.04 Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.

Advanced

Chooses the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.

Early Advanced

Compares the purposes and features of different types of writing (e.g., letter, poem, report).

Intermediate

Identifies the features of different types of writing.

Early Intermediate

Identifies the purposes of different types of writing.

Beginning

Recognizes different types of writing (e.g., letters, poems, narrative).

EL.07.WR.05 Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.

Advanced

Uses the writing process--prewriting, drafting, revising, editing, and publishing successive versions with teacher support.

Early Advanced

Uses the writing process to write short pieces independently.

Intermediate

Uses the writing process while writing short collaborative pieces.

Early Intermediate

Identifies the features of each step in the writing process.

Beginning

Recognizes that writing is a process.

EL.07.WR.06 Focus on a central idea, excluding loosely related, extraneous, and repetitious information.

Advanced

Focuses on a central idea, excluding loosely related, extraneous, and repetitious information.

Early Advanced

Focuses on a central idea, excluding loosely related, extraneous, and repetitious information.

Intermediate

Distinguishes between central idea, supporting details and unrelated information.

Early Intermediate

Identifies the central idea of illustrated text.

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Beginning

Uses words to identify the central idea of a series of illustrations.

EL.07.WR.07 Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.

Advanced

Uses a scoring guide to review, evaluate, and revise writing for meaning and clarity with teacher support.

Early Advanced

Uses scoring guide to review, evaluate and revise collaboratively.

Intermediate

Uses simplified scoring guide to self-assess.

Early Intermediate

Identifies the words used in the writing scoring guide (e.g., ideas, organization).

Beginning

Understands structure and use of scoring guides.

EL.07.WR.08 Revise drafts to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

Advanced

Revises drafts to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

Early Advanced

Works collaboratively to revise drafts.

Intermediate

Improves word choice by identifying and using synonyms and descriptive adjectives.

Early Intermediate

Logically sequences a series of simple sentences.

Beginning

Recognizes organizational structures of text (e.g., beginning, middle, end).

EL.07.WR.09 Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

Advanced

Proofreads one's own writing, and peer editing to correct for specific errors on a checklist.

Early Advanced

Edits prepared texts containing errors.

Intermediate

Collaboratively edits prepared texts containing errors.

Early Intermediate

Revises simple sentences using one rule at a time correcting for specific errors.

Beginning

Understands the vocabulary and uses punctuation (e.g., period, question mark, coma).

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Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.07.WR.10 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary to engage the interest of the reader.

Advanced

Writes for different purposes and to a specific audience or person, adjusting style and tone as necessary to engage the interest of the reader with teacher support.

Early Advanced

Writes for different purposes. Rewrites a paragraph for a specific audience.

Intermediate

Compares two passages on similar topics written for different purposes using a graphic organizer.

Early Intermediate

Connects simple passages to their intended purpose and/or audience.

Beginning

Identifies purpose in reading selections.

EL.07.WR.11 Write multi-paragraph compositions--descriptions, explanations, comparison-and-contrast papers, problem and solution essays--that:

State the thesis or purpose.

Explain the situation.

Organize the composition clearly, following an organizational pattern appropriate to the type of composition--comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

Provide evidence to support arguments and conclusions.

Advanced

Writes multi-paragraph compositions that include a thesis statement with teacher support.

Early Advanced

Using a graphic organizer, writes and organizes paragraphs that support a thesis statement.

Intermediate

Writes more than one paragraph that includes thesis or purpose.

Early Intermediate

Identifies the thesis or purpose of a short text.

Beginning

Recognizes the main idea.

Advanced

Explains the situation.

Early Advanced

Explains a situation using effective sequence and description.

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Intermediate

Explains a shared experience with peer and teacher support.

Early Intermediate

None available

Beginning

None available

Advanced

Organizes the composition clearly, following an organizational pattern appropriate to the type of composition-comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order with teacher support.

Early Advanced

Organizes a composition, following an organizational pattern appropriate to the type of composition. Chooses and completes a graphic organizer appropriate to a specific type of composition.

Intermediate

Uses graphic organizers for different organizational patterns.

Early Intermediate

Identifies different organizational patterns.

Beginning

Organizes pictures or simple sentences given models of different organizational patterns.

Advanced

Provides evidence to support arguments and conclusions.

Early Advanced

Draws a conclusion based on evidence.

Intermediate

Lists evidence to support a given argument.

Early Intermediate

Matches evidence to an appropriate argument.

Beginning

Groups similar ideas.

EL.07.WR.12 Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and/or specific examples.

Advanced

Supports all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and/or specific examples with peer and teacher support.

Early Advanced

Supports statements with anecdotes, facts and personal feelings with peer and teacher support.

Intermediate

Supports statements with facts and personal feelings.

Early Intermediate

None available

Beginning

None available

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EL.07.WR.13 Use varied word choices to make writing interesting and more precise.

Advanced

Uses varied word choices to make writing interesting and more precise with teacher support.

Early Advanced

Identifies adjectives that characterize size, shape and colors of the information described. Uses action verbs that give a good picture of the events.

Intermediate

Identifies adjectives that characterize size, shape and colors of the information described.

Early Intermediate

Uses a word map to explain how to use new words in different contexts.

Beginning

None available

EL.07.WR.14 To achieve clarity of meaning, properly place modifiers (words or phrases that describe, limit, or qualify another word).

Advanced

Places modifiers (words or phrases that describe, limit, or qualify another word) to achieve clarity of meaning with teacher support.

Early Advanced

Identifies adverbs that give character to verbs showing timing, speed, and clarify action. Adds phrases that add background information with peer and teacher support.

Intermediate

Identifies adverbs that give character to verbs showing timing, speed, and clarify action.

Early Intermediate

Fills in the blanks of open-ended sentences using modifiers.

Beginning

Uses adjectives and adverbs.

EL.07.WR.15 To convey a livelier effect, use the active voice rather than the passive voice.

Advanced

Edits a report to convey a livelier effect by using the active voice rather than the passive voice.

Early Advanced

Identifies sentences written in active voice compared to passive voice and explains how each is different.

Intermediate

Identifies sentences written in active voice and in passive voice.

Early Intermediate

Writes a sentence for each tense: present, past and future.

Beginning

None available

EL.07.WR.16 Vary sentence beginnings by using infinitives (to understand, to learn) and participles (dreaming, chosen, grown).

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Advanced

Varies sentence beginnings by using infinitives (to understand, to learn) and participles (dreaming, chosen, grown).

Early Advanced

Writes using a variety of sentences.

Intermediate

Writes using a variety of sentences.

Early Intermediate

Writes sentences using a variety of commonly used verbs.

Beginning

None available

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.07.WR.17 Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).

Advanced

Combines root words with suffixes and prefixes, spells correctly and explains how this changes the meanings.

Early Advanced

Defines the most commonly used prefixes and suffixes by giving examples of each.

Intermediate

Defines the most commonly used suffixes by giving examples of each.

Early Intermediate

Spells correctly words used frequently.

Beginning

Spells the most common pronouns, articles and conjunctions.

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.07.WR.18 Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.

Advanced

Uses interrogative pronouns to form questions from declarative statements.

Early Advanced

Uses possessive and interrogative pronouns.

Intermediate

Uses subjective and objective forms of personal pronouns.

Early Intermediate

Uses plural and singular pronouns in sentences provided by teacher.

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Beginning
Lists some pronouns.

EL.07.WR.19 Correctly use all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structures of sentences.

Advanced
Correctly uses parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structures of sentences.

Early Advanced
Identifies parts of speech in context, including the most common prepositions and conjunctions.

Intermediate
Identifies proper nouns, helping verbs along with adverbs and adjectives used in comparison, e.g., using suffixes; and superlatives (i.e., est).

Early Intermediate
Identifies subject (nouns) and verbs (action words) and uses common adjectives for color and size.

Beginning
Demonstrates knowledge of familiar and commonly used nouns.

EL.07.WR.20 Demonstrate appropriate English usage.

Advanced
Writes short sentences using common irregular verbs: past, future and past continuous tenses.

Early Advanced
Writes short sentences using regular verbs in past, future and past continuous tenses.

Intermediate
Identifies subject and verb agreement for verbs: have, will, do and can.

Early Intermediate
Identifies subject and verb agreement for plural and singular forms of the verb to be.

Beginning
Demonstrates understanding of most common word order, subject, predicate and objects.

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.07.WR.21 Use a comma after a dependent clause that introduces a sentence.

Advanced
Uses a comma after a dependent clause that introduces a sentence.

Early Advanced
Uses commas to separate independent clauses when they are joined by any of these seven coordinating conjunctions: and, but, for, or, nor, so, yet. For example: The game was over, but the crowd refused to leave.

Intermediate
Uses commas after introductory (a) clauses, (b) phrases, or (c) words that come before the main clause. For example: Well, he could not come.

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Early Intermediate

Uses commas to separate three or more words, phrases, and clauses written in a series. For example: She can't choose between Coke, Pepsi, or Fanta.

Beginning

Uses commas to separate items in a series.

EL.07.WR.22 Use appropriate internal punctuation, including commas, semicolons, and colons.

Advanced

Uses appropriate internal punctuation, including commas, semicolons, and colons.

Early Advanced

Correctly uses semi-colons for compound sentences without a conjunction.

Intermediate

Correctly uses colon for time and punctuation for numbers.

Early Intermediate

Correctly uses colon for time and punctuation for numbers.

Beginning

None available

EL.07.WR.23 Place a question mark or exclamation point inside quotation marks when it punctuates the quotation, and outside when it punctuates the main sentence.

Advanced

Places a question mark or exclamation point inside quotation marks when it punctuates the quotation, and outside when it punctuates the main sentence.

Early Advanced

Correctly uses double and single quotation marks in complete sentences.

Intermediate

Correctly uses single quotation marks in contractions and possessive case.

Early Intermediate

None available

Beginning

None available

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.07.WR.24 Use correct capitalization.

Advanced

Uses correct capitalization.

Early Advanced

Uses capitalization in nationalities, months, weekdays and abbreviations.

Intermediate

Uses capitalization in book titles, organizations, states and places.

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Early Intermediate

Uses capitalization in names of cities, people, and personal titles.

Beginning

Uses capitalization in names of cities, people, and personal titles.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.07.WR.25 Write legibly.

Advanced

Writes legibly.

Early Advanced

Writes legibly.

Intermediate

Writes legibly.

Early Intermediate

Writes legibly.

Beginning

Writes legibly.

Writing Modes: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Personal Narrative

Advanced

Writes a multiple paragraph personal narrative.

Early Advanced

Uses graphic organizer to write a personal narrative paragraph.

Intermediate

Identifies features of a personal narrative.

Early Intermediate

Uses phrases or simple sentences to explain personal narrative.

Beginning

Creates an illustrated personal narrative.

Fictional Narrative

Advanced

Writes a multiple paragraph fictional narrative.

Early Advanced

Uses a graphic organizer to write a fictional narrative paragraph.

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Intermediate
Identifies features of a fictional narrative.

Early Intermediate
Uses phrases or simple sentences to describe imaginative illustrations.

Beginning
Creates a set of imaginative illustrations.

Expository

Advanced
Writes a multiple paragraph expository essay.

Early Advanced
Uses a graphic organizer to write an expository paragraph.

Intermediate
Identifies features of expository writing.

Early Intermediate
Uses phrases or simple sentences to describe expository topic pictures.

Beginning
Assembles pictures related to expository topic.

Persuasive

Advanced
Writes a multiple paragraph persuasive essay.

Early Advanced
Uses a graphic organizer to write a persuasive paragraph.

Intermediate
Identifies features of persuasive writing.

Early Intermediate
Uses simple sentences to express opinions about pictures.

Beginning
Assembles pictures representing student's interest.

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.07.WR.26 Write fictional or autobiographical narratives:

Develop a standard plot line, including a beginning, conflict, rising action, climax, and resolution.

Develop a point of view.

Develop complex major and minor characters and a definite setting.

Use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions.

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Advanced
Writes an essay, either fictional or autobiographical that has a plot including a beginning, conflict or rising action, climax or resolution.

Early Advanced
Writes a fictional or personal narrative that includes a beginning, conflict and resolution.

Intermediate
Writes a biographical sketch in first person following a model.

Early Intermediate
Uses visuals to narrate a personal incident sequentially.

Beginning
Uses vocabulary words to identify family members, animals and school friends.

Advanced
Writes own opinion or action and contrasts that to someone else's opinion or action.

Early Advanced
Paraphrases a story or event from the newspaper using third person voice.

Intermediate
Paraphrases a story substituting themselves for one of the characters, and uses the words of the story as a writing aid.

Early Intermediate
Copies from a list of descriptive phrases those that best describe who the student is.

Beginning
Uses words that are descriptive of who the student is (i.e. student, soccer player).

Advanced
Writes a short story that includes major and minor characters and a definite setting.

Early Advanced
Writes a story including a hero or main character.

Intermediate
Paraphrases a story including its major characters and setting.

Early Intermediate
Summarizes a story including its major characters.

Beginning
None available

Advanced
Uses appropriate strategies, such as dialogue, suspense, and the naming of specific narrative action.

Early Advanced
Uses appropriate strategies, such as dialogue, suspense.

Intermediate
Uses appropriate strategies, such as dialogue.

Early Intermediate
None available

Beginning
None available

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Writing Applications: Expository Writing: Response to Literary Text (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.07.WR.27 Write responses to literature:

Develop interpretations exhibiting careful reading, understanding, and insight.
Organize interpretations around several clear ideas, premises, or images from the literary work.
Justify interpretations through use of sustained examples and textual evidence.

Advanced

Analyzes a short story: Develops interpretations exhibiting careful reading, understanding, and insight.

Early Advanced

Identifies the emotions of a character from a dramatic story, using the key words of the story.

Intermediate

Writes responses to familiar literary texts.

Early Intermediate

None available

Beginning

None available

Advanced

Organizes interpretations around several clear ideas, premises, or images from the literary work.

Early Advanced

Identifies a metaphor used in a story or poem and describes it in own words.

Intermediate

Identifies a simile used in a story or poem and rewrites a description of it.

Early Intermediate

None available

Beginning

None available

Advanced

Interprets the motives or moral of the story using examples and textual evidence.

Early Advanced

Paraphrases the message of a story or article, citing textual evidence.

Intermediate

Scans a story and finds words that describe the action or character.

Early Intermediate

Predicts the ending of a story using words chosen from the first half.

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Beginning

Identifies the words in a simple story that describes the size, color, quality or motion of a character or item in the story.

Writing Applications: Expository Writing: Research Reports/ Multi-media Presentations (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.07.WR.28 Write research reports:

Pose relevant questions about the topic.

Distinguish credible sources.

Convey clear and accurate perspectives on the subject.

Include evidence compiled through the formal research process, including use of the Reader's Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries, and other reference books.

Document sources.

Advanced

Using Bloom's taxonomy, writes questions that require synthesis or evaluation of a text or topic.

Early Advanced

Using Bloom's taxonomy, writes questions that require analysis of a text or topic.

Intermediate

Writes challenging questions for a test covering a history or school text.

Early Intermediate

Writes questions for a test covering the text of a short narrative.

Beginning

Rewrites simple sentences into questions.

Advanced

Distinguishes credible sources.

Early Advanced

Paraphrases a disclosure statement, warning on a product label, or offer to make an investment.

Intermediate

Describes the difference between an original source document and a summary of it.

Early Intermediate

Looks up books and references in a library using card catalogue.

Beginning

Uses the encyclopedia and summarizes an explanation of chosen topic.

Advanced

Conveys clear and accurate perspectives on the subject.

Early Advanced

Advocates for an opinion or a verdict.

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Intermediate

Identifies key words or phrases that identify the opinion or perspective of the author.

Early Intermediate

Identifies the purpose of a decision or choice.

Beginning

Uses the vocabulary relating to setting goals.

Advanced

Includes evidence compiled through the formal research process, including use of the Reader's Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries, and other reference books.

Early Advanced

Outlines a research report, and develops a table of contents. Lists the steps they will take and indicates the sources they will use to find information about their subject.

Intermediate

Chooses a topic and uses library reference sources to find articles, reports or news stories about their topic. Summarizes the result.

Early Intermediate

Writes down important words and concepts from a reading, explains the meaning, uses a dictionary or other reference to correct their definitions and change their answers.

Beginning

Guesses at the meaning of words not yet learned based on sounds of the word roots. Uses a dictionary and corrects the guesses they make.

Advanced

Documents sources.

Early Advanced

Records reference information.

Intermediate

Records details of bibliographical sources used.

Early Intermediate

Cites the reading they used according to a standard format.

Beginning

Writes the titles, authors, publishers and dates of publication of five books.

Writing Applications: Persuasive Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject a

EL.07.WR.29 Write persuasive compositions:

State a clear position or perspective in support of a proposition or proposal.

Describe the points in support of the proposition, employing well-articulated evidence.

Anticipate and address reader concerns and counter-arguments.

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Advanced

Writes persuasive composition: sites perspective in support of a proposal.

Early Advanced

Writes persuasive composition: sites a position in support of a position.

Intermediate

Writes a persuasive paragraph or more: sites an issue and provides facts or reasons to support it.

Early Intermediate

None available

Beginning

None available

Advanced

Describes the points in support of a proposition, employing well-articulated evidence.

Early Advanced

Describes the points supporting a proposal using clearly connected evidence.

Intermediate

Describes the points that support a position.

Early Intermediate

Writes simple explanations of feelings and preference about pictures of events or food.

Beginning

Writes and recites feeling words, such as "like," "love," "happy."

Advanced

Addresses reader concerns and counter-arguments.

Early Advanced

States possible objections to a position and writes rebuttals.

Intermediate

Writes questions to challenge conclusions of others' propositions.

Early Intermediate

Draws before and after pictures showing cause and effect using correct words (e.g., rain/wet).

Beginning

None available

Writing Applications: Summaries, Business Letters, Job Applications and Resumes, Technical Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.07.WR.30 Write summaries for a variety of informational text:

Include the main ideas and most significant details.

Use the student's own words, except for quotations.

Reflect underlying meaning, not just the superficial details.

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Advanced

Writes summary for informational text including main idea and significant details.

Early Advanced

Writes summary for informational text including main idea and significant details.

Intermediate

Identifies main idea in informational text and lists supporting details.

Early Intermediate

Identifies main idea in an informational text on a familiar topic.

Beginning

Identifies the main idea of familiar text using visuals or other nonverbal communication.

Advanced

Uses the student's own words, except for quotations.

Early Advanced

Uses the student's own words, except for quotations.

Intermediate

Uses the student's own words, except for quotations.

Early Intermediate

Uses the student's own words.

Beginning

Uses the student's own words.

Advanced

Reflects underlying meaning, not just the superficial details.

Early Advanced

Identifies most significant details and superficial details. Reflects on the difference.

Intermediate

Lists most significant details.

Early Intermediate

Identifies important details of a familiar informational text.

Beginning

None available

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

EL.07.WR.31 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

Advanced

Identifies topics; asks and evaluates questions; and develops ideas leading to investigation and research.

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Early Advanced

Identifies topics for investigation or research; formulates questions around topic; and develops ideas leading to investigation and research.

Intermediate

Identifies possible topics for research. Lists key ideas or concepts to be developed or researched.

Early Intermediate

None available

Beginning

None available

EL.07.WR.32 Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.

Advanced

Prepares note cards for a research paper. Copies and edits verbatim quotes in handwriting. Writes key facts and summarizes important conclusions. Records bibliographical information.

Early Advanced

Reads a chapter or class assignment. Demonstrates study techniques; scanning, pre-reading, reading, summarizing, underlining. Copies quotes that have "testable" information.

Intermediate

Reads an article in English, lists the unknown words, copies key sentences accurately, paraphrases the main theme.

Early Intermediate

Using bilingual texts, outlines a short article using the English words in a standard, numbered paragraphing format.

Beginning

Using bilingual texts, copies a quotation written in English, lists the key words, writes the definitions from the context or from the dictionary.

EL.07.WR.33 Check the validity and accuracy of information obtained from research, including differentiating fact from opinion, and identifying strong versus weak arguments, recognizing that personal values influence the conclusions an author draws.

Advanced

Using editorial sources, perhaps the newspaper, restates the argument by paraphrasing the author, identifies the factual statements that need to be checked, hidden agenda if any, and the author's point of view. Compares the author's opinion with own opinion.

Early Advanced

Using Internet or printed sources, finds information about an assigned topic or controversial issue. Distinguishes between facts, opinions and persuasive arguments. Describes the bias of the author.

Intermediate

Reads a short persuasive essay or speeches in English, identifies the factual statements, the opinions and intended conclusion. Evaluates how convincing the essay is compared to their own opinions.

Early Intermediate

Reads political literature or other works of opinion in both English and first language. Identifies the key persuasive words, opinions and the intention of the publication.

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Beginning

Identifies words of propaganda and advertising using newspapers and other media sources.

EL.07.WR.34 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

Advanced

Prepares an assignment using a program that requires integration of spreadsheet, photos, word processing and Internet sources. Emails the final assignment to the teacher as an attached document.

Early Advanced

Prepares an assignment using a program that requires integration of writing, graphics, copy, paste, importing photos and text from the Internet, formatting and using appropriate fonts and color.

Intermediate

Opens a publishing program, makes a poster or handbill in English using a variety of fonts, color and imported clip art. Saves, corrects, edits and prints the final product.

Early Intermediate

Opens a database program, enters the column headings and the data from a prepared assignment. Saves, correct and prints the data table.

Beginning

Opens a computer program for word processing, types a few well know words and uses the spell checker. Saves and opens files, edits and prints a short document (in English or first language) that is copied from any source chosen by the student.

EL.07.WR.35 Give credit for both quoted and paraphrased information by using a consistent format for parenthetical citations (e.g., Works Cited Entries--MLA, Reference Entries--APA).

Advanced

Includes one or more references in the final draft of an essay, showing the final name (author) with the appropriate bibliographical entry at the end of the essay.

Early Advanced

Formats entries to a bibliography, using five or more kinds of sources requiring different reference information. Uses the correct format from a list of samples provided by the teacher.

Intermediate

Demonstrates comprehension of research skills by finding information on an assigned topic and recording the title, author, date and location of publication, publisher and page numbers.

Early Intermediate

Demonstrates comprehension of research skills by finding a book or article in the library using reference sources and the Dewey Decimal System (scavenger hunt).

Beginning

Defines words relating to library science, e.g., author, encyclopedia, article, bibliography, publisher, card catalogue, index.

Speaking and Listening

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Speaking: Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.

There is no ELA standard associated with these proficiencies

Advanced

Consistently uses appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.

Advanced

Prepares and delivers presentations and reports in various content areas, including introduction, coherent transitions and appropriate conclusions

Early Advanced

Participates in and initiates more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.

Early Advanced

Prepares and delivers presentations and reports in various content areas, including introduction and appropriate conclusions.

Intermediate

Participates in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.

Intermediate

Prepares and delivers presentations and reports in various content areas, including introduction and conclusions.

Early Intermediate

Asks and answers questions by using phrases or simple sentences.

Early Intermediate

None available

Beginning

Asks and answers questions by using given patterns or simple sentences or phrases

Beginning

None available

EL.07.SL.01 Develop a focus and point of view to achieve particular purposes and to appeal to the background and interests of the audience.

Advanced

Develops a focus and point of view to achieve particular purposes and to appeal to the background and interests of the audience with teacher support.

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Early Advanced

Develops a focus and point of view to achieve particular purposes and to appeal to the interests of the audience with peer and teacher support.

Intermediate

Develops a focus and point of views to achieve a particular purpose and to appeal to the audience with peer and teacher support.

Early Intermediate

Chooses a topic to achieve a particular purpose.

Beginning

Chooses a topic to appeal to the interests of the audience.

EL.07.SL.02 Organize information, arranging details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.

Advanced

Organizes information, arranging details, reasons, descriptions, and examples effectively and persuasively in relation to the audience with teacher support.

Early Advanced

Organizes information, arranging details, reasons, descriptions and examples using scaffolds (e.g., outline, webbing).

Intermediate

Organizes main ideas, details, descriptions and examples using graphic organizers with phrases and sentences.

Early Intermediate

Organizes main ideas, details, and examples using graphic organizers, sentence frames with word banks.

Beginning

Organizes main ideas with illustrations or other graphic organizers. Uses words in labels.

EL.07.SL.03 Use traditional structures for conveying information, including cause-and-effect, similarity and difference, and posing and answering a question.

Advanced

Uses traditional structures for conveying information, including cause-and-effect, similarity and difference, and posing and answering a question.

Early Advanced

Uses, with the support of signal word bank, structures for conveying information, including cause-and-effect, similarity and difference, and posing and answering a question.

Intermediate

Uses short phrases and sentences in traditional structures for conveying information, including cause-and-effect, similarity and difference, and posing and answering a question.

Early Intermediate

Communicates with gestures, drawings, actions, single words and phrases to convey and request information.

Beginning

Communicates with gestures, drawings and actions to convey basic needs, thoughts or requests.

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EL.07.SL.04 Use a variety of descriptive and accurate words appropriate to audience and purpose.

Advanced

Uses a variety of descriptive and accurate words appropriate to audience and purpose.

Early Advanced

Uses a variety of descriptive phrases and sentences appropriate to topic and purpose.

Intermediate

Uses short phrases and sentences to describe a topic.

Early Intermediate

Uses or illustrates a selection of new vocabulary words in relationship to a concrete topic.

Beginning

Communicates with gestures, drawings and actions to convey basic needs, thoughts or requests.

EL.07.SL.05 Use correct grammar consistently.

Advanced

Uses grammar that approximates that of a non-ELL peer.

Early Advanced

Uses somewhat complex phrases and sentences.

Intermediate

Uses short phrases and sentences.

Early Intermediate

None available

Beginning

None available

EL.07.SL.06 Use speaking techniques, including voice inflection, tempo, enunciation, and eye contact for effective presentations.

Advanced

Uses speaking techniques that include voice inflection, tempo, enunciation, and eye contact for effective presentations that approximates that of non-ELL peers.

Early Advanced

Uses complete sentences to employ speaking techniques, including voice inflection, tempo, and comprehensible enunciation for effective presentation with peer and teacher support.

Intermediate

Uses short phrases and sentences along with voice inflection, tempo, eye contact and comprehensible enunciation to convey and seek information with peer and teacher support.

Early Intermediate

Uses gestures, single words and phrases along with voice inflection, to convey and seek information.

Beginning

Communicates with gestures, drawings and actions to convey basic needs, thoughts or requests.

Listening: Listen critically and respond appropriately across the subject areas.

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EL.07.SL.07 Ask questions to obtain information, including evidence to support the speaker's claims and conclusions.

Advanced

Asks questions to obtain information, including evidence to support the speaker's claims and conclusions.

Early Advanced

Asks question to obtain information about a speaker's topic.

Intermediate

Using simple phrases and sentences, asks questions to obtain clarification.

Early Intermediate

Using simple words and phrases, asks questions to obtain clarification.

Beginning

Indicates with gestures whether a speaker is understood or not.

EL.07.SL.08 Determine the speaker's attitude toward the subject.

Advanced

Determines the speaker's attitude toward the subject.

Early Advanced

Determines the speaker's attitude toward the subject.

Intermediate

Determines the speaker's basic message/topic.

Early Intermediate

Determines the speaker's topic.

Beginning

Determines the speaker's topic when it is accompanied by visuals.

EL.07.SL.09 Respond to persuasive presentations with questions, challenges, or affirmations.

Advanced

Responds to persuasive presentations with questions, challenges, or affirmations.

Early Advanced

Responds to persuasive presentations with questions, challenges, or affirmations.

Intermediate

Responds to persuasive presentations with simple questions.

Early Intermediate

Responds to persuasive presentations with simple questions.

Beginning

Responds to simple yes/no questions regarding a persuasive presentation.

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multi-media communications across the subject areas.

EL.07.SL.10 Analyze how images, text, and sound in electronic journalism affect the viewer; identify the techniques used to achieve the effects in each instance.

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Advanced

Analyzes how images, text, and sound in electronic journalism affect the viewer; identifies the techniques used to achieve the effects in each instance.

Early Advanced

Analyzes how images, text, and sound in electronic journalism affect the viewer.

Intermediate

Identifies the techniques used to achieve images and sound in electronic journalism.

Early Intermediate

Identifies the techniques used to achieve images and sound in electronic journalism.

Beginning

Demonstrates ability to access images and sound in electronic journalism.

EL.07.SL.11 Identify, analyze, and critique persuasive techniques, such as promises, dares, flattery, and glittering generalities used in oral presentations and media messages.

Advanced

Identifies and analyzes persuasive techniques, such as promises, dares, flattery, and glittering generalities used in oral presentations and media messages.

Early Advanced

Identifies and analyzes persuasive techniques, such as promises, dares, flattery, and glittering generalities used in oral presentations and media messages.

Intermediate

Determines the speaker's general topic and purpose in oral presentation and media messages.

Early Intermediate

Determines the speaker's general topic and purpose in oral presentations and media messages when accompanied by visuals.

Beginning

Determines a speaker's general subject when it is accompanied by visuals.

Eighth Grade

The English Language Proficiency Standards are written as pathways to the Oregon English Language Arts standards. The ELP Standards delineate the proficiency levels required to move through the levels of English-language development and are designed to supplement the ELA standards to ensure that LEP students develop proficiency in both the English language and the concepts and skills contained in the ELA standards. The levels of developing proficiency in a second language have been well documented through research and were designed to provide teachers of all types of programs clear benchmarks of progress.

Reading

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

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EL.08.RE.01 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Advanced

Reads and demonstrates progress toward reading at grade level with teacher support.

Early Advanced

Reads text approaching grade level with teacher support and contextualized vocabulary.

Intermediate

Uses sound/symbol relationships to read unfamiliar words. Reads high frequency words, contextualized vocabulary and language structures in text that is familiar.

Early Intermediate

Uses sound/symbol relationships in words. Reads most high frequency words, contextualized vocabulary and language structures in text which is familiar, patterned, predictable and/or language experience.

Beginning

Gains familiarity with the alphabet, sounds, rhythms and patterns of English. Uses sound/symbol relationships in words. Reads some high frequency words.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

EL.08.RE.02 Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

Advanced

Listens to, reads and synthesizes text from a wide variety of information and narrative text including literature, poetry, magazines, newspapers, reference materials, and online information.

Early Advanced

Listens to, reads and reports text from a variety of informational and narrative text including literature, poetry, magazines, newspapers, reference materials, and online information.

Intermediate

Listens to, reads and summarizes text from a variety of informational and narrative text including literature, magazines, newspapers, reference materials, and online information.

Early Intermediate

Listens to, reads and retells simple stories from a variety of informational text.

Beginning

Listens to, reads and retells simple stories from a variety of informational and narrative text using drawings, words, or phrases.

EL.08.RE.03 Make connections to text, within text, and among texts across the subject areas.

Advanced

Makes connections to text, within text, and among texts across the subject areas with teacher support.

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Early Advanced

Applies knowledge of essential concepts to make connections to text and within text.

Intermediate

Following pre-teaching of essential concepts, makes connections to texts and the subject areas.

Early Intermediate

Makes personal connection with text.

Beginning

Using non-print cues, makes personal connections with the text.

EL.08.RE.04 Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.

Advanced

Demonstrates listening comprehension of complex text through class and/or small group interpretive discussions across the subject areas.

Early Advanced

Demonstrates listening comprehension of less complex text through class and/or small group interpretive discussion across the subject areas.

Intermediate

Demonstrates listening comprehension of text through small group discussions.

Early Intermediate

Demonstrates listening comprehension of some familiar text.

Beginning

Demonstrates listening comprehension of familiar text using drawings, words, or phrases.

EL.08.RE.05 Match reading to purpose--location of information, full comprehension, and personal enjoyment.

Advanced

Matches reading to purpose with teacher support.

Early Advanced

Reads for comprehension of main ideas and supporting details and information.

Intermediate

Reads for comprehension of main ideas and information (e.g., maps, schedules, or menus).

Early Intermediate

Reads for enjoyment.

Beginning

Reads for enjoyment.

EL.08.RE.06 Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

Advanced

Understands and draws upon a variety of comprehension strategies as needed: re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, and comparing information.

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Early Advanced

With teacher support, understands and draws upon a variety of comprehension strategies as needed: re-reading, self-correcting, summarizing, class and group guided discussions, generating and responding to essential questions, and comparing information from several sources that may be provided by teacher.

Intermediate

Understands and draws upon a variety of comprehension strategies as needed: re-reading, self-correcting, summarizing, small group guided discussions, generating and responding to questions.

Early Intermediate

Understands and draws upon a variety of comprehension strategies as needed: re-reading one-on-one guided discussions, generating and responding to questions.

Beginning

Understands and draws upon a variety of comprehension strategies as needed: re-reading, generating and responding to simple questions, using drawings, words or phrases.

EL.08.RE.07 Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

Advanced

Identifies words or phrases essential to understanding text and uses strategies to demonstrate comprehension with teacher guidance.

Early Advanced

Demonstrates internalization of English by recognizing and correcting errors when reading to aid in comprehension.

Intermediate

Applies knowledge of decoding skills and academic and social vocabulary to recognize and correct some errors when reading for comprehension.

Early Intermediate

Applies knowledge of academic and social vocabulary in student's native language and English to recognize and correct some errors when reading familiar texts.

Beginning

Applies knowledge of academic and social vocabulary in student's native language to recognize the meaning of some words when reading familiar texts in English.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

EL.08.RE.08 Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.

Advanced

Recognizes obvious cognates in phrases, simple sentences, literature, and content area texts (e.g., education, educación, actualmente, actually).

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Early Advanced

Identifies cognates and false cognates in literature and texts in content areas (e.g., cognate - agonía, agony; false cognate -éxito, exit).

Intermediate

Distinguishes between cognates and false cognates in literature and texts in content areas.

Early Intermediate

Applies knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.

Beginning

None available

EL.08.RE.09 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.

Advanced

Uses multiple meaning words appropriately and applies to print.

Early Advanced

Understands words with multiple meanings.

Intermediate

Recognizes that words have multiple meanings.

Early Intermediate

None available

Beginning

None available

EL.08.RE.10 Determine meanings of words using contextual and structural clues.

Advanced

Uses more complex context clues and language structures to expand vocabulary and determine meaning when reading.

Early Advanced

Uses context clues and language structures to expand vocabulary and determine meaning when reading.

Intermediate

Uses meaning clues from print and non-print features, and simple language structure (e.g., suffix, prefix, word order) to expand vocabulary and determine meaning when reading.

Early Intermediate

Uses meaning clues (e.g., non-print features and background knowledge) as well as basic language structure (word order) to expand vocabulary when reading.

Beginning

Uses meaning clues (e.g., non-print features, realia, gestures) and background knowledge to expand vocabulary when reading.

EL.08.RE.11 Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.

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Advanced

Uses idioms and comparison such as analogies, similes and metaphors. Infers literal and figurative meaning of phrases with teacher support.

Early Advanced

Understands idioms, analogies, and metaphors. Infers literal meaning of phrases.

Intermediate

Recognizes idioms, analogies and similes.

Early Intermediate

Illustrates simple comparisons.

Beginning

None available

EL.08.RE.12 Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.

Advanced

Interprets the meaning of words and applies to literature and texts in content areas. Infers the meaning of unknown words by using knowledge gained from previously read text.

Early Advanced

Restates, compares, contrasts, gives examples of meanings of words in context, and applies this knowledge to literature and texts in content areas with teacher support. Infers the meaning of unknown words by using knowledge gained from previously read text with teacher support.

Intermediate

Defines words in context, including words with multiple meanings. Uses target words in sentences.

Early Intermediate

Defines common words within a familiar context.

Beginning

Illustrates meanings of words used in common and familiar contexts.

EL.08.RE.13 Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words, using dictionaries and thesauruses.

Advanced

Uses a dictionary to determine pronunciation, the meaning of words, and parts of speech. Uses a thesaurus to select alternate word choice. Develops an awareness of word origins.

Early Advanced

Uses a student dictionary to determine the meaning of words and parts of speech. Uses a thesaurus to select alternate word choices.

Intermediate

Uses a simple English dictionary to find the meaning of words and parts of speech, such as nouns, verbs, and adjectives.

Early Intermediate

Uses a picture dictionary, bilingual dictionary or electronic translator or simple English dictionary to find the meaning of words.

Beginning

Learns alphabetical order. Understands how to use a picture dictionary, bilingual dictionary, and electronic translator to find the meaning of words.

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Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

EL.08.RE.14 Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.

Advanced

Reads essays, historical documents, editorials, and textbooks.

Early Advanced

Reads adapted textbooks, magazines, newspapers, and consumer forms.

Intermediate

Reads adapted textbooks, informal letters, directions, ESL magazines, news stories, diaries.

Early Intermediate

Reads catalogs, adapted textbooks, informal notes and simple directions.

Beginning

Reads pictorial or graphic text.

EL.08.RE.15 Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.

Advanced

Selects, summarizes and explains informational materials found in charts, tables, diagrams, glossaries, and texts in content areas to reach supported conclusions.

Early Advanced

Selects, summarizes, information and details found in charts, tables, diagrams, glossaries or content text.

Intermediate

Identifies and summarizes information found in categories of familiar informational materials (charts, tables, diagrams, glossaries).

Early Intermediate

Uses text features such as headings, diagrams, charts, glossaries, indexes to locate and identify information in the text.

Beginning

Uses pictures, lists, charts, and tables to locate basic information.

EL.08.RE.16 Understand and explain the use of a complex mechanical device by following technical directions.

Advanced

Understands and explains the use of a complex mechanical device by following technical directions with teacher support.

Early Advanced

Understands, explains and follows technical directions (i.e., computer game).

Intermediate

Understands, explains and follows directions (i.e. recipe).

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Early Intermediate

Understands and follows directions (i.e., recipe).

Beginning

Understands and follows directions when modeled by the teacher using strategies such as T.P.R.

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

EL.08.RE.17 Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.

Advanced

Summarizes sequence of events and identifies the main idea with supporting details in short informational and practical selections. Distinguishes facts from opinions.

Early Advanced

Summarizes sequence of events and identifies the main idea with supporting details in short informational and practical selections. Identifies fact and opinion.

Intermediate

Identifies sequence of events and locates main ideas and supporting details in short, informational and practical selections with teacher support.

Early Intermediate

Locates the main idea in a simple informational text and answers factual questions.

Beginning

Draws or numbers the sequence of events in a familiar informational selection.

EL.08.RE.18 Clarify understanding of informational texts by creating detailed outlines, graphic organizers, diagrams, logical notes, or summaries.

Advanced

Applies understanding of informational texts by creating basic outlines, diagrams, charts, summaries and notes.

Early Advanced

Applies understanding of informational texts by creating diagrams, charts, summaries, and notes.

Intermediate

Applies understanding of short informational texts by creating webs, diagrams, charts, and graphs.

Early Intermediate

Applies understanding of short and simple informational texts by creating comics, Venn diagrams, semantic webbing.

Beginning

Applies understanding of familiar informational texts by creating simple illustrations.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.08.RE.19 Predict probable future outcomes supported by the text.

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Advanced

Predicts probable future outcomes supported by the text, including foreshadowing with teacher support.

Early Advanced

Utilizes foreshadowing to predict outcomes.

Intermediate

Identifies foreshadowing.

Early Intermediate

Makes predictions about events of stories on familiar topics.

Beginning

None available

EL.08.RE.20 Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection.

Advanced

Determines an author's implicit and explicit assumptions and beliefs about a subject based on evidence in selection with teacher guidance.

Early Advanced

Lists assumptions and beliefs explicitly stated.

Intermediate

Identifies explicitly stated information.

Early Intermediate

None available

Beginning

None available

EL.08.RE.21 Infer the main idea when it is not explicitly stated, and support with evidence from the text.

Advanced

Identifies main idea when it is not explicitly stated and supports with details from texts with teacher support.

Early Advanced

Identifies and explains main ideas and critical details with teacher support.

Intermediate

Reads and uses detailed sentences to explain main ideas and details.

Early Intermediate

Reads and identifies main ideas.

Beginning

Identifies main idea and some details of familiar texts using key words or phrases.

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

EL.08.RE.22 Determine the author's purpose and perspective and relate them to specific details in the text.

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Advanced

Determines the author's purpose and perspective, and relates them to specific details in the text with teacher's guidance.

Early Advanced

Identifies the author's perspective.

Intermediate

Identifies the author's purpose.

Early Intermediate

None available

Beginning

None available

EL.08.RE.23 Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text.

Advanced

Notes and analyzes instances of unsupported inferences, persuasion, and propaganda in text with teacher support.

Early Advanced

Notes instances of supported inferences, persuasion, and propaganda in text with teacher support.

Intermediate

Examines inferences in text.

Early Intermediate

None available

Beginning

None available

EL.08.RE.24 Compare and contrast information on the same topic after reading several passages or articles.

Advanced

Compares and contrasts information on the same topic after reading several passages or articles with teacher support.

Early Advanced

Compares and contrasts information on the same topic after reading two or more familiar passages or articles.

Intermediate

Using graphic organizers, compares and contrasts information on the same familiar topic after reading two or more passages or articles.

Early Intermediate

Using graphic organizers, compares and contrasts information about familiar topic.

Beginning

Compares familiar objects or events.

EL.08.RE.25 Identify and analyze text that uses proposition (statement of argument) and support patterns (e.g., editorials).

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Advanced

Identifies and analyzes text that uses proposition (statement of argument) and support patterns (e.g., editorials) with teacher support.

Early Advanced

Identifies support patterns (e.g., editorials) that support statements of proposition (statement of argument).

Intermediate

In texts about familiar topics, identifies statements of proposition (statement of argument).

Early Intermediate

None available

Beginning

None available

EL.08.RE.26 Find similarities and differences between texts in the treatment, amount and depth of coverage, or organization of ideas on a particular subject.

Advanced

Finds similarities and differences between texts in the treatment, amount and depth of coverage, or organization of ideas on a particular subject with teacher support.

Early Advanced

Finds similarities and differences between texts in the treatment or organization of ideas on a particular subject.

Intermediate

Finds similarities between two brief passages on organization of ideas.

Early Intermediate

Determines amount of coverage between two brief passages.

Beginning

None available

EL.08.RE.27 Synthesize and use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.

Advanced

Selects and uses information from a variety of consumer documents and explains a decision.

Early Advanced

Summarizes and uses information from a variety of consumer documents to solve a problem.

Intermediate

Explains and uses information from consumer documents.

Early Intermediate

None available

Beginning

None available

Literature

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Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

EL.08.LI.01 Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.

Advanced

Listens to text and reads text to make connections and responds to historically or culturally significant works of literature that enhances the study of other subjects with teacher support.

Early Advanced

Makes personal connections with historically or culturally significant work.

Intermediate

Makes personal connections with text.

Early Intermediate

None available

Beginning

None available

EL.08.LI.02 Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

Advanced

Demonstrates listening comprehension of more literary text through class and/or small-guided group interpretive discussions.

Early Advanced

Demonstrates listening comprehension of text through class and/or small-guided group interpretive discussions.

Intermediate

Demonstrates listening comprehension of text through small-guided group discussions.

Early Intermediate

Demonstrates listening comprehension of some familiar text using simple sentences.

Beginning

None available

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

EL.08.LI.03 Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

Advanced

Identifies sequence of events and/or summarizes the main ideas and supporting details of literary text.

Early Advanced

Identifies sequence of events and explains the main ideas and supporting details of literary text.

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Intermediate
Identifies sequence of events and main idea.

Early Intermediate
Identifies main ideas.

Beginning
None available

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.08.LI.04 Predict probable future outcomes supported by the text, including foreshadowing clues.

Advanced
Predicts future outcomes supported by the text.

Early Advanced
Predicts future outcomes.

Intermediate
Predicts content of text based on title.

Early Intermediate
Predicts content of text based on illustration.

Beginning
None available

EL.08.LI.05 Identify the actions and motives (e.g., loyalty, selfishness, conscientiousness) of characters in a work of fiction, including contrasting motives that advance the plot or promote the theme, and discuss their importance to the plot or theme.

Advanced
Identifies the actions and motives of characters in a work of fiction, including contrasting motives that advance the plot or promote the theme with teacher support.

Early Advanced
Identifies the actions and motives of characters in a work of fiction and relates these to the plot or theme with teacher support.

Intermediate
Describes major characters in a brief literary text by identifying their thoughts, actions, or motives with teacher support.

Early Intermediate
Describes a character.

Beginning
None available

EL.08.LI.06 Identify and analyze the development of themes in literary works based on evidence in the text.

Advanced
Identifies and analyzes the development of themes in literary works based on evidence in the text with teacher support.

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Early Advanced

Identifies the themes of a literary work based on evidence from text.

Intermediate

Identifies the theme of a familiar story.

Early Intermediate

Identifies the theme of a familiar story.

Beginning

None available

EL.08.LI.07 Infer the main idea when it is not explicitly stated, and support with evidence from the text.

Advanced

Infers main idea not implicitly stated.

Early Advanced

Identifies implicitly stated main ideas of simple texts.

Intermediate

Identifies explicitly stated main ideas of simple text.

Early Intermediate

None available

Beginning

None available

EL.08.LI.08 Infer unstated reasons for actions based on evidence in the text.

Advanced

Infers reasons for actions not stated based on evidence in the text with teacher support.

Early Advanced

Identifies explicitly stated reasons for actions.

Intermediate

Identifies reasons for actions.

Early Intermediate

Identifies actions from simple text.

Beginning

None available

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

EL.08.LI.09 Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony which define a writer's style, and use those elements to analyze and evaluate the work.

Advanced

Identifies literary devices such as symbolism, dialect, and irony and uses those elements to analyze and evaluate the work with teacher support.

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Early Advanced

Identifies and uses personification, similes and metaphors (e.g., "shine like a star", "let the cat out of the bag").

Intermediate

Recognizes similes and simple literary devices such as personification and metaphors in literature.

Early Intermediate

None available

Beginning

None available

EL.08.LI.10 Evaluate how well literary elements contribute to the overall effectiveness of a selection.

Advanced

Identifies and evaluates how well literary elements contribute to the overall effectiveness of a selection with teacher support.

Early Advanced

Identifies literary elements used in a selection.

Intermediate

Recognizes literary elements used in a selection.

Early Intermediate

None available

Beginning

None available

EL.08.LI.11 Analyze and contrast the use of point of view, such as first-person, third-person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text. (Some of the skills and concepts in the preceeding standard are assessed at the classroom level and others at the state level.)

Advanced

Describes and contrasts the use of point of view, such as first person, third person, limited and omniscient and subjective and objective in literary text with teacher support.

Early Advanced

Describes the author's point of view, such as first person, third person, limited and omniscient, in literary text.

Intermediate

Identifies the difference between first and third person.

Early Intermediate

Identifies first person.

Beginning

None available

EL.08.LI.12 Analyze the importance of the setting (place, time, customs) to the mood, tone, and meaning of the text.

Advanced

Analyzes setting (place, time, customs) and its influence on the meaning and conflict of a literary text with teacher support.

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Early Advanced
Reads and explains the setting.

Intermediate
Reads and identifies the setting.

Early Intermediate
Identifies the setting.

Beginning
Identifies community setting (e.g., park, store, post office).

EL.08.LI.13 Analyze how dialogue is used to develop characters and mood in a selection.

Advanced
Analyzes how dialogue is used to develop characters and mood in a known selection with teacher support.

Early Advanced
Briefly describes how dialogue reveals the mood in a brief narration or drama.

Intermediate
Identifies words in dialogue that describes characters in a familiar narration.

Early Intermediate
Identifies dialogue.

Beginning
None available

EL.08.LI.14 Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax, including the way in which conflicts are (or are not) addressed and resolved.

Advanced
Evaluates the structural elements of the plot including the way conflicts are or are not addressed or resolved with teacher support.

Early Advanced
Identifies elements of a plot, including its development and how conflicts are addressed and resolved.

Intermediate
Identifies the main events of the plot.

Early Intermediate
Identifies the main events of the plot.

Beginning
None available

EL.08.LI.15 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

Advanced
Identifies recurring themes across literary works, (e.g., good and evil, loyalty and betrayal).

Early Advanced
Compares and contrasts a similar theme or topic across known literary selections.

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Intermediate

Identifies similar themes or topics across known literary selections.

Early Intermediate

Identifies the major themes or topics of a familiar text.

Beginning

Identifies the major themes or topics of a familiar text using pictures, lists, charts, tables or other forms of nonverbal resources.

Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

EL.08.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

Advanced

Uses a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes with teacher support.

Early Advanced

Gathers ideas for writing topics by scanning materials, such as current periodicals and newspapers, for events of interest and by surveying items of personal interest, experiences and ideas.

Intermediate

Working cooperatively, explores techniques for generating ideas (clustering, brainstorming, cueing).

Early Intermediate

Working cooperatively, uses a variety of strategies to prepare for writing. Asks and answers the 5 W's in relation to a topic. Breaks into smaller groups or pairs to gain further practice.

Beginning

Draws a pictorial life map which represents important events in student's life. Through the use of visuals, arranges related items on a time line to collect details of events chronologically.

EL.08.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

Advanced

Completes the writing process with teacher support.

Early Advanced

Working cooperatively, discusses ideas for writing and develops a draft collaboratively. Discusses ideas for writing with others and writes a draft.

Intermediate

Following an outline, creates a draft of a paragraph.

Early Intermediate

Within a group, manipulates sentence strips to develop sequence and structure leading to paragraph construction.

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Beginning

Uses drawings, words or phrases to define ideas and subjects for potential writing (e.g., provide pictures, words, phrases and have students put them in order).

EL.08.WR.03 Identify audience and purpose.

Advanced

Writes for variety of purposes and to specific audience or person, adjusting style and tone as necessary to engage interest of reader.

Early Advanced

Determines choice of topic, vocabulary used, and details as influenced by the identified audience.

Intermediate

Chooses one topic that is narrow enough to be developed. Identifies two possible types of audiences and how the topic changes for each.

Early Intermediate

Matches and/or charts audience and purposes with pictures, words and phrases.

Beginning

Recognizes potential audiences through pictures, realia, matching, labeling, based on background knowledge.

EL.08.WR.04 Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.

Advanced

Chooses the register and form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative with teacher support.

Early Advanced

Working in cooperative groups, chooses the register and form of writing that best suits the intended purpose.

Intermediate

Following a model, gains familiarity with various writing forms and registers.

Early Intermediate

None available

Beginning

None available

EL.08.WR.05 Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.

Advanced

Follows the writing process of prewriting, drafting, revising, and editing with teacher support.

Early Advanced

Working with peers, practices using the writing process--prewriting, drafting, revising, and editing.

Intermediate

Practices the different stages--prewriting, drafting, revising and editing.

Early Intermediate

None available

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Beginning
None available

EL.08.WR.06 Focus on a central idea, excluding loosely related, extraneous, and repetitious information.

Advanced
Focuses on a central idea, excluding loosely related, extraneous, and repetitious information.

Early Advanced
Uses techniques such as clustering or webbing to narrow down broader topic.

Intermediate
Distinguishes between central ideas and extraneous information.

Early Intermediate
Demonstrates understanding of central idea through webbing or other graphic organizers.

Beginning
None available

EL.08.WR.07 Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.

Advanced
Uses a scoring guide to review, evaluate, and revise writing for meaning and clarity with teacher guidance.

Early Advanced
Uses a revising checklist provided by teacher as a guide to review and evaluate writing for meaning and clarity.

Intermediate
Develops a response sheet for group conferencing in order to evaluate student writing.

Early Intermediate
Completes a checklist of items to be incorporated in a good paragraph.

Beginning
Charts completed daily tasks and/or assignments and homework showing a simplified scoring guide.

EL.08.WR.08 Revise drafts for word choice, appropriate organization, consistent point of view- and transitions between paragraphs, passages, and ideas.

Advanced
Revises drafts for word choice, appropriate organization, consistent point of view and transitions between paragraphs, passages, and ideas with teacher guidance.

Early Advanced
Working in small groups, revises drafts of paragraphs for word choice, topic sentence and conclusion.

Intermediate
Following the reading of a paragraph, arranges scrambled comprehension sentences in order.

Early Intermediate
None available

Beginning
None available

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EL.08.WR.09 Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

Advanced

Peer edits and proofreads scoring guide.

Early Advanced

Edits and corrects basic grammatical structures and conventions of writing with teacher guidance.

Intermediate

Edits one's own writing for correct punctuation.

Early Intermediate

Corrects sentences for proper use of final punctuation, capitals, and correct spelling.

Beginning

None available

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.08.WR.10 Create compositions that engage the reader, have a clear message, a coherent thesis, and end with a clear and well-supported conclusion.

Advanced

Creates compositions that, while they may include syntactical and grammatical errors, engage the reader, have a clear message, and end with a stated conclusion.

Early Advanced

Creates simple compositions with a clear message, a stated thesis, and a conclusion.

Intermediate

Writes simple sentences that have a clear message related to a picture, drawing or visual organizer.

Early Intermediate

Writes words and simple phrases to give meaning to a picture, drawing or visual organizer.

Beginning

None available

EL.08.WR.11 Support theses or conclusions with quotations, opinions from experts, paraphrases, analogies, and/or similar devices.

Advanced

Supports theses and conclusions with quotations, opinions from experts, paraphrases, analogies, and/or similar devices, although some structural errors may be present.

Early Advanced

Supports theses or conclusions by use of short quotations, opinions of others, paraphrases, or simple analogies.

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Intermediate

Uses simple sentences to support an opinion, give the opinion of another, or paraphrase.

Early Intermediate

Uses single words or short phrases to paraphrase an idea and to express opinions.

Beginning

None available

EL.08.WR.12 Establish coherence within and among paragraphs through effective transitions and parallel structures.

Advanced

Writes two or more paragraphs that demonstrate coherence through transition sentences and parallel structures.

Early Advanced

Writes two or more paragraphs linked by transitions.

Intermediate

Writes a simple but clear and coherent paragraph.

Early Intermediate

Writes simple, complete sentences.

Beginning

None available

EL.08.WR.13 Use descriptive language that clarifies and enhances ideas by establishing tone and mood through figurative language, sensory images, and comparisons.

Advanced

Uses descriptive language including comparisons, sensory images and figurative language.

Early Advanced

Uses descriptive language including comparisons and sensory images.

Intermediate

Uses descriptive language and comparisons.

Early Intermediate

Uses simple descriptive words and phrases in simple sentences to clarify and enhance ideas.

Beginning

Demonstrates comprehension of basic descriptive vocabulary by use of gestures, drawing or actions.

EL.08.WR.14 To present a lively and effective personal style, use varied sentence types (simple, compound, complex, and compound-complex) and sentence openings.

Advanced

Uses varied sentence types (such as simple, compound, complex, and compound-complex) and sentence openings. Some structures from languages other than English may be present.

Early Advanced

Writes a variety of types of sentences and sentence openings.

Intermediate

Writes a few types of sentences.

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Early Intermediate

Writes simple, complete sentences following a model, visual organizer or parallel structure.

Beginning

None available

EL.08.WR.15 To enhance clarity and to support meaning, use parallelism in sentence construction--to present items in a series and items juxtaposed for emphasis.

Advanced

Demonstrates clarity of writing by constructing sentences that present items in a series and items juxtaposed for emphasis.

Early Advanced

Writes sentences that show comparisons and other relationships.

Intermediate

Following a model or fill-in form, writes a series of parallel sentences.

Early Intermediate

Writes simple, complete sentences following a model, visual organizer or parallel structure.

Beginning

None available

EL.08.WR.16 To indicate clearly the relationship between ideas, use subordination, coordination, appositives, and other devices.

Advanced

Utilizes a variety of types of conjunctions and phrases to create sentences that clearly indicate the relationship between ideas.

Early Advanced

Writes sentences using conjunctions and including simple phrases.

Intermediate

Using a provided list of conjunctions, writes sentences using conjunctions.

Early Intermediate

Writes simple, complete sentences following a model, visual organizer or parallel structure.

Beginning

None available

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.08.WR.17 Use correct spelling conventions.

Advanced

Uses correct spelling conventions with aid of dictionary.

Early Advanced

Recognizes misspelled words when editing and revising writing.

Intermediate

Demonstrates basic dictionary skills by developing a dictionary of frequently used words.

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Early Intermediate

Creates a list of vocabulary of known words and corresponding pictures.

Beginning

Practices writing alphabet and life skill words.

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.08.WR.18 Use consistent verb tenses.

Advanced

Maintains tense consistency in writing production.

Early Advanced

Matches correct verb tenses in sentence exercises.

Intermediate

Identifies and recognizes verb tenses showing time of an action or condition through pictures, gestures or phrases.

Early Intermediate

None available

Beginning

None available

EL.08.WR.19 Correctly use frequently misused words (among, between; fewer, less; bring, take; and good, well).

Advanced

Correctly uses frequently misused words.

Early Advanced

Corrects sample sentences for proper usage.

Intermediate

Identifies words frequently misused. Writes sample sentences correctly for reference.

Early Intermediate

Teacher models correct usage through written examples and guided practice.

Beginning

None available

EL.08.WR.20 Demonstrate appropriate English usage.

Advanced

Demonstrates appropriate English usage with teacher guidance.

Early Advanced

Demonstrates recognition of correct English usage through reading and writing appropriate to skill level.

Intermediate

Recognizes appropriate English usage and identifies correct usage when given a choice.

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Early Intermediate
None available

Beginning
None available

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.08.WR.21 Use conventions of punctuation correctly, including commas, hyphens, dashes, and semi-colons.

Advanced
Demonstrates the correct use of mechanics in writing with teacher guidance.

Early Advanced
Recognizes the proper use of conventions of punctuation.

Intermediate
Understands the visual signs of punctuation as signals of a writer's intentions.

Early Intermediate
Uses written practice sentences, correct for periods.

Beginning
None available

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.08.WR.22 Use correct capitalization.

Advanced
Uses correct capitalization.

Early Advanced
Creates own sentences to illustrate each rule.

Intermediate
Practices editing for capitalization.

Early Intermediate
Models correct capitalization.

Beginning
Correctly copies alphabet including both lower and upper case letters.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.08.WR.23 Write legibly.

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Advanced
Writes legibly.

Early Advanced
Self corrects handwriting errors.

Intermediate
Practices handwriting when completing assignments.

Early Intermediate
Gains familiarity with writing the alphabet, high frequency words, and simple sentences.

Beginning
Copies correct form of letters, words and phrases.

Writing Modes: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Personal Narrative

Advanced
Writes a personal narrative in several paragraphs, utilizing a variety of sentence structures and verb tenses, including introduction, setting, action, and conclusion.

Early Advanced
Given a choice of several prompts, writes a personal narrative of one or more paragraphs in complete sentences, using descriptive vocabulary.

Intermediate
Writes a simple narrative composed of short phrases and simple sentences organized by drawings, pictures or visual organizer.

Early Intermediate
Writes simple words or phrases to describe self in a contextualized situation such as a picture, web, fill-in form, visual organizer.

Beginning
Responds to a simple written or spoken narrative, indicating comprehension by using gestures, drawings or actions.

Fictional Narrative

Advanced
Writes a fictional narrative in several paragraphs, utilizing a variety of sentence structures and verb tenses, descriptive vocabulary, including introduction, setting, action, and conclusion.

Early Advanced
Given a choice of several prompts, writes a fictional narrative of one or more paragraphs in complete sentences, using descriptive vocabulary.

Intermediate
Writes a simple fictional narrative composed of short phrases and simple sentences organized by drawings, pictures, or visual organizer.

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Early Intermediate

Writes simple words or phrases to create a fictional narrative within a context such as a picture, fill-in form, visual organizer.

Beginning

Responds to a simple written or spoken fictional narrative, indicating comprehension by using gestures, drawings or actions.

Expository

Advanced

Writes an expository description in two or more paragraphs, utilizing a variety of sentence structures and verb tenses, descriptive vocabulary, and including introduction, main body, and conclusion.

Early Advanced

Given a choice of several prompts, writes a one paragraph description of a process, using complete sentences and some descriptive vocabulary.

Intermediate

Writes a simple list of sequential instructions composed of short phrases and simple sentences accompanied by drawings, pictures or a visual organizer.

Early Intermediate

Creates a list of sequential instructions by using pictures or drawings and writing words or simple phrases.

Beginning

Responds to a simple written or spoken list of instructions, indicating comprehension by using gestures, drawings or actions.

Persuasive

Advanced

Writes a persuasive essay of two or more paragraphs, utilizing a variety of sentence structures and verb tenses, descriptive vocabulary, including introduction, body, and conclusion.

Early Advanced

Given a choice of several prompts, writes a persuasive paragraph in complete sentences, using descriptive language.

Intermediate

Writes simple persuasive phrases and sentences to accompany a drawing, pictures, or visual organizer.

Early Intermediate

Writes words or simple phrases to describe the pros or cons of something within a context such as a picture, fill-in form, visual organizer.

Beginning

Responds to a simple written or spoken persuasive paragraph, indicating comprehension by using gestures, drawings or actions.

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

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EL.08.WR.24 Write biographical or autobiographical narratives or short stories:

Relate a clear, coherent incident, event, or situation by using well-chosen details.

Reveal the significance of, or the writer's attitude about, the subject.

Use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.

Advanced

Writes a biographical or autobiographical narrative or short story in a clear coherent way, using a variety of details.

Early Advanced

Writes a narrative of an event using some details to enhance clarity.

Intermediate

Writes a simple narrative of an event in a few phrases and short sentences.

Early Intermediate

Lists words or phrases to describe a person or event.

Beginning

Responds to a written or spoken narrative by use of drawings, gestures, or actions.

Advanced

In writing, expresses an attitude or the significance of the topic.

Early Advanced

As part of a narrative, expresses the significance of the topic or reveals an attitude about it, using a variety of vocabulary.

Intermediate

In narrative writing, simply and directly expresses the significance of the topic or describes an attitude about it.

Early Intermediate

Matches words indicating degrees of significance and a variety of attitudes with pictures, gestures or actions.

Beginning

Indicates the writer's attitude about the subject of a short written or spoken piece by drawings, gesturing or using actions.

Advanced

Incorporates a variety of narrative and descriptive strategies in the writing process, including dialogue, specific action, description, and comparison and contrast of characters with teacher support.

Early Advanced

Writes narratives that include simple dialogues, description, specific action, and comparison and contrast.

Intermediate

Writes short sentences or paragraphs including basic physical and background description. Writes simple comparison and contrast sentences.

Early Intermediate

Writes lists of words or phrases to create descriptions of people, places, and actions.

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Beginning
None available

Writing Applications: Expository Writing: Response to Literary Text (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.08.WR.25 Write responses to literature:

Demonstrate careful reading and insight into interpretations.

Connect the student's own responses to the writer's techniques and to specific textual references.

Draw supported inferences about the effects of a literary work on its audience.

Support interpretations through references to the text, other works, other authors, or to personal knowledge.

Advanced

Demonstrates careful reading by answering questions about a literary text and, with teacher support, describes interpretations of the text.

Early Advanced

Shows comprehension by answering basic questions about the interpretation and details of a literary text.

Intermediate

Writes short sentences to answer questions about details of a short literary text.

Early Intermediate

Answers simple questions about a short literature piece by using basic words or short phrases.

Beginning

Demonstrates comprehension of a short written, spoken, or dramatized piece of literature through drawings, gestures or actions.

Advanced

Connects the student's own responses to the writer's techniques and to specific textual references with teacher support.

Early Advanced

Responds to the writer's techniques, citing specific textual references.

Intermediate

Writes sentences responding to specific parts of a literary text.

Early Intermediate

Writes words or phrases to respond to a literary text.

Beginning

None available

Advanced

Identifies the inferences. Describes the effects of a literary work on its audience and supports inferences with teacher assistance.

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Early Advanced

Identifies the inferences. Describes the effects of a literary work on its audience and supports inferences with teacher assistance.

Intermediate

Picks out words and phrases from a literary text that have significant impact on the reader.

Early Intermediate

Uses single words and short phrases to describe feelings and attitudes.

Beginning

None available

Advanced

Uses a variety of means to support interpretations, including references to the text, other works, other authors, or to personal knowledge with teacher support.

Early Advanced

Supports interpretations through references to the text or other works.

Intermediate

Relates the message of a literary text to personal knowledge and/or experience.

Early Intermediate

Comments on how a literary text is like or unlike the student's personal experience.

Beginning

None available

Writing Applications: Expository Writing: Research Reports/ Multi-media Presentations (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.08.WR.26 Write research reports:

Specify a thesis.

Use a variety of primary and secondary sources, and distinguish the nature and value of each. Include important ideas, concepts, and direct quotations from significant information sources, and paraphrase and summarize different perspectives on the topic, as appropriate.

Organize and display information on charts, tables, maps, and graphs.

Document sources.

Advanced

Specifies a thesis with teacher support.

Early Advanced

Synthesizes the main idea for a report with teacher support.

Intermediate

Writes topic sentences as part of paragraph writing.

Early Intermediate

Writes simple complete sentences. Asks questions about a topic.

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Beginning
None available

Advanced
Uses a variety of primary and secondary sources for research and distinguishes the nature and value of each with teacher support.

Early Advanced
Uses a variety of sources for research. Categorizes each as either primary or secondary.

Intermediate
Uses a few sources such as encyclopedia, computer, articles, or texts to research information on a topic.

Early Intermediate
Uses a few sources such as bilingual dictionaries, computer, or texts to look up information such as word or concept definitions.

Beginning
Identifies a variety of information sources, using drawings, gestures or actions.

Advanced
Includes important ideas, concepts, and direct quotations from significant information sources, and with teacher support, paraphrases and summarizes different perspectives on the topic.

Early Advanced
Summarizes ideas and concepts from information sources.

Intermediate
Paraphrases important ideas gleaned from information sources.

Early Intermediate
Copies important words, phrases, or short quotations from a source.

Beginning
None available

Advanced
Creates graphics including title, caption, or labels.

Early Advanced
Demonstrates ability to gather information for a specific topic from graphs, tables, and diagrams.

Intermediate
Places provided information on formatted graphics.

Early Intermediate
Recognizes and interprets basic parts of graphs, tables, and diagrams such as title, heading, date and keys or legends.

Beginning
None available

Advanced
Identifies and cites sources used in research with teacher guidance.

Early Advanced
Recognizes purpose of bibliography and its contents.

Intermediate
Gains familiarity with basic research resources.

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Early Intermediate
None available

Beginning
None available

Writing Applications: Persuasive Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject a

EL.08.WR.27 Write persuasive compositions:

Include a well-defined thesis that makes a clear and knowledgeable judgment or appeal. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinions. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments.

Advanced

Writes persuasive compositions stating a clear position or perspective in support of a proposition or proposal.

Early Advanced

Working cooperatively, chooses a subject that elicits strong opinion. Writes a statement of purpose, explaining opinion or appeal.

Intermediate

Working cooperatively, lists pros and cons on a group identified topic.

Early Intermediate

Understands value judgments.

Beginning

None available

Advanced

States a clear position on a proposition or proposal; charts evidence for and against this position.

Early Advanced

Practices through discussion and writing, differences between fact and opinion statements.

Intermediate

Recognizes from written material provided, the purpose of a persuasive essay and determines the writer's focus or position.

Early Intermediate

None available

Beginning

None available

Advanced

Anticipates and addresses readers concerns and counter-arguments with teacher support.

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Early Advanced

Focuses on topic by deciding what they want readers to think. Decides if reader is sympathetic, apathetic, or opposed.

Intermediate

Clusters ideas about specific subject. Identifies 2-3 main points of support.

Early Intermediate

None available

Beginning

None available

Writing Applications: Summaries, Business Letters, Job Applications and Resumes, Technical Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.08.WR.28 Write documents related to career development, including simple business letters, job applications and resumes that:

Present information purposefully and succinctly, meeting the needs of the intended audience. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).

Advanced

Writes documents related to career development, including simple business letters, job applications and resumes that present information purposefully and succinctly, meeting the needs of the intended audience with teacher guidance.

Early Advanced

Writes documents related to career development, including simple business letters and job applications.

Intermediate

Completes simple informational documents related to career development.

Early Intermediate

Completes basic business forms that require information such as name, address, and telephone number.

Beginning

None available

Advanced

Composes documents with appropriate formatting by using word-processing skills and principles of design.

Early Advanced

Practices conventional formats for documents.

Intermediate

Demonstrates effective document organization that follows a model.

Early Intermediate

Completes forms requesting information.

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Beginning
None available

EL.08.WR.29 Write technical documents:

Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization's constitution or guidelines.
Include all the factors and variables that need to be considered.
Use formatting techniques, including headings, and changing the fonts to aid comprehension.

Advanced
Writes sequence of activities needed to explain a task or a set of rules with teacher support.

Early Advanced
Writes sequence of steps involved in operating a household object or machine, following a recipe, or building a model.

Intermediate
Writes guidelines needed to follow classroom or school rules.

Early Intermediate
None available

Beginning
None available

Advanced
Recognizes the factors and variables that need to be considered when writing a technical document with teacher guidance.

Early Advanced
None available

Intermediate
None available

Early Intermediate
None available

Beginning
None available

Advanced
Uses formatting techniques, including headings, and changing of fonts to aid comprehension.

Early Advanced
Gains familiarity with the various formatting techniques, including headings, and changing of fonts to aid comprehension.

Intermediate
Practices word processing, editing, saving and producing a hard copy.

Early Intermediate
Displays knowledge of basic keyboarding skills, increasing computer literacy through instruction.

Beginning
None available

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Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

EL.08.WR.30 Identify topics; develop high-level questions for inquiry; develop sub-questions to guide research of sub-topics.

Advanced

Identifies topics; develops high level questions for inquiry; develops sub-questions to guide research of sub-topics with teacher support.

Early Advanced

Identifies research topics; develops questions for inquiry; develops sub-questions to guide research.

Intermediate

Identifies research topics, develops simple questions for inquiry.

Early Intermediate

Asks and answers basic questions, using interrogatives and other question formats.

Beginning

Responds to basic questions through gestures, drawings or actions.

EL.08.WR.31 Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.

Advanced

Uses effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material with teacher support.

Early Advanced

Uses structured note-taking techniques, documenting both quoted and paraphrased material.

Intermediate

Takes simple notes on a topic, using a visual organizer or other structured support.

Early Intermediate

Copies lists of vocabulary and other information presented by teacher in print, on board, or screen.

Beginning

Copies lists of English vocabulary and definitions in native language.

EL.08.WR.32 Plan and conduct multiple-step information searches by using computer networks.

Advanced

Plans and conducts multiple-step information searches by using computer networks in English and/or another language.

Early Advanced

Makes a multiple-step plan for a computer network information search and conducts the research in English and/or another language with teacher support.

Intermediate

Makes a simple computer research plan, possibly using visual organizers or other organizing strategies, and uses it to conduct a computer network search in English and/or another language.

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Early Intermediate

Uses a computer to access an information source in English and/or another language.

Beginning

None available

EL.08.WR.33 Analyze the validity and reliability of primary and secondary sources, and use the information appropriately.

Advanced

Analyzes the validity and reliability of primary and secondary sources and uses the information appropriately with teacher support.

Early Advanced

Analyzes the validity and reliability of primary and secondary sources and makes decisions about which sources are best to use with teacher support.

Intermediate

Lists a variety of primary and secondary information sources with teacher support.

Early Intermediate

Lists a few information sources with teacher support.

Beginning

None available

EL.08.WR.34 Achieve an effective balance between documented researched information and original ideas.

Advanced

Achieves an effective balance between documented researched information and original ideas with teacher support.

Early Advanced

Using a visual organizer or other structure, categorizes researched information and original ideas.

Intermediate

Paraphrases information drawn from a text. Writes original ideas about the same topic.

Early Intermediate

Writes short phrases and sentences expressing original ideas. Copies information, words and phrases from a text.

Beginning

None available

EL.08.WR.35 Use appropriate methods of citation for quoted as well as paraphrased material (e.g., Works Cited Entries--MLA, Reference Entries--APA).

Advanced

Uses MLA and APA methods of citation for quoted and paraphrased material with teacher support.

Early Advanced

Uses visual organizers or other structured methods, and with teacher support, writes citations using the MLA or APA methods.

Intermediate

Locates the author, publisher, location, and copyright date of an information source.

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Early Intermediate
Indicates the author of a source by gestures or writing.

Beginning
None available

Speaking and Listening

Speaking: Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.

There is no ELA standard associated with these proficiencies

Advanced
Actively participates and initiates conversations in an academic setting.

Advanced
Effectively communicates with all audiences on a wide range of topics.

Early Advanced
Actively participates and initiates more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.

Early Advanced
Be understood when speaking, using consistent Standard English grammatical forms, pronunciation, intonation, pitch, and modulation, but may have random errors.

Intermediate
Actively participates in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.

Intermediate
Be understood when speaking, using consistent Standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).

Early Intermediate
Asks and answers questions using phrases or simple sentences.

Early Intermediate
Be understood when speaking one-on-one.

Beginning
None available

Beginning
Use some common social greetings and simple repetitive phrases (e.g., Good Morning Ms. Smith.”). Orally communicate basic needs (e.g., I need to borrow a pencil.).

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EL.08.SL.01 Develop a focus and present information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.

Advanced

Effectively communicates with all audiences on a wide range of topics.

Early Advanced

Selects a main idea and develops a brief oral presentation.

Intermediate

Responds by asking simple questions or by making brief restatement.

Early Intermediate

Begins to be understood when speaking, but may have some inconsistent use of Standard English, grammatical forms and sounds (e.g., plurals, simple past tense, and pronouns [he/she]).

Beginning

Begins to speak with a few words or short sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).

EL.08.SL.02 Outline a speech based on a chosen pattern of organization, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.

Advanced

Uses an outline to independently create a short oral presentation which includes an introduction, transitions, body and conclusion.

Early Advanced

Following an outline model which includes an introduction, body and conclusion, creates a draft of a brief oral presentation.

Intermediate

Follows an outline model to create a brief oral presentation.

Early Intermediate

Uses simple sentences to create a draft of a short oral presentation.

Beginning

None available

EL.08.SL.03 Use credible and relevant information to convey message.

Advanced

Selects credible and relevant information to convey message.

Early Advanced

Uses credible information. Conveys message using simple sentences.

Intermediate

Uses credible information and identifies relevant information to convey message about familiar and content area topics using phrases and short sentences.

Early Intermediate

None available

Beginning

None available

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EL.08.SL.04 Use feedback, including both verbal and non-verbal cues to reconsider and modify the organizational structure and to rearrange words and sentences to clarify the meaning.

Advanced

Uses feedback, including verbal and nonverbal cues, to reconsider and rearrange words, phrases, and sentences to clarify the meaning.

Early Advanced

Uses feedback, including verbal and nonverbal cues, to modify and rearrange words, phrases and sentences to clarify the meaning.

Intermediate

Uses feedback, including nonverbal cues, to modify and rearrange words, phrases and simple sentences to clarify meaning.

Early Intermediate

Using modeling for feedback, rearranges words and simple sentences to clarify meaning.

Beginning

Using modeling for feedback, rearranges words and simple sentences to clarify meaning.

EL.08.SL.05 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.

Advanced

Uses appropriate language, action verbs, details, and the active rather than the passive voice.

Early Advanced

Is understood when speaking, using consistent Standard English grammatical forms including the use of action verbs but may have random errors.

Intermediate

Is understood when speaking, using consistent Standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).

Early Intermediate

None available

Beginning

None available

EL.08.SL.06 Use appropriate grammar.

Advanced

Consistently uses appropriate tenses (past, present, future).

Early Advanced

Uses appropriate adjectives and pronouns.

Intermediate

None available

Early Intermediate

None available

Beginning

None available

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EL.08.SL.07 Use appropriate enunciation, pace, eye contact, and gestures to engage the audience during formal presentations.

Advanced

Uses appropriate enunciation, pace, eye contact and gestures when practicing for a formal presentation.

Early Advanced

Speaks clearly and comprehensibly when practicing for a formal presentation.

Intermediate

Speaks clearly and comprehensibly when working in small groups.

Early Intermediate

Speaks clearly and comprehensibly when working one-on-one.

Beginning

None available

Listening: Listen critically and respond appropriately across the subject areas.

There is no ELA standard associated with these proficiencies

Advanced

Listens to narrations, oral presentations and subject area topics and identifies the main points, supporting details and key concepts.

Early Advanced

Listens to new information across content areas and identifies the main points, supporting details and key concepts.

Intermediate

Listens and identifies main points, key details and concepts using nonverbal responses and short sentences.

Early Intermediate

Listens and identifies main points and concepts using both verbal and nonverbal responses.

Beginning

Demonstrates comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, and drawing).

EL.08.SL.08 Analyze oral presentations, including language choice and delivery, and the effect of the speaker's interpretations on the listener.

Advanced

Analyzes oral presentation, including language choice, delivery and the effect of the speaker on the listener.

Early Advanced

Interprets language choice, volume, tone and eye contact of speaker.

Intermediate

Recognizes and explains language choice, volume, tone and eye contact of speaker.

Early Intermediate

Recognizes volume, tone, and eye contact of speaker.

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Beginning
None available

EL.08.SL.09 Paraphrase a speaker's purpose and point of view, and ask relevant questions concerning the speaker's content, delivery, and purpose.

Advanced
Initiates discussion and negotiates small group discussions by questioning, soliciting information and paraphrasing.

Early Advanced
Paraphrases stories including characters, setting, and plot, summary, delivery and purpose.

Intermediate
Responds by asking simple questions or by brief restatement. Responds by restating or asking simple questions.

Early Intermediate
Asks and answers questions using phrases or simple sentences.

Beginning
Answers questions using nonverbal communication, (e.g. gestures, drawings and actions).

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multi-media communications across the subject areas.

EL.08.SL.10 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.

Advanced
Provides constructive feedback to speakers on content and delivery of speech by asking questions, challenging statements or offering examples that affirm or challenge the speaker's message.

Early Advanced
Asks questions and provides challenging statements that affirms or challenges the speaker's message.

Intermediate
Identifies the main idea and some supporting details of oral presentations using nonverbal communication. Provides feedback to the speaker.

Early Intermediate
With support, restates in phrases or simple sentences the main idea of oral presentations and using symbols or other nonverbal communication, provides feedback to speaker.

Beginning
None available

EL.08.SL.11 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).

Advanced
Identifies and explains hidden agendas, slant or biased text.

Early Advanced
Identifies why a speech is considered biased or slanted.

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Intermediate

With support, identifies and compares words or phrases in biased and non-biased or slanted and non-slanted printed material.

Early Intermediate

None available

Beginning

None available

EL.08.SL.12 Interpret and evaluate the various ways in which visual image-makers (e.g., graphic artists, illustrators, news photographers, film makers) communicate information and affect impressions and opinions.

Advanced

Interprets the various ways in which usual image-makers communicate information and affect impressions and opinions.

Early Advanced

Evaluates how visual images support text, communicate messages and affect opinions.

Intermediate

Interprets how illustrations, photographs, drawings, and support text communicate messages and affect opinions.

Early Intermediate

Demonstrates by responding to simple factual questions with phrases or simple sentences, how illustrations, photographs, and drawings communicate information.

Beginning

Shows by responding nonverbally to simple factual questions, how illustrations, photographs, and drawings communicate information.

High School

The English Language Proficiency Standards are written as pathways to the Oregon English Language Arts standards. The ELP Standards delineate the proficiency levels required to move through the levels of English-language development and are designed to supplement the ELA standards to ensure that LEP students develop proficiency in both the English language and the concepts and skills contained in the ELA standards. The levels of developing proficiency in a second language have been well documented through research and were designed to provide teachers of all types of programs clear benchmarks of progress.

Reading

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

There is no ELA standard associated with these proficiencies

Advanced

Reads a short paragraph out loud smoothly with proper intonation.

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Early Advanced

Reads a short paragraph out loud smoothly with teacher support.

Intermediate

Reads a short paragraph out loud smoothly with teacher support.

Early Intermediate

Repeats and reads words and phrases out loud.

Beginning

Repeats and reads isolated words and common phrases out loud.

EL.HS.RE.01 Read at an independent and instructional reading level appropriate to grade level.

Advanced

Applies knowledge of academic and social vocabulary to achieve independent reading.

Early Advanced

Uses knowledge of vocabulary, both academic and social, to read independently.

Intermediate

Uses knowledge of vocabulary, both academic and social, to read independently.

Early Intermediate

Reads simple paragraphs and passages independently that use basic vocabulary.

Beginning

Recognizes some words and phrases and knows their meanings.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

There is no ELA standard associated with these proficiencies

Advanced

Applies knowledge of academic and social vocabulary while reading and comprehending independently grade appropriate material with teacher support.

Early Advanced

Reads and comprehends written material using context and prior knowledge with teacher support.

Intermediate

Interacts independently with a variety of academic print using sight words, dictionaries, and short simple sentences.

Early Intermediate

Demonstrates recognition of words, phrases and word/object correlation from previously learned materials.

Beginning

Recognizes and identifies pictures and symbols to determine meaning of basic classroom routines using dictionaries and visual organizers.

EL.HS.RE.02 Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

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Advanced

Listens to, reads, and understands text from a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information with teacher support.

Early Advanced

Listens to, reads and summarizes text from a variety of informational and narrative text including literature, magazines, newspapers, reference materials, and online information using sentences with teacher support.

Intermediate

Listens to, reads and outlines text from a variety of informational and narrative text including literature, poetry, magazines, newspapers, reference materials, and online information, using more complex sentences with teacher support.

Early Intermediate

Listens to, reads and retells simple stories from a variety of informational and narrative text including literature, magazines, newspapers, and online information using simple sentences.

Beginning

Listens to, reads and retells simple stories from a variety of informational and narrative text using drawings, words, or phrases.

EL.HS.RE.03 Make connections to text, within text, and among texts across the subject areas.

Advanced

Makes connections to text, within text, and among texts across the subject areas with teacher support.

Early Advanced

Makes connections to text, within text, and among texts across the subject areas with teacher support.

Intermediate

Following pre-teaching of essential concepts, makes connections to and within texts across the subject areas.

Early Intermediate

Using familiar text, makes connections between personal life and text.

Beginning

Using familiar text, makes connections between personal life and text.

EL.HS.RE.04 Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.

Advanced

Demonstrates listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.

Early Advanced

Demonstrates listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.

Intermediate

Demonstrates listening comprehension of text through class and/or small group discussions across the subject areas.

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Early Intermediate

Demonstrates listening comprehension of some familiar text across the subject areas using simple sentences.

Beginning

Demonstrates listening comprehension of familiar text using drawings, words, or phrases.

EL.HS.RE.05 Match reading to purpose--location of information, full comprehension, and personal enjoyment.

Advanced

Matches reading to purpose: location of information, full comprehension, and personal enjoyment.

Early Advanced

Matches reading to purpose: location of information, full comprehension, and personal enjoyment.

Intermediate

Matches reading to purpose: location of information, full comprehension, and personal enjoyment.

Early Intermediate

Matches reading to purpose: location of information, comprehension, and personal enjoyment.

Beginning

Matches reading to purpose: location of information and personal enjoyment.

EL.HS.RE.06 Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

Advanced

Understands and draws upon a variety of comprehension strategies as needed: re-reading, self-correcting, summarizing, class and guided group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

Early Advanced

Understands and draws upon a variety of comprehension strategies as needed: re-reading, self-correcting, summarizing, class and group guided discussions, generating and responding to essential questions, making predictions, and comparing information from several sources that may be provided by teacher.

Intermediate

Understands and draws upon a variety of comprehension strategies as needed: re-reading, self-correcting, summarizing, class and small group guided discussions, generating and responding to questions, making predictions, and comparing information provided by teacher.

Early Intermediate

Understands and draws upon a variety of comprehension strategies as needed: re-reading, self-correcting, summarizing, small group guided discussions, generating and responding to questions, making predictions using simple sentences.

Beginning

Understands and draws upon a variety of comprehension strategies as needed: re-reading, self-correcting, generating and responding to simple questions, using drawings, words, or phrases.

EL.HS.RE.07 Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

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Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

There is no ELA standard associated with these proficiencies

Advanced

Uses knowledge of affixes, roots and increased vocabulary to interpret the meaning of words in literature and content area texts.

Early Advanced

Uses knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.

Intermediate

Uses knowledge of simple morphemes, phonics, synonyms, and antonyms to interpret the meaning of unknown words.

Early Intermediate

Recognizes simple suffixes (educate, education), prefixes (dislike), synonyms (big, large), and antonyms (hot, cold).

Beginning

None available

EL.HS.RE.08 Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.

Advanced

Interprets words appropriately that sometimes have multiple meanings and applies this knowledge consistently to literature and texts in content areas.

Early Advanced

Recognizes that words sometimes have multiple meanings and applies this knowledge to understanding written texts.

Intermediate

Recognizes that words sometimes have multiple meanings and applies this knowledge to understanding written texts.

Early Intermediate

Recognizes that words sometimes have multiple meanings.

Beginning

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

EL.HS.RE.09 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.

There are no proficiencies related to this standard.

EL.HS.RE.10 Determine meanings of words using contextual and structural clues.

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Advanced

Determines meanings of words using contextual and structural clues without referring to outside resources (e.g., textbook).

Early Advanced

Uses contextual and structural clues to determine meanings of unknown words using textbook to find information (e.g., glossary, margin notes, table of contents, index).

Intermediate

Uses contextual and structural clues to determine meanings of unknown words using textbook (e.g., glossary, margin notes, table of contents).

Early Intermediate

Uses contextual and structural clues to determine meanings of unknown words with teacher support.

Beginning

Uses contextual and structural clues to determine meanings of unknown words with teacher support.

EL.HS.RE.11 Identify and use the literal and figurative meanings of words and phrases.

Advanced

Identifies and uses literal and figurative meanings of words and phrases using contextual clues.

Early Advanced

Uses contextual and structural clues to determine meanings of words and to develop other reading strategies.

Intermediate

Recognizes that words have multiple meanings (literal and figurative) within context provide

Early Intermediate

Examines literary devices (dialogue, rhyme) through spoken language and simple printed sentences.

Beginning

Recognizes dialogue, and rhyme through spoken language and simple printed sentences.

EL.HS.RE.12 Distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words.

Advanced

Demonstrates familiarity with the denotative and connotative meanings of words, and interprets the connotative power.

Early Advanced

Demonstrates familiarity between the denotative and connotative meanings of words, and recognizes the connotative power.

Intermediate

Defines words denotatively and connotatively and understands about connotative power with teacher support.

Early Intermediate

Defines words denotatively and connotatively with teacher support.

Beginning

Finds definitions of words.

EL.HS.RE.13 Use general dictionaries, specialized dictionaries, glossaries, thesauruses, or related references to increase vocabulary.

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Advanced

Independently uses dictionaries, glossaries, thesauruses, or related references to perform academic tasks.

Early Advanced

Skims and scans for key information in reading materials with familiar vocabulary and context, uses dictionaries, locates and evaluates informational texts.

Intermediate

Locates and uses reference materials with teacher support.

Early Intermediate

Uses a variety of informational material and reference with teacher support.

Beginning

Uses dictionaries and other informational sources.

Advanced

Uses a standard dictionary to determine meaning of unknown words.

Early Advanced

Uses standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings).

Intermediate

Uses standard dictionary to derive meaning of unknown vocabulary.

Early Intermediate

Uses a dictionary to derive meanings of unknown vocabulary. Understands layout of a dictionary.

Beginning

Uses a picture dictionary and other informational sources to derive meaning of unknown vocabulary. Memorizes alphabet.

EL.HS.RE.14 Understand technical vocabulary in subject area reading.

Advanced

Understands familiar words of technical vocabulary in subject area reading with contextual support and explores unfamiliar words.

Early Advanced

Acquires technical vocabulary using all various for contextual support.

Intermediate

Acquires technical vocabulary in subject area reading using graphs, charts, diagrams, charts, glossary, dictionary and index.

Early Intermediate

Locates basic information using graphs, diagrams, and headings.

Beginning

Within context, locates information using graphs, charts and diagrams.

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

There is no ELA standard associated with these proficiencies

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Advanced
None available

Early Advanced
None available

Intermediate
Understands and orally explains most multi-step directions for simple mechanical devices and for simple applications.

Early Intermediate
Identifies and follows some multi-step directions for simple mechanical devices and basic forms.

Beginning
Understands and follows simple multi-step oral directions of classroom or work-related activities.

EL.HS.RE.15 Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.

Advanced
Reads essays, historical documents, editorials, and textbooks.

Early Advanced
Reads textbooks, magazines, newspapers, and consumer forms.

Intermediate
Reads simple textbooks, informal letters, directions, magazine articles written with controlled vocabulary, brief news stories, and diaries.

Early Intermediate
Reads catalogs, short biographical sketches, adapted textbooks, informal notes and simple directions.

Beginning
Reads pictorial, graphic or contextualized texts, (e.g., bus routes).

EL.HS.RE.16 Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.

Advanced
Synthesizes familiar information found in a variety of informational texts and draws conclusions from the selected facts, independently and with contextual support.

Early Advanced
Synthesizes information from charts, tables, diagrams and glossaries to elaborate conclusions with teacher support.

Intermediate
Synthesizes information from charts, graphs, tables, diagrams, glossaries, or related grade-level material and begins to elaborate conclusions related to own experience with teacher support.

Early Intermediate
Extracts information from visual materials and provides at least one conclusion from the material.

Beginning
Uses pictures, lists, charts, and tables to identify the vocabulary used in different settings to get information.

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EL.HS.RE.17 Analyze the structure and format of job and consumer-related materials, including the graphics and headers, and explain how the features support the intended purposes.

Advanced

Analyzes the structure and format of job and consumer-related information materials and how the features support the intended purpose, with contextual support.

Early Advanced

Reads and analyzes the affect of patterns of organization, repetition of key ideas, syntax, and word choice and how the features explain the intended purpose with contextual support.

Intermediate

Reads and identifies the structure and format of workplace documents (e.g., graphics and headers) and gives one brief example of how authors use features to achieve purpose.

Early Intermediate

Uses simple sentences to orally identify the structure and organization of workplace documents (e.g., format, graphics and headers).

Beginning

Uses pictures, lists, charts, and tables to identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts).

There is no ELA standard associated with these proficiencies

Advanced

Analyzes the features and rhetorical devices of different types of public documents and how the authors use these features and devices.

Early Advanced

Analyzes the structure and format of workplace documents and how authors use these to achieve their purposes.

Intermediate

Reads and uses simple sentences to orally identify the features of rhetorical devices of simple excerpts of public and workplace documents and content text.

Early Intermediate

Reads and orally identifies a few specific facts in simple expository text such as consumer and workplace documents and content area text.

Beginning

Recognizes a few specific facts in familiar expository texts such as consumer, workplace documents and content area texts.

EL.HS.RE.18 Demonstrate sophisticated use of technology by following directions in technical manuals (e.g., those found with graphing calculators and specialized software programs and in access guides to World Wide Websites on the Internet).

Advanced

Demonstrates sophisticated use of technology by following directions in technical manuals (e.g., those found with graphing calculators and specialized software programs and in access guides to World Wide Websites on the Internet) with teacher support.

Early Advanced

Demonstrates the use of technology by following directions in technical manuals (e.g., those found with graphic calculators and software programs and in access guides to the World Wide Web sites).

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Intermediate

Demonstrates the use of technology by following simple directions in manuals with teacher and contextual support.

Early Intermediate

Demonstrates the use of technology by following simple directions in manuals with teacher and contextual support.

Beginning

Follows simple directions, supported by pictures or other graphics, to access and use devices of modern technology.

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

EL.HS.RE.19 Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.

Advanced

Identifies and/or summarizes sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections with teacher support.

Early Advanced

Identifies opinions, summarizes sequence of events, and explains the main ideas and supporting details of informational and practical texts.

Intermediate

Identifies opinions, sequence of events and uses detailed sentences to explain main ideas and details of informational and practical texts.

Early Intermediate

Identifies the sequence of events, main ideas and some details of familiar informational and practical texts using key words or phrases.

Beginning

Identifies the sequence of events from simple informational and practical texts using pictures, lists, charts, and tables.

EL.HS.RE.20 Clarify understanding of informational texts by creating sophisticated outlines, graphic organizers, diagrams, logical notes, or summaries.

Advanced

Clarifies understanding of informational texts by creating outlines, graphic organizers, diagrams, notes, or summaries with teacher support.

Early Advanced

Clarifies understanding of informational texts by creating webs, diagrams, semantic webbing, charts, tables, or summaries.

Intermediate

Clarifies understanding of informational texts by creating webs, diagrams, semantic webbing, charts, or tables.

Early Intermediate

Clarifies understanding of short and simple informational texts by creating comics, Venn diagrams, semantic webbing, charts, or tables.

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Beginning

Clarifies understanding of familiar informational texts by creating simple illustrations, charts, tables, or Venn diagrams.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.HS.RE.21 Predict probable future outcomes supported by the text.

Advanced

Identifies details of informational, literary, and text materials in content areas and predict outcomes supported by textual clues.

Early Advanced

Reads and uses detailed sentences to explain main ideas and details of informational, literary, and text materials in content areas and predict outcomes based on textual clues.

Intermediate

Reads and uses sentences to explain main ideas and details of informational, literary, and text materials in content areas and predict outcomes.

Early Intermediate

Makes predictions about events of stories on familiar topics.

Beginning

Orders events in a storyboard.

There is no ELA standard associated with these proficiencies

Advanced

Applies knowledge of language to achieve meaning/comprehension from informational materials, literary text, and text in content areas.

Early Advanced

Applies knowledge of language to achieve meaning/comprehension from informational materials, literary texts, and texts in content areas.

Intermediate

Reads and uses detailed sentences to orally identify main ideas and uses them to make predictions about informational, literary text, and text in content areas.

Early Intermediate

Uses simple sentences to orally identify the structure and format of workplace documents (e.g., format, graphics and headers).

Beginning

Identifies main ideas and some details of familiar literature and informational materials/ public documents (e.g., newspaper, brochures) using key words or phrases.

There is no ELA standard associated with these proficiencies

Advanced

Analyzes how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content areas.

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Early Advanced

Reads and analyzes how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.

Intermediate

Uses detailed sentences to orally identify two to three examples of how clarity of text is affected by repetition of key ideas and syntax.

Early Intermediate

Reads and orally responds to simple literary text and text in content areas by answering factual comprehension questions using simple sentences.

Beginning

Identifies main ideas and some details of familiar literature and informational materials/ public documents (e.g., newspaper, brochures) using key words or phrases.

EL.HS.RE.22 Infer an author's unstated meaning and draw conclusions about an author's stated meaning based on facts, events, images, patterns or symbols found in text.

Advanced

Infers an author's unstated meaning and draws conclusions about an author's stated meaning based on facts, events, images, patterns found in text, with teacher support.

Early Advanced

Infers an author's unstated meaning and draws conclusions about an author's stated meaning based on facts, events, images, patterns found in text with teacher support.

Intermediate

Reads and examines simply written allegorical stories with teacher support.

Early Intermediate

Reads and examines simply written allegorical stories with teacher support.

Beginning

Relates symbols to one's personal life (e.g., what animal would you be?).

EL.HS.RE.23 Make reasoned assertions about an author's arguments by using elements of the text to defend and clarify interpretations.

Advanced

Makes determinations about an author's arguments by using elements of the text to defend and clarify interpretations with teacher support.

Early Advanced

Determines author's arguments based on elements of the text and clarifies interpretations.

Intermediate

Determines author's arguments about a subject using explicitly stated information from a given passage.

Early Intermediate

Determines author's explicit assumptions about a subject, given a brief passage.

Early Intermediate

Recognizes author's arguments about a subject, given a brief passage.

Beginning

Relates symbols from a graphic or simple text to one's personal experience.

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EL.HS.RE.24 Analyze implicit relationships, such as cause-and-effect, sequence-time relationships, comparisons, classifications, and generalizations.

Advanced

Analyzes implicit relationships, such as cause-and-effect, sequence-time, comparisons, classifications, and generalizations with teacher support.

Early Advanced

Orally and in writing, analyzes relationships such as cause-effect, sequence-time, comparisons, and classifications.

Intermediate

Uses detailed sentences to explain relationships such as cause-effect, sequence-time.

Early Intermediate

Identifies cause-effect, sequence-time relationship of familiar objects or events using words or phrases.

Beginning

Identifies cause-effect relationship of familiar objects or events by pointing, labeling or using graphics.

EL.HS.RE.25 Infer the main idea when it is not explicitly stated, and support with evidence from the text.

Advanced

Infers main idea when it is not explicitly stated, and supports main idea with details from texts.

Early Advanced

Identifies and explains the main ideas and critical details of informational materials, literary texts, and text in content areas.

Intermediate

Reads and uses detailed sentences to orally explain main ideas and details of informational, literary, and text materials in content areas.

Early Intermediate

Reads and identifies main ideas and details of informational materials, literary text and text in content areas using simple sentences.

Beginning

Identifies main ideas and some details of familiar texts using key words or phrases.

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

EL.HS.RE.26 Draw conclusions about the author's purpose based on evidence in the text.

Advanced

Determines the author's purpose and perspective and relates them to specific details in the text with teacher's guidance.

Early Advanced

Determines author's purpose and identifies author's perspective from provided list of appropriate words. Relates purpose and perspective to details in text.

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Intermediate

Identifies the author's purpose and relates it to specific details in the text.

Early Intermediate

Selects the author's purpose from a provided list of appropriate words.

Beginning

Identifies author's purpose by matching, labeling, drawing.

EL.HS.RE.27 Differentiate among reasoning based on fact versus reasoning based on opinions, emotional appeals, or other persuasive techniques.

Advanced

Differentiates among reasoning based on fact versus reasoning based on opinions, emotional appeals, or other persuasive techniques with teacher support.

Early Advanced

Defends positions with relevant evidence and logical reasoning as stated in informational texts.

Intermediate

Identifies reasoning based on fact from selected texts across various subject areas using such rhetorical devices as case study and analogy.

Early Intermediate

None available

Beginning

None available

EL.HS.RE.28 Evaluate if and how the author uses authoritative sources to establish credibility for arguments, proposed actions, or policies.

Advanced

Evaluates if and how the author uses authoritative sources to establish credibility for arguments, proposed actions, or policies with teacher support.

Early Advanced

Explains author's credibility by the use of credible sources in support of arguments or proposed actions.

Intermediate

Identifies unsupported inferences and persuasion in text using resources in the text (such as ideas, illustrations, titles).

Early Intermediate

None available

Beginning

None available

EL.HS.RE.29 Compare and contrast information on the same topic after reading several passages or articles.

Advanced

Compares and contrasts information on the same topic after reading several passages or articles with teacher support.

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Early Advanced

Compares and contrasts information on the same topic after reading two or more familiar passages or articles.

Intermediate

Using graphic organizers, compares and contrasts information on the same familiar topic after reading at least two or more passages or articles.

Early Intermediate

Using graphic organizers, compares information on the same familiar topic after reading at least two brief passages or articles.

Beginning

Compares familiar objects or events using charts, tables or other non-verbal resources.

EL.HS.RE.30 Evaluate the logic, unity, and consistency of text.

Advanced

Evaluates the logic, unity and consistency of text with teacher support.

Early Advanced

Explains how a text shows logic and consistency.

Intermediate

None available

Early Intermediate

None available

Beginning

None available

EL.HS.RE.31 Evaluate an author's argument or defense of a claim by evaluating the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent or bias affects the structure and tone of the text (e.g., in professional journals, sports journals, editorials, political speeches, primary source material).

Advanced

Evaluates an author's argument or defense of a claim by evaluating the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent or bias affects the structure and tone of the text with teacher support.

Early Advanced

Explains how an author makes an argument by evaluating the relationship between generalizations and evidence, author's intent or bias.

Intermediate

Identifies the relationship between generalizations and evidence and how the author's intent or bias affects the tone of a text.

Early Intermediate

None available

Beginning

None available

EL.HS.RE.32 Evaluate the logic of documents (e.g., directions for assembly of an item, applications), examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

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Advanced

With teacher support, evaluates the logic of documents (e.g., directions for assembly of an item, applications), examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Early Advanced

Examines the sequence of information and procedures in documents containing directions (e.g., assembly of an item) in anticipation of possible reader misunderstandings.

Intermediate

Identifies statements in documents containing directions (e.g., assembly of an item) that may lead to possible reader misunderstandings.

Early Intermediate

None available

Beginning

None available

EL.HS.RE.33 Generate relevant questions about readings on issues that can be researched.

Advanced

Applies knowledge of other subject-specific classes and generates relevant questions about readings on issues that can be researched.

Early Advanced

Locates and evaluates a variety of informational texts for research purposes with contextual support.

Intermediate

Elaborates more detailed subject-specific tasks with teacher and contextual support.

Early Intermediate

None available

Beginning

Uses pictures, lists, charts, and tables to identify the factual components of informational materials in which the student can draw meaning.

EL.HS.RE.34 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

Advanced

Synthesizes the content from several sources or works by a single author dealing with a single issue; paraphrases the ideas and connects them to other sources and related topics to demonstrate comprehension with teacher support.

Early Advanced

Paraphrases the ideas of two or more texts on a single topic and connects them to other sources and related topics to demonstrate comprehension.

Intermediate

Reads and uses more detailed sentences to describe relationships between two or more texts on the same topic to demonstrate comprehension.

Early Intermediate

Reads and identifies relationships between two written texts on the same issue and their own experience using simple sentences to demonstrate comprehension.

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Beginning

Identifies relationships between two simple texts on a single issue read to them and their own experiences using key words and/or phrases.

EL.HS.RE.35 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

Advanced

Extends ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration with teacher support.

Early Advanced

Elaborates on ideas presented in primary or secondary sources.

Intermediate

Paraphrases and extends ideas presented in primary or secondary sources.

Early Intermediate

Lists ideas about a single topic found in simple primary or secondary texts.

Beginning

None available

Literature

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

EL.HS.LI.01 Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.

Advanced

Listens to and reads detailed sentences to respond to a variety of works, including fiction, nonfiction, poetry, drama, short story, essay, novel, from a variety of cultures and time periods.

Early Advanced

Listens to and reads sentences to respond to comprehension questions taken from forms of brief prose (e.g., short story, essay) from a variety of cultures.

Intermediate

Identifies the major characteristics of short story, novel, poetry, drama, fiction and nonfiction and makes connections to a variety of literary works from a variety of cultures and time periods.

Early Intermediate

Distinguishes among poetry, drama, and short stories from a variety of cultures, using simple sentences. Uses pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends from a variety of cultures.

Beginning

Distinguishes between fiction and nonfiction using one- or two-word responses. Uses pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.

EL.HS.LI.02 Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

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Advanced

Demonstrates listening comprehension of more complex literary text through class and/or small guided group interpretive discussions.

Early Advanced

Demonstrates listening comprehension of literary text through class and/or small-guided group interpretive discussions.

Intermediate

Demonstrates listening comprehension of literary text through class and/or small-guided group discussions.

Early Intermediate

Demonstrates listening comprehension of some familiar literary text using simple sentences.

Beginning

Demonstrates listening comprehension of familiar literary text using drawings, words, or phrases.

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

There is no ELA standard associated with these proficiencies

Advanced

Orally responds to factual comprehension questions taken from two forms of literature (brief excerpts from a comedy and tragedy) using simple sentences.

Early Advanced

Applies knowledge of language to analyze and derives meaning/ comprehension from literary texts.

Intermediate

Reads and uses detailed sentences to orally respond to factual comprehension questions taken from three forms of literature.

Early Intermediate

Responds to factual comprehension questions taken from two forms of literature (brief excerpts from a comedy and tragedy) using simple sentences.

Beginning

Identifies the beginning, middle, and end of a simple literary text.

EL.HS.LI.03 Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

Advanced

Identifies sequence of events and summarizes the main ideas and supporting details in literary selections.

Early Advanced

Identifies sequence of events and explains the main ideas and critical details of literary texts.

Intermediate

Reads and uses detailed sentences to orally describe the sequence of events in literary texts.

Early Intermediate

Identifies sequence of events, main ideas and some details of familiar texts, using key words or phrases.

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Beginning

Uses pictures, lists, charts, and tables to identify the sequence of events from simple literary texts.

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.HS.LI.04 Predict probable future outcomes supported by the text, including foreshadowing clues.

Advanced

Predicts future outcomes supported by the text.

Early Advanced

Predicts outcomes supported by the text using more complex sentences.

Intermediate

Predicts outcomes supported by the text using sentences.

Early Intermediate

Predicts outcomes supported by the text using simple sentences.

Beginning

Predicts outcomes supported by the text using pictures, drawings or words.

EL.HS.LI.05 Analyze interactions between characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and how these interactions affect the plot.

Advanced

Identifies the actions and motives of characters in a work of fiction, including contrasting motives that advance the plot or promote the theme with teacher support.

Early Advanced

Identifies the actions and motives of characters in a work of fiction and relates these to the plot or theme.

Intermediate

Describes major characters in a brief literary text by identifying their thoughts, actions, or motivations and relate these to the plot.

Early Intermediate

Describes a character in a brief literary text by identifying the thoughts and actions of the character, using simple sentences.

Beginning

Using pictures, lists, charts, and tables, identifies contrasting actions (good/bad) of major characters from simple literary texts read aloud.

EL.HS.LI.06 Identify themes in literary works, and provide support for interpretations from the text.

Advanced

Identifies themes in literary works and provides support for interpretations from the text with teacher support.

Early Advanced

Identifies the development of themes of literary works based on evidence in the text.

Intermediate

Identifies the themes of a literary work based on evidence from text.

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Early Intermediate

Choosing from a provided list of key words or phrases, identifies the theme of a familiar story.

Beginning

None available

EL.HS.LI.07 Infer the main idea when it is not explicitly stated, and support with evidence from the text.

Advanced

Infers main ideas not implicitly stated and supports with evidence from text with teacher support.

Early Advanced

Identifies explicitly and implicitly stated main ideas of simple literary texts and supports with evidence from text.

Intermediate

Identifies explicitly and implicitly stated main ideas of simple literary texts and uses them to draw inferences about written text.

Early Intermediate

Identifies explicitly stated main ideas of simple literary texts and uses them to draw inferences about written text using simple sentences.

Beginning

Choosing from a provided list of key words or phrases, identifies main ideas and some details of familiar texts.

EL.HS.LI.08 Identify and analyze unstated reasons for actions or beliefs based on explicitly stated information.

Advanced

Infers reasons for actions not stated, based on evidence in the text with teacher support.

Early Advanced

Identifies explicitly and implicitly stated reasons for actions not stated in the text.

Intermediate

Identifies explicitly and implicitly stated reasons for actions not stated in simple literary texts.

Early Intermediate

Identifies explicitly stated reasons for actions from simple literary texts.

Beginning

Choosing from a provided list of key words or phrases, identifies stated reasons for actions from familiar texts.

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

There is no ELA standard associated with these proficiencies

Advanced

Uses common idioms and some analogies and metaphors (e.g., “shine like a star,” “let the cat out of the bag”).

Early Advanced

Uses idioms, analogies and metaphors in literature and texts in content areas.

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Intermediate

Demonstrates sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.

Early Intermediate

Recognizes simple idioms, analogies, and figures of speech in literature and content area texts (e.g., the last word).

Beginning

None available

EL.HS.LI.09 Identify various literary devices, including figurative language, imagery, allegory, and symbolism; evaluate the significance of the devices; and explain their appeal.

Advanced

Identifies literary devices such as narrative voice, symbolism, dialect, and irony and uses those elements to analyze and evaluate the work with teacher support.

Early Advanced

Identifies and uses personification, common idioms and some analogies, similes and metaphors (e.g., "shine like a star," "let the cat out of the bag").

Intermediate

Recognizes and uses simple literary devices such as personification, analogies and metaphors in literature.

Early Intermediate

Recognizes simple literary devices such as similes and metaphors in literature (e.g., to take a fall).

Beginning

Demonstrates knowledge of comparisons using pictures, drawings or other graphics to compare familiar objects.

There is no ELA standard associated with these proficiencies

Advanced

Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism) and evaluate how well literary elements contribute to the overall effectiveness of a selection.

Early Advanced

Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism).

Intermediate

Read and use detailed sentences to orally explain the literary elements of theme, plot, setting, and characters.

Early Intermediate

Orally identify literary elements of theme, plot, setting, and character using simple sentences.

Beginning

None available

EL.HS.LI.10 Interpret and evaluate the impact of subtleties, contradictions, and ironies in a text.

Advanced

Interprets and evaluates the impact of subtleties, contradictions, and ironies in a text with teacher support.

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Early Advanced

Identifies subtleties and contradictions used in a selection and tells how these contribute to enhance the text.

Intermediate

Identifies subtleties or contradictions used in a selection.

Early Intermediate

None available

Beginning

None available

There is no ELA standard associated with these proficiencies

Advanced

Analyzes the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions).

Early Advanced

Reads and uses detailed sentences to orally describe what a character is like by what he/she does in a narration, dialogue, or drama.

Intermediate

Briefly describes what a character is like by what he/she does in a familiar narration, dialogue, or drama, using simple sentences.

Early Intermediate

Recognizes characteristics of major characters from a provided list.

Beginning

Identifies and lists major characters in simple literary selection.

EL.HS.LI.11 Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

Advanced

Explains how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text with teacher support.

Early Advanced

Explains how voice and the choice of narrator affect characterization and the plot of a text.

Intermediate

Briefly describes what a character is like by what he/she does in a familiar narration, dialogue, or drama, using simple sentences.

Early Intermediate

Recognizes the difference between first and third person using phrases or simple sentences.

Beginning

Reads and orally identifies the speaker or narrator in a simple selection.

EL.HS.LI.12 Analyze an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing or flashbacks.

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Advanced

Develops an understanding of how to analyze an author's development of time and sequence, including the use of complex literary devices such as foreshadowing or flashbacks with teacher guidance.

Early Advanced

Reads and identifies the use of foreshadowing and flashbacks and the impact on the development of time and sequence.

Intermediate

Recognizes and uses more complex literary devices such as foreshadowing or flashbacks in literature.

Early Intermediate

Recognizes more complex literary devices such as flashbacks.

Beginning

Demonstrates knowledge of more complex literary devices such as flashbacks using pictures, drawings or other graphics in familiar texts.

EL.HS.LI.13 Evaluate the impact of word choice and figurative language on tone, mood, and theme.

Advanced

With contextual support, develops an understanding of how to evaluate the impact of word choice and figurative language on tone, mood, and theme.

Early Advanced

With contextual support, develops an understanding of how to analyze how repetition of key ideas, syntax, and word choice and figurative language impact tone and mood.

Intermediate

Reads and identifies the vocabulary, syntax, and grammar used in various tones and moods in simple literary text.

Early Intermediate

Uses simple sentences to identify the vocabulary, syntax, and grammar used in various tones and moods in simple literary text.

Beginning

Uses pictures, lists, charts, and tables to identify the vocabulary, syntax, and grammar used in various tones in simple literary text.

EL.HS.LI.14 Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage directions in dramatic literature.

Advanced

Identifies and describes the function of dialogue, soliloquies, asides, character foils, and stage directions in dramatic literature with teacher support.

Early Advanced

Identifies the function of dialogue, scene design, and asides in dramatic literature.

Intermediate

Identifies words in dialogue that describe characters in dramatic literature.

Early Intermediate

Identifies dialogue, soliloquies, asides, character foils, and stage directions in dramatic literature, using words or phrases.

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Beginning

Identifies dialogue, soliloquies and stage directions by pointing, labeling or using other nonverbal resources.

EL.HS.LI.15 Analyze the impact the choice of literary form has on the author's message or purpose.

Advanced

Analyzes the impact the choice of literary form has on the author's message or purpose with teacher support.

Early Advanced

Relates literary works and authors to major themes and issues of their eras.

Intermediate

Identifies techniques which have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, "sound" of language).

Early Intermediate

Uses detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sounds.

Beginning

None available

There is no ELA standard associated with these proficiencies

Advanced

Compares and contrasts a similar theme or topic across genres and explains how the genre shapes the theme or topic.

Early Advanced

Identifies recognized works of world literature and contrasts the major literary forms and techniques.

Intermediate

Orally, and in writing, compares and contrasts a similar theme or topic across several genres using detailed sentences.

Early Intermediate

Uses detailed sentences to orally compare and contrast a similar theme or topic across three genres.

Beginning

None available

EL.HS.LI.16 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Advanced

Analyzes the way in which a work of literature is related to the themes and issues of its historical period with teacher support.

Early Advanced

Identifies a recognized work of world literature and examines the relationship between its theme or topic to its historical period.

Intermediate

Orally and in writing, compares and contrasts a similar theme or topic across historical time periods using detailed sentences.

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Early Intermediate

Uses detailed sentences to orally compare and contrast a similar theme or topic across historical periods.

Beginning

None available

EL.HS.LI.17 Compare works that express a universal theme, and provide evidence to support the ideas expressed in each work.

Advanced

Compares works that express a universal theme and provides evidence to support the ideas expressed in each work with teacher support.

Early Advanced

Identifies a universal theme in works of literature and identifies evidence provided in text to support the theme.

Intermediate

Orally and in writing, compares works that express a universal theme and supports decision with sentences provided in text.

Early Intermediate

From a provided list, identifies universal themes, (i.e., love, hate friendship, enemies).

Beginning

None available

EL.HS.LI.18 Compare and contrast the presentation of a similar theme or topic across literary forms to explain how the selection of form shapes the theme or topic.

Advanced

Analyzes recurring themes across literary works (e.g., good and evil, loyalty and betrayal).

Early Advanced

Compares and contrasts a similar theme or topic across known literary selection.

Intermediate

Identifies similar themes or topics across familiar or traditional literary works.

Early Intermediate

Identifies the major themes or topics of a familiar text.

Beginning

Using pictures, lists, charts, tables or other forms or nonverbal resources, identifies major topics of a familiar text read aloud.

EL.HS.LI.19 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.

Advanced

Analyzes a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author with teacher support.

Early Advanced

Analyzes a work of literature and their genre in order to contrast major periods and trends.

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Intermediate

Identifies recognized works of literature and their genre in order to contrast major periods, themes, and trends.

Early Intermediate

Distinguishes the characteristics of different forms of dramatic literature using simple sentences, pictures, lists, charts, and tables (e.g., comedy and tragedy).

Beginning

None available

Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

EL.HS.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

Advanced

Uses a variety of strategies to prepare for writing such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes with teacher support.

Early Advanced

Uses writing strategies to prepare for writing such as brainstorming, making lists, mapping, grouping related ideas, using graphic organizers, and taking notes with peer and teacher support.

Intermediate

Uses writing strategies to prepare for writing such as brainstorming, making lists, mapping, using graphic organizers, and taking notes with peer and teacher support.

Early Intermediate

Uses writing strategies to prepare for writing such as making lists, using graphic organizers with teacher support.

Beginning

Uses a graphic organizer to prepare an illustrated narrative.

EL.HS.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

Advanced

Discusses ideas for writing with classmates, teachers, and other writers, and develops drafts alone and collaboratively.

Early Advanced

Discusses ideas for writing with classmates, teachers, and other writers, and develops drafts collaboratively with teacher support.

Intermediate

Brainstorms ideas for writing with classmates, teachers, and other writers, and develops drafts with peer and teacher support.

Early Intermediate

Brainstorms ideas for writing using visual organizers in a teacher-led class activity.

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Beginning

Collects and lists vocabulary on a specified topic in a teacher-led class activity.

EL.HS.WR.03 Identify audience and purpose.

Advanced

Identifies audience and purpose.

Early Advanced

Identifies audience and purpose.

Intermediate

Identifies audience and purpose.

Early Intermediate

Identifies purpose through illustrations or visuals.

Beginning

Identifies purpose through illustrations or visuals.

EL.HS.WR.04 Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.

Advanced

Chooses the form of writing that best suits the intended purpose (personal letter, letter to the editor, review, poem report, or narrative).

Early Advanced

Chooses the form of writing that suits the intended purpose (personal letter, letter to the editor, review, poem, report, or narrative) with teacher support.

Intermediate

Chooses the form of writing that suits the intended purpose (personal letter, letter to the editor, review, poem, report, or narrative) with teacher support.

Early Intermediate

Identifies various forms of writing (personal letter, letter to the editor, review, poem, report, or narrative) with teacher support.

Beginning

Identifies various forms of writing (personal letter, letter to the editor, review, poem, report, or narrative) and develops vocabulary related to each with teacher support.

EL.HS.WR.05 Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.

Advanced

Uses the writing process (prewriting, drafting, revising, editing, and publishing successive versions).

Early Advanced

Uses the writing process (prewriting, drafting, revising, editing, and publishing successive versions) with teacher support.

Intermediate

Uses the writing process (prewriting, drafting, revising, editing, and publishing) with teacher support.

Early Intermediate

Uses the writing process (prewriting, drafting, revising, editing, and publishing) to acquire vocabulary and grammatical structures with teacher support.

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Beginning

Uses the writing process to acquire vocabulary and grammatical structures with extensive teacher support.

EL.HS.WR.06 Focus on a central idea, excluding loosely related, extraneous, and repetitious information.

Advanced

Focuses on central idea, excluding loosely related, extraneous, and repetitious information.

Early Advanced

Focuses on a central idea, excluding loosely related, extraneous, and repetitious information with teacher support.

Intermediate

Focuses on a central idea excluding extraneous information with teacher support.

Early Intermediate

Focuses on a central idea with teacher support.

Beginning

Groups vocabulary, focusing on a central idea with teacher support.

EL.HS.WR.07 Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.

Advanced

Uses a scoring guide to review, evaluate, and revise writing for meaning and clarity.

Early Advanced

Uses a scoring guide to review, evaluate, and revise writing for meaning and clarity with teacher support.

Intermediate

Uses a scoring guide to review and revise writing for meaning.

Early Intermediate

Uses vocabulary associated with editing and revision and uses a scoring guide to revise writing.

Beginning

Observes how a scoring guide is used working with other students.

EL.HS.WR.08 Revise drafts to improve the logic and coherence of the organization and controlling idea, the precision of word choice, and the tone--by taking into consideration the audience, purpose, and formality of the context.

Advanced

Revises drafts to improve the logic, the organization, the controlling idea, the word choice, and the tone.

Early Advanced

Revises drafts to improve the logic, the word choice, and the organization with teacher support.

Intermediate

Revises drafts to improve the organization and word choice with teacher support.

Early Intermediate

Revises drafts of sentences; organizes sentences.

Beginning

Revises word choice as vocabulary is acquired.

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EL.HS.WR.09 Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

Advanced

Edits and proofreads one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with examples of corrections of specific errors.

Early Advanced

Edits and proofreads one's own writing, as well as that of others using the writing conventions, and, for example, an editing checklist or list of rules with examples of corrections of specific errors with peer and teacher support.

Intermediate

Edits and proofreads one's own writing, as well as that of others, with teacher and peer support, an editing checklist, or list of rules with examples of corrections of specific errors.

Early Intermediate

Edits and proofreads one's own writing with teacher and peer support.

Beginning

Edits and proofreads any vocabulary contained in an illustrated project.

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.HS.WR.10 Establish a coherent and clearly supported thesis that engages the reader, conveys a clear and distinctive perspective on the subject, maintains a consistent tone and focus throughout the piece of writing, and ends with a well supported conclusion.

Advanced

Establishes a coherent and supported thesis for an essay that engages the reader, conveys a clear perspective on the subject, maintains a consistent tone and focus throughout the piece of writing, and ends with a supported conclusion.

Early Advanced

Establishes a thesis for an essay that engages the reader, conveys a clear perspective on the subject, maintains its focus, and has a conclusion with peer and teacher support.

Intermediate

Establishes a thesis for an essay that interests the reader and has a beginning, middle, and end with peer and teacher support.

Early Intermediate

Uses drawings, visual graphics, and phrases to establish a thesis for an essay that interests the reader and has a beginning, middle, and end.

Beginning

Uses drawings and/or visual graphics to establish a thesis for an essay that interests the reader and has a beginning, middle, and end.

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EL.HS.WR.11 Create an organizational structure that logically and effectively presents information using transitional elements that unify paragraphs and the work as a whole.

Advanced

Creates an organizational structure that logically presents information using transitional elements that unify paragraphs and the work as a whole.

Early Advanced

Creates an organizational structure that logically presents information and uses transitions.

Intermediate

Creates an organizational graphic for presenting information and includes a list of simple transitions.

Early Intermediate

Creates an organizational graphic for presenting information using visual graphics, single words and phrases.

Beginning

Creates a visual representing an organizational plan for a story or expository piece using drawings and graphics.

EL.HS.WR.12 Use precise language, action verbs, sensory details, and appropriate modifiers.

Advanced

Uses action verbs, sensory details, and appropriate modifiers.

Early Advanced

Uses action verbs, sensory details, and some modifiers.

Intermediate

Uses action verbs, concrete adjectives and some sensory details within short phrases and sentences.

Early Intermediate

Uses some action verbs, concrete adjectives and some sensory details in a short piece consisting of single words and phrases.

Beginning

Represents action verbs, concrete adjectives and some sensory details in a piece consisting of drawings and other visual graphics.

EL.HS.WR.13 Demonstrate an understanding of sentence construction--including parallel structure and subordination--to achieve clarity of meaning, vary sentence types, and enhance flow and rhythm.

Advanced

Demonstrates an understanding of sentence construction to achieve clarity of meaning and vary sentence types.

Early Advanced

Demonstrates an understanding of basic sentence construction in a few different sentence types.

Intermediate

Demonstrates an understanding of basic sentence construction.

Early Intermediate

Uses simple phrases to convey meaning.

Beginning

Uses drawings and visual graphics to convey meaning.

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Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.HS.WR.14 Produce writing that shows accurate spelling.

Advanced

Produces writing that shows accurate spelling.

Early Advanced

Produces writing that shows accurate spelling for commonly used words.

Intermediate

Produces correctly spelled words in a piece of writing consisting of simple phrases and sentences.

Early Intermediate

Produces correctly spelled words in context.

Beginning

Produces basic words correctly spelled.

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.HS.WR.15 Show control of clauses, including main and subordinate, and phrases, including gerund, infinitive, and participial.

Advanced

Shows control of some types of clauses.

Early Advanced

Shows control of a few simple types of clauses.

Intermediate

Uses simple phrases and sentences, with occasional clauses.

Early Intermediate

Uses single words and phrases.

Beginning

Uses drawings and other graphic organizers to convey ideas.

EL.HS.WR.16 Understand and use proper placement of modifiers.

Advanced

Uses proper placement of modifiers most of the time.

Early Advanced

Uses proper placement of modifiers.

Intermediate

Uses modifiers in some phrases and sentences.

Early Intermediate

Uses modifiers in simple phrases.

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Beginning

Uses drawings and other graphic organizers to convey ideas.

EL.HS.WR.17 Demonstrate an understanding of proper English usage, including the consistent use of verb tenses and forms.

Advanced

Demonstrates an understanding of English usage, including the use of verb tenses and forms.

Early Advanced

Demonstrates an understanding of generally correct English usage.

Intermediate

Demonstrates an understanding of basic English usage in simple phrases and sentences.

Early Intermediate

Demonstrates an understanding of very basic English usage in simple phrases.

Beginning

Uses drawings and other graphic organizers to convey ideas.

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.HS.WR.18 Use conventions of punctuation correctly, including semicolons, colons, ellipses, hyphens and dashes.

Advanced

Uses conventions of punctuation correctly.

Early Advanced

Uses conventions of punctuation.

Intermediate

Uses basic conventions of punctuation, such as commas and periods in simple sentences.

Early Intermediate

Uses commas in simple phrases, e.g., for dividing city and state. Uses periods correctly in simple sentences.

Beginning

Uses periods correctly in short simple sentences.

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.HS.WR.19 Use correct capitalization.

Advanced

Uses correct capitalization.

Early Advanced

Uses correct capitalization the majority of the time.

Intermediate

Uses correct capitalization when called for in simple phrases and sentences.

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Early Intermediate

Uses correct capitalization for proper nouns and when called for in simple phrases.

Beginning

Uses correct capitalization for proper nouns in a list of vocabulary.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.HS.WR.20 Write legibly.

Advanced

Writes legibly.

Early Advanced

Writes legibly.

Intermediate

Writes legibly.

Early Intermediate

Writes legibly.

Beginning

Writes legibly.

Writing Modes: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Personal Narrative

Advanced

Writes personal narrative based on prompt with teacher support.

Early Advanced

Writes personal narrative with concrete vocabulary and teacher support.

Intermediate

Writes personal narrative by using short phrases and simple sentences with teacher support.

Early Intermediate

Writes personal narrative by using single words, phrases, pictures, and organizers with teacher support.

Beginning

Writes personal narrative using single words, pictures, and organizers with teacher support.

Fictional Narrative

Advanced

Writes fictional narrative based on prompt with teacher support.

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Early Advanced

Writes fictional narrative with concrete vocabulary and teacher support.

Intermediate

Writes fictional narrative by using short phrases and simple sentences with teacher support.

Early Intermediate

Writes fictional narrative using single words, pictures, phrases, and organizers with teacher support.

Beginning

Writes fictional narrative using single words, pictures, and organizers with teacher support.

Expository

Advanced

Writes expository essay based on prompt with teacher support.

Early Advanced

Writes expository essay with concrete vocabulary and teacher support.

Intermediate

Writes expository essay by using short phrases and simple sentences with teacher support.

Early Intermediate

Writes expository piece by using single words, organizers, phrases and pictures to give information with teacher support.

Beginning

Writes expository piece by using single words, organizers, and pictures to give information with teacher support.

Persuasive

Advanced

Writes persuasive essay based on prompt with teacher support.

Early Advanced

Writes persuasive essay with concrete vocabulary and teacher support.

Intermediate

Writes persuasive essay by using short phrases and simple sentences with teacher support.

Early Intermediate

Writes persuasive piece by using single words, organizers, phrases, and pictures to present an opinion with teacher support.

Beginning

Writes persuasive piece by using single words, organizers, and pictures to present an opinion with teacher support.

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

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EL.HS.WR.21 Write biographical or autobiographical narratives or short stories:

**Relate a sequence of events, and communicate the significance of the events to the audience.
Locate scenes and incidents in specific places.**

Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.

Pace the presentation of actions to accommodate changes in time and mood.

Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

Advanced

Writes biographical or autobiographical narratives or short stories. Relates a sequence of events and communicates the significance of the events to the audience with teacher support.

Early Advanced

Writes biographical or autobiographical narratives or short stories. Relates a sequence of events.

Intermediate

Writes a short biographical or autobiographical narrative or short story.

Early Intermediate

Uses single words or phrases to label an autobiographical timeline or other graphic organizers such as a series of illustrations, or a web outline.

Beginning

Learns appropriate vocabulary words and uses them to label an autobiographical timeline.

Advanced

Locates scenes and incidents in specific places with teacher support.

Early Advanced

Locates scenes and incidents in appropriate places with peer and teacher support.

Intermediate

Locates scenes and incidents in appropriate places with peer and teacher support.

Early Intermediate

Locates and labels incidents in specific places.

Beginning

Illustrates and labels a familiar scene or setting with single words.

Advanced

Describes, with concrete sensory details, the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; Uses interior monologue to depict the characters' feelings.

Early Advanced

Describes sights, sounds, smells, actions, and feelings of characters. Uses interior monologue to depict characters' feelings.

Intermediate

Describes sights, sounds, smells, actions, and feelings of characters.

Early Intermediate

Sorts words into categories for describing sights, sounds, actions, and feelings.

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Beginning

Labels an illustration or photograph with single words to describe concrete sights, actions, and some feelings.

Advanced

Paces the presentation of actions to accommodate changes in time and mood.

Early Advanced

Paces the presentation of actions to accommodate changes in time and mood.

Intermediate

Identifies changes in time and mood with peer and teacher support.

Early Intermediate

Writes words and phrases that describe feelings, moods, and states of being, using illustrations.

Beginning

Applies action words to a series of events represented by an illustration or timeline.

Advanced

Makes use of descriptions of appearance, images, shifting perspectives, and sensory details.

Early Advanced

Makes use of descriptions of appearances, images, perspectives, and sensory details.

Intermediate

Writes a descriptive passage to describe appearances, images, and other sensory details.

Early Intermediate

Combines adjectives with nouns to create short phrases that describe appearances, images, and other sensory details.

Beginning

Applies adjectives to illustrations in order to describe appearances, images, and other sensory details.

Writing Applications: Expository Writing: Response to Literary Text (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.HS.WR.22 Write responses to literature:

Demonstrate an understanding of the significant ideas of literary works.

Support important ideas and viewpoints through accurate and detailed references to the text or to other works.

Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.

Identify and analyze the impact of perceived ambiguities, nuances, and complexities within the text.

Advanced

Demonstrates an understanding of significant ideas of literary works.

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Early Advanced

Demonstrates understanding of some of the significant ideas of literary works with teacher support.

Intermediate

Demonstrates an understanding of the significant ideas of familiar literary works.

Early Intermediate

Demonstrates an understanding of the significant ideas of familiar literary works using vocabulary words and phrases to label a visual organizer.

Beginning

Demonstrates an understanding of the significant ideas of familiar literary works using illustrations.

Advanced

Supports important ideas and viewpoints through references to the text or to other works.

Early Advanced

Supports important ideas and viewpoints through references to a context-embedded text.

Intermediate

Supports important ideas and viewpoints through references to a context-embedded text when given a small selection of simple text. Locates phrases and sentences that relate to the important ideas of the text.

Early Intermediate

Locates previously instructed vocabulary words and phrases that relate to the important ideas of the text.

Beginning

Makes references to familiar, specific text that represents important ideas or viewpoints.

Advanced

Demonstrates an awareness of the author's use of stylistic devices and an appreciation of the effects created with teacher support.

Early Advanced

Demonstrates an awareness of the author's use of stylistic devices with peer and teacher support.

Intermediate

Locates specified examples of stylistic devices in a simple passage of text.

Early Intermediate

Categorizes phrases according to categories of stylistic devices with teacher support.

Beginning

Uses similes with familiar vocabulary.

Advanced

Identifies and analyzes ambiguities, nuances and complexities within the text.

Early Advanced

Identifies and analyzes ambiguities in a context-reduced text.

Intermediate

Identifies ambiguities and phrases in a simple passage of text.

Early Intermediate

Identifies and discusses homonyms in simple phrases or labels.

Beginning

Identifies common homonyms with teacher support.

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Writing Applications: Expository Writing: Research Reports/ Multi-media Presentations (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.HS.WR.23 Write analytical essays and research reports:

Gather evidence in support of a thesis, including information on all relevant perspectives. Convey information and ideas from primary and secondary sources accurately and coherently. Make distinctions between the relative value and significance of specific data, facts, and ideas. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. Anticipate and address readers' potential misunderstandings, biases, and expectations. Use technical terms and notations accurately. Document sources.

Advanced

Writes essays and research reports: Gathers evidence in support of a thesis, including information on relevant perspectives.

Early Advanced

Writes research reports. Gathers evidence in support of a thesis.

Intermediate

Locates phrases and sentences in a simple passage of text that supports a specified theme.

Early Intermediate

Categorizes words and phrases according to a theme.

Beginning

Categorizes concrete vocabulary words according to a theme.

Advanced

Conveys information and ideas from primary and secondary sources coherently.

Early Advanced

Conveys information and ideas from primary and secondary sources with peer and teacher support.

Intermediate

Conveys information and ideas from primary sources using short phrases and sentences.

Early Intermediate

Locates and lists vocabulary words and phrases on a particular topic.

Beginning

Lists some types of sources that one would use to find information.

Advanced

Makes distinctions between the relative value and significance of specific data, facts, and ideas.

Early Advanced

Makes distinctions between the relative value and significance of specific data, facts, and ideas in a context-embedded text.

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Intermediate

Categorizes sentences as facts or ideas, given a list of familiar phrases and sentences.

Early Intermediate

Identifies words and phrases that best pertain to a specified concrete topic, given a list of previously instructed vocabulary.

Beginning

Identifies those which best pertain to a specified concrete topic, given a list of previously instructed vocabulary words.

Advanced

Includes visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.

Early Advanced

Includes visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.

Intermediate

Includes visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.

Early Intermediate

Includes visual aids by employing appropriate technology to organize and record information or simple written labels on charts, maps, and graphs.

Beginning

Includes visual aids by employing appropriate technology to organize and record information or single-word labels on charts, maps, and graphs.

Advanced

Anticipates and addresses readers' potential misunderstandings, biases, and expectations.

Early Advanced

Anticipates and addresses readers' potential misunderstandings, biases, and expectations.

Intermediate

Anticipates and addresses readers' potential misunderstandings and expectations.

Early Intermediate

None available

Beginning

None available

Advanced

Uses technical terms and notations accurately for selected topics.

Early Advanced

Uses technical terms and notations for selected topics.

Intermediate

Uses some technical terms and notations in short phrases and sentences for selected topics.

Early Intermediate

Uses a few technical words and terms in short phrases for selected topics.

Beginning

Copies format for notations.

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Advanced
Documents sources.

Early Advanced
Documents sources.

Intermediate
Documents sources.

Early Intermediate
Demonstrates knowledge of documentation formats.

Beginning
Copies documentation formats.

Writing Applications: Persuasive Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject a

EL.HS.WR.24 Write persuasive compositions:

Structure ideas and arguments in a sustained and logical fashion.

Use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical beliefs; or relating a personal anecdote, case study, or analogy.

Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.

Address readers' concerns, counter-claims, biases, and expectations.

Advanced
Writes persuasive compositions. Structures ideas and arguments in a logical fashion.

Early Advanced
Writes persuasive compositions. Structures ideas and opinions in a logical fashion.

Intermediate
Structures ideas and opinions in a logical fashion. Writes persuasive paragraph.

Early Intermediate
None available

Beginning
None available

Advanced
Uses specific rhetorical (communication) devices to support assertions such as appealing to logic through reasoning, appealing to emotion or ethical beliefs, or relating a personal anecdote, case study, or analogy with peer or teacher support.

Early Advanced
Uses specific rhetorical (communication) devices to support assertions such as appealing to logic through reasoning, appealing to emotion or ethical beliefs, or relating a personal anecdote, case study, or analogy.

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Intermediate

Uses short phrases and sentences to convey thoughts, opinions, and ideas.

Early Intermediate

Uses single words and phrases to convey basic thoughts, opinions, and needs.

Beginning

Uses gestures, drawings, and actions to convey basic thoughts and needs.

Advanced

Clarifies and defends positions with relevant evidence, including facts, expert opinions, quotations, and logical reasoning.

Early Advanced

Uses somewhat complex phrases and sentences to present evidence, including facts, opinions, quotations, and reasoning.

Intermediate

Uses short phrases and sentences to express facts and opinions.

Early Intermediate

Uses single words and phrases to convey basic facts.

Beginning

Uses gestures, drawings, words and actions to convey basic facts.

Advanced

Addresses readers' concerns, counter-claims, biases, and expectations.

Early Advanced

Addreses readers' concerns.

Intermediate

Addresses readers' concerns, using simple phrases and sentences.

Early Intermediate

Uses single words and phrases to convey basic ideas.

Beginning

Uses gestures, drawings, and actions to convey basic ideas.

Writing Applications: Summaries, Business Letters, Job Applications and Resumes, Technical Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.HS.WR.25 Write business letters:

Provide clear and purposeful information and address the intended audience appropriately.

Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the intended audience.

Emphasize central ideas or images.

Follow a conventional style with page formats, fonts, and spacing that contributes to the document's readability and impact.

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Advanced

Writes business letters. Provides clear information and addresses the intended audience.

Early Advanced

Writes business letters. Provides information and addresses the intended audience with teacher support.

Intermediate

Writes business letters. Provides basic information and addresses an audience with teacher and organizational support.

Early Intermediate

Lists vocabulary and phrases that could be used in a business letter.

Beginning

Lists vocabulary that could be used in a business letter.

Advanced

Uses appropriate vocabulary, tone, and style to address varied audiences.

Early Advanced

Uses general vocabulary, appropriate tone, and style to address varied audiences.

Intermediate

Uses vocabulary and appropriate tone; addresses varied audiences.

Early Intermediate

Provides very basic information by using cued words, and phrases.

Beginning

Provides limited information by using cued words.

Advanced

Emphasizes central ideas or images.

Early Advanced

Conveys central ideas or images.

Intermediate

Conveys a central idea with simple sentences.

Early Intermediate

Conveys a central idea with words, pictures, and organizers.

Beginning

Uses words, pictures, and organizers to convey a central idea.

Advanced

Follows a conventional style with page formats, fonts, and spacing that contributes to the document's readability and impact.

Early Advanced

Follows a conventional style with page formats, fonts, and spacing that contributes to the document's readability.

Intermediate

Follows a conventional style with page formats, fonts, and spacing that contributes to the document's readability.

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Early Intermediate

Follows a conventional style with page formats, fonts, and spacing that contributes to the document's readability.

Beginning

Follows a conventional style with page formats, fonts, and spacing that contributes to the document's readability.

EL.HS.WR.26 Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting:

Report information and convey ideas logically and correctly.

Offer detailed and accurate specifications.

Include scenarios, definitions, and examples to aid comprehension.

Anticipate readers' problems, mistakes, and misunderstandings.

Advanced

Writes technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting. Reports information and convey ideas logically and correctly.

Early Advanced

Reports information and conveys ideas logically about a process.

Intermediate

Reports basic information and conveys general ideas.

Early Intermediate

Reports very basic information and conveys a general idea by using cued words, phrases, pictures, and organizers.

Beginning

Reports limited information and conveys limited ideas by using cued words, pictures, and organizers.

Advanced

Offers accurate specifications.

Early Advanced

Offers specifications.

Intermediate

Offers specifications with teacher support.

Early Intermediate

None available

Beginning

None available

Advanced

Includes scenarios, definitions, and/or examples to aid comprehension.

Early Advanced

Includes a few definitions and/or examples with teacher support to aid comprehension.

Intermediate

Includes at least one definition or example to aid comprehension.

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Early Intermediate
None available

Beginning
None available

Advanced
Anticipates readers' problems, mistakes, and misunderstandings with teacher support.

Early Advanced
Anticipates readers' problems, mistakes, and misunderstandings with teacher support.

Intermediate
Anticipates readers' problems, mistakes, and misunderstandings with peer and teacher support.

Early Intermediate
None available

Beginning
None available

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

EL.HS.WR.27 Use clear research questions and suitable research sources, including the library, electronic media, and personal interviews, to gather and present evidence from primary and secondary print or Internet sources.

Advanced
Uses research questions and research sources, including the library, electronic media, and personal interviews, to gather and present evidence from primary and secondary print or Internet sources.

Early Advanced
Uses research questions and research sources with teacher support, including the library, electronic media, and personal interviews, to gather and present evidence from primary and secondary print or Internet sources.

Intermediate
Uses research questions with teacher support and uses research sources, including the library, electronic media, and personal interviews, to gather and present evidence on visual organizers from primary and secondary print or Internet sources.

Early Intermediate
None available

Beginning
None available

EL.HS.WR.28 Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.

Advanced
Uses note-taking techniques to ensure documentation of quoted and paraphrased material.

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Early Advanced

Uses note-taking techniques to ensure documentation of quoted and paraphrased material with teacher support.

Intermediate

Uses note-taking techniques to ensure documentation of quoted and paraphrased material with teacher support.

Early Intermediate

None available

Beginning

None available

EL.HS.WR.29 Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.

Advanced

Develops the main ideas within the body of the composition through supporting evidence.

Early Advanced

Develops the main ideas within the body of the composition through supporting evidence with teacher support.

Intermediate

Develops a main idea within the body of a short composition through supporting evidence.

Early Intermediate

None available

Beginning

None available

EL.HS.WR.30 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, and technical documents.

Advanced

Synthesizes information from several sources and identifies complexities and discrepancies in the information and the different perspectives found in each medium, including almanacs, online sources, news sources, in-depth field studies, speeches, journals, and technical documents.

Early Advanced

Synthesizes information from several sources and identifies differences in the information and perspectives found in each medium, including almanacs, online sources, news sources, speeches, journals, and technical documents with teacher support.

Intermediate

Synthesizes information from several sources such as online resources, news sources, and other easily interpreted sources.

Early Intermediate

None available

Beginning

None available

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EL.HS.WR.31 Integrate quotations and citations into a written text while maintaining the flow of ideas.

Advanced

Integrates relevant quotations and citations into a written text.

Early Advanced

Integrates relevant quotations and citations into a written text with teacher support.

Intermediate

Uses at least one quotation and identifies its source in a short written text.

Early Intermediate

Identifies a quotation within a text and a citation within a text and its source (e.g. works cited page).

Beginning

Identifies a quotation within a text.

EL.HS.WR.32 Use appropriate conventions for documentation in text, notes, and works cited, following the formats in specific style manuals (e.g., Works Cited Entries--MLA, Reference Entries--APA).

Advanced

Uses conventions for documentation in text and works cited, following the formats in specific style manuals (e.g. Works Cited entries-MLA, reference entries-APA).

Early Advanced

Uses conventions for documentation in text and works cited, following the formats in specific style manuals (e.g. Works Cited entries-MLA, reference entries-APA) with teacher support.

Intermediate

Follows the formats for documentation in text and works cited for specific style manuals (e.g. Works Cited entries-MLA, reference entries-APA) with teacher support.

Early Intermediate

None available

Beginning

None available

EL.HS.WR.33 Design and publish documents by using publishing software and graphics programs.

Advanced

Designs and publishes documents by using publishing software and graphics programs.

Early Advanced

Designs and publishes documents by using publishing software and graphics programs.

Intermediate

Design and publishes documents by using publishing software and graphics programs.

Early Intermediate

Designs and publishes documents by using publishing software and graphics programs.

Beginning

Designs and publishes documents by using publishing software and graphics programs.

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EL.HS.WR.34 Reflect manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material, such as citing sources within the text, using direct quotations, and paraphrasing.

Advanced

Reflects manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material such as citing sources within the text, using direct quotations, and paraphrasing.

Early Advanced

Reflects manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material such as citing sources within the text and using direct quotations with teacher support.

Intermediate

Reflects manuscript requirements, including title page presentation, pagination, and spacing and margins with teacher support.

Early Intermediate

None available

Beginning

None available

Speaking and Listening

Speaking: Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.

EL.HS.SL.01 Present and support a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.

Advanced

Presents and supports in some detail a familiar thesis statement and uses appropriate types of proof (e.g., statistic, testimony, specific instances) that approach standard English grammatical forms, sounds, intonations, pitch and modulation adding to the evidence, credibility and relevance.

Early Advanced

Presents independently a statement of a familiar topic, using consistent standard English, grammatical form, sounds, intonation but may have some difficulties.

Intermediate

Actively participates in social and academic instructional conversations with peers and other adults by asking and answering questions and soliciting information.

Early Intermediate

Asks and answers questions using phrases or simple sentences.

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Beginning

Uses short, patterned questions to seek information, express basic needs, and identify familiar words.

EL.HS.SL.02 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).

Advanced

Uses appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).

Early Advanced

Identifies appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).

Intermediate

Explains simple main ideas and organizes basic supporting details.

Early Intermediate

Brainstorms and organizes ideas related to a given topic using visual organizers.

Beginning

Lists and/or organizes a narrative using visual illustrations.

EL.HS.SL.03 Choose logical patterns of organization (e.g., chronological, topical, cause-and-effect) to inform and to persuade, by seeking agreement or action, or uniting audiences behind a common belief or cause.

Advanced

Chooses logical patterns of organization (e.g., chronological, topical, cause-and-effect) to inform and to persuade, by seeking agreement or action, or uniting audiences behind a common belief or cause with teacher support.

Early Advanced

Selects logical patterns of organization (e.g., chronological, topical, cause-and-effect) to inform and to persuade, by seeking agreement or action, or uniting audiences behind a common belief or cause with teacher support.

Intermediate

Demonstrates knowledge of different patterns of organization for informing and persuasion.

Early Intermediate

Identifies patterns of organization and uses various forms of communication to express basic needs, thoughts, and feelings.

Beginning

Constructs meaning from different patterns of organization and communicates basic needs, (e.g., hunger, thirst).

EL.HS.SL.04 Recognize and use elements of speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.

There are no proficiencies related to this standard.

EL.HS.SL.05 Analyze the occasion and the interests of the audience, and choose effective verbal techniques and language.

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Advanced

Uses English appropriately in a range of situations to describe, narrate, argue, persuade, summarize, converse, and other effective uses of language. With contextual support, practices verbal and non-verbal techniques.

Early Advanced

On learned topic with usual aids, gives a small presentation, responding to questions and using verbal and non-verbal techniques.

Intermediate

With contextual support, uses non-verbal techniques to give instructions and directions with some detail. Discusses a variety of listeners.

Early Intermediate

In short phrases, uses verbal and non-verbal techniques to give instructions and directions.

Beginning

Using gestures, one or two word responses, or simple phrases, gives basic instructions or directions.

EL.HS.SL.06 Use appropriate grammar.

There are no proficiencies related to this standard.

EL.HS.SL.07 Use props, visual aids, graphs, and/or electronic media to enhance the appeal and accuracy of rehearsed presentations (not part of scoring guide criteria).

Advanced

Uses props, visual aids, graphs, and/or electronic media to enhance the appeal and accuracy of rehearsed presentations (not part of scoring guide criteria) with minimal teacher support.

Intermediate

Demonstrates familiarity with the use of props, visual aids, graphs, and/or electronic media (not part of scoring guide criteria).

Early Intermediate

Identifies the use and purpose of props, visual aids, graphs, and/or electronic media (not part of scoring guide criteria).

Beginning

Identifies the purpose of props, visual aids, graphs, and/or electronic media (not part of scoring guide criteria).

EL.HS.SL.08 Produce concise notes for extemporaneous speaking (not part of scoring guide criteria).

Advanced

Produces concise notes for extemporaneous speaking (not part of scoring guide criteria) with teacher support.

Early Advanced

Begin to produce concise notes for extemporaneous speaking (not part of scoring guide criteria) with teacher support.

Intermediate

Use note-taking strategies to prepare for a speaking activity.

Early Intermediate

Use note-taking strategies to prepare for a speaking activity with teacher support.

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Beginning

Uses words, visual aids, signs and gestures to communicate orally.

EL.HS.SL.09 Analyze the occasion and the interests of the audience, and choose effective verbal and non-verbal techniques, such as volume, expression, rate, gestures, eye contact for presentations.

Advanced

Analyzes the occasion and the interests of the audience and chooses effective verbal and nonverbal techniques such as volume, expression, rate, gestures, eye contact for presentations with teacher support.

Early Advanced

Analyzes the occasion and the interests of the audience and chooses effective verbal and nonverbal techniques such as volume, expression, rate, gestures, eye contact for presentations with teacher support.

Intermediate

With contextual support, uses nonverbal techniques to give instructions and directions with some detail. Discusses a variety of listeners.

Early Intermediate

Is understood when speaking and when giving oral presentations.

Beginning

Speaks with a few words or sentences in group settings.

Listening: Listen critically and respond appropriately across the subject areas.

EL.HS.SL.10 Formulate judgments about ideas under discussion, and support those judgments with convincing evidence.

Advanced

Formulates own judgments about ideas under discussion and supports those judgments with convincing evidence and teacher support.

Early Advanced

Formulates judgments about ideas under discussion in small teacher-directed groups.

Intermediate

Formulates judgments about ideas under discussion with a peer or in small teacher-directed groups.

Early Intermediate

Listens to and responds to familiar conversations on familiar topics.

Beginning

Responds to short simple questions following provided pattern.

EL.HS.SL.11 Follow complex verbal instructions that include technical vocabulary and processes.

Advanced

Follows complex verbal instructions that include technical vocabulary with some teacher support.

Early Advanced

Follows instructions that include technical vocabulary with peer and teacher support.

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Intermediate

Follows directions that include technical vocabulary previously learned.

Early Intermediate

Follows simple directions that include familiar vocabulary and concept-carrying words related to specific subjects.

Beginning

Follows simple directions with support from visual clues.

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multi-media communications across the subject areas.

EL.HS.SL.12 Evaluate the clarity, quality, and effectiveness of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.

Advanced

Evaluates the clarity, quality, and effectiveness of a speaker's important arguments, evidence, organization of ideas, delivery, diction, and syntax with teacher support.

Early Advanced

Examines the clarity, quality, and effectiveness of a speaker's important arguments, evidence, organization of ideas, and delivery with peer and teacher support.

Intermediate

Explains ideas or arguments of oral presentations; evaluates for clarity and effectiveness with support such as scoring guide.

Early Intermediate

Restates points and ideas of conversation or presentations.

Beginning

Responds to simple commands, statements, and questions.

EL.HS.SL.13 Identify and analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.

Advanced

Identifies and analyzes the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic with teacher support.

Early Advanced

Identifies various types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic with peer and teacher support.

Intermediate

Identifies types of arguments including argument by authority, emotion, and logic with peer and teacher support.

Early Intermediate

None available

Beginning

None available

EL.HS.SL.14 Identify the aesthetic effects of a media presentation, and evaluate the techniques used to create them.

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Early Advanced

Identifies the aesthetic effects of a media presentation and the techniques used to create them with peer and teacher support.

Early Advanced

Identifies the aesthetic effects of a media presentation and the techniques used to create them with teacher support.

Intermediate

Identifies the aesthetic effects of a media presentation and the techniques used to create them.

Early Intermediate

None available

Beginning

None available

EL.HS.SL.15 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

Advanced

Compares and contrasts the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) covers the same event with teacher support.

Early Advanced

Compares and contrasts the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event with peer and teacher support.

Intermediate

Identifies the various forms of media genres (e.g., televised news, news magazines, documentaries, online information) used to cover the same event.

Early Intermediate

Demonstrates understanding of the different media genres.

Beginning

Distinguishes between the various media genres.

EL.HS.SL.16 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.

Advanced

Analyzes historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address", Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable with teacher support.

Early Advanced

Recognizes rhetorical devices and features in historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address", Martin Luther King, Jr.'s "I Have a Dream") with peer and teacher support.

Intermediate

Identifies key patterns in speeches that enhance the speaker's message with the support of small groups, peers and teacher.

Early Intermediate

None available

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Beginning
None available

EL.HS.SL.17 Analyze how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

Advanced
Analyzes how language and delivery affect the mood and tone of the oral communication and make an impact on the audience with teacher support.

Early Advanced
Identifies language and delivery that affect oral communication and make an impact on the audience with peer and teacher support.

Intermediate
Identifies language and delivery that affect oral communication with peer and teacher support.

Early Intermediate
None available

Beginning
None available

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English Language Proficiency

Language Functions and Forms

English language functions and forms acquired by native English speakers before entering school or naturally at home need to be explicitly taught to students learning English as an additional language. These functions and forms may be taught at any grade level as the need and appropriate context arise.

A language **function** refers to the purpose for which speech or writing is being used. In speech, these functions include giving instructions, introducing ourselves, and making requests. In academic writing, these functions might include describing processes, comparing or contrasting things or ideas, and classifying objects or ideas.

Forms of a language deal with the internal grammatical structure of words. Forms would include, for example, the relationship between the words boy and boys, or the relationship (irregular) between the words man and men.

The contrast between **form** and **function** in language can be illustrated through a simple medical analogy. If doctors studied only a limited portion of the human system, such as anatomical form, they would be unable to adequately address their patient's needs. To fully treat their patients, physicians must understand the purposes of the human body and the relationships between organs, cells, and genes (Pozzi, 2004). Similarly, ELLs need to understand both the **form** (structure) and the **function** (purpose) of the English language in order to reach higher levels of proficiency.

Pozzi, D.C. (2004). *Forms and functions in language: Morphology, syntax*. Retrieved March 10, 2005, from University of Houston, College of Education Web site: <http://www.viking.coe.uh.edu/grn11.intr/intr.0.1.2.htm>

Example Function: Expressing Needs and Likes

Target Form - Sentence Structure: The basic sentence structures that we use to express needs and likes are foundations to the more complex sentence structure we use for academic purposes.

Beginning - One or two-word answers (nouns or yes/no) to questions about preferences, (e.g., *two*, *apples*, or *tree*)

Early Intermediate - Simple sentences with subject/verb/object . "*I like/don't like-(object)-.*" "*I need a /some - (object)-.*"

Intermediate - Elaborated sentences with subject/verb/object

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Early Advanced - Sentences with subject/verb/object and dependent clause

Advanced - Complex sentences, perhaps with tags or embedded questions

Language Function	Examples of Language Forms
1. Expressing needs and likes	Sentence structure
2. Describing people, places, and things	Nouns, pronouns, and adjectives
3. Describing location	Prepositional phrases
4. Describing action	Present progressive tense, adverbs
5. Retelling/relating past events	Past tense verbs
6. Making predictions	Verbs: future tense, conditional mood
7. Asking informational questions	Verbs and verb phrases in questions
8. Asking clarifying questions	Questions with increasing specificity
9. Expressing and supporting opinions	Sentence structure
10. Comparing	Adjectives and conjunctions
11. Contrasting	Comparative adjectives
12. Summarizing	Increasingly complex sentences with increasingly specific vocabulary
13. Persuading	Verb forms
14. Literary analysis	Sentence structure and specific vocabulary
15. Cause and effect	Verb forms
16. Drawing conclusions	Comparative adjectives

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17. Defining	Nouns, pronouns, and adjectives
18. Explaining	Verb forms, declarative sentences, complex sentences, adverbs of manner
19. Generalizing	Abstract nouns, verb forms
20. Evaluating	Complex sentences; increasing specificity of nouns, verbs, and adjectives
21. Interpreting	Language of propaganda, complex sentences
22. Sequencing	Adverbs of time, relative clauses, subordinate conjunctions
23. Hypothesizing and speculating compound	Modals (would, could, might), tenses (would have been)
24. Summarizing compound	Modals (would, could, might), tenses (would have been)

To view the ELP functions & forms in their entirety visit
<http://www.ode.state.or.us/teachlearn/standards/elp/files/langfunc.pdf>.

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