

English Language Proficiency Standard 1: English language learners communicate in English for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.

Domain: **LISTENING** — process, understand, interpret, and evaluate spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> position manipulatives or realia according to oral commands such as to show spatial relations (e.g., “Put the book on the table.”) 	<ul style="list-style-type: none"> position manipulatives or realia according to multiple oral commands such as to show spatial relations (e.g., “Put the cubes in a row across the paper.”) 	<ul style="list-style-type: none"> follow verbal directions by comparing them with visual or nonverbal cues from teachers or peers (e.g., “Fold the paper in half and place it on your table the long way.”) 	<ul style="list-style-type: none"> follow verbal directions without visual support (e.g., “Put your name on the top line of the paper.”) 	<ul style="list-style-type: none"> follow sequence from verbal directions without visual or nonverbal support (e.g., “Put your name on the left-hand side of the paper, then put the date on the right-hand side.”)
3-5	<ul style="list-style-type: none"> identify materials needed to complete tasks from realia and oral statements 	<ul style="list-style-type: none"> match materials or resources needed to complete tasks with their uses based on realia and oral directions 	<ul style="list-style-type: none"> select materials or resources needed to complete tasks based on realia and oral descriptions 	<ul style="list-style-type: none"> sequence use of materials or resources needed to complete tasks based on oral directions 	<ul style="list-style-type: none"> evaluate use of materials or resources needed to complete tasks based on oral discourse
6-8	<ul style="list-style-type: none"> follow commands or identify positive and negative behaviors from illustrations and oral statements (such as in school, on the playground, in gym class, or on the bus) 	<ul style="list-style-type: none"> role play or identify examples of etiquette and manners associated with activities based on illustrations and oral descriptions (such as sports rules or turn taking) 	<ul style="list-style-type: none"> role play positive ways of interacting socially and culturally based on oral descriptions 	<ul style="list-style-type: none"> role play or identify situations of peer pressure based on oral descriptions 	<ul style="list-style-type: none"> role play consequences of succumbing to peer pressure based on oral scenarios
9-12	<ul style="list-style-type: none"> follow instructions or requests from peers (e.g., “Meet me at my locker after 9th period.”) 	<ul style="list-style-type: none"> follow conversations (e.g., telephone), process and respond to announcements over the intercom or by teachers 	<ul style="list-style-type: none"> process and respond to discourse from unfamiliar speakers (such as at assemblies or on field trips) 	<ul style="list-style-type: none"> process and respond to discourse from indirect sources (such as cassettes or CDs) 	<ul style="list-style-type: none"> evaluate the appropriateness of messages or information from a variety of sources

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Domain: **SPEAKING** — engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> give and ask for permission or make requests 	<ul style="list-style-type: none"> share feelings and emotions, likes or dislikes 	<ul style="list-style-type: none"> indicate interests, opinions, or preferences 	<ul style="list-style-type: none"> persuade peers to join in activities or games 	<ul style="list-style-type: none"> negotiate solutions to problems, interpersonal misunderstandings, or disputes
3-5	<ul style="list-style-type: none"> ask for assistance with a task or needed supplies 	<ul style="list-style-type: none"> ask or provide the meaning of words, phrases, or uses of relevant resources 	<ul style="list-style-type: none"> ask questions to seek information or provide opinions, preferences, or wishes 	<ul style="list-style-type: none"> ask for or provide clarification of information by restating ideas 	<ul style="list-style-type: none"> ask for or provide specific information that confirms or denies beliefs
6-8	<ul style="list-style-type: none"> respond to and offer greetings, compliments, introductions, or farewells 	<ul style="list-style-type: none"> ask questions or exchange information with peers 	<ul style="list-style-type: none"> initiate or engage in conversation with peers or within a small group 	<ul style="list-style-type: none"> initiate and respond to idiomatic expressions or slang in conversation 	<ul style="list-style-type: none"> express or respond to humor or sarcasm in conversation
9-12	<ul style="list-style-type: none"> state preferences for types of music, games, TV programs, or recreational activities 	<ul style="list-style-type: none"> describe preferred movies, magazines, stories, or authors 	<ul style="list-style-type: none"> recommend games, songs, books, films, poems, or computer programs and give reasons for selection 	<ul style="list-style-type: none"> discuss pros and cons of plays, films, stories, books, songs, poems, computer programs, or magazine articles 	<ul style="list-style-type: none"> critique and evaluate plays, films, stories, books, songs, poems, computer programs, or magazine articles

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Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> respond to icons or pictures on board games or in activities 	<ul style="list-style-type: none"> respond to pictures with words or phrases on board games or in activities 	<ul style="list-style-type: none"> respond to words or phrases on board games or in activities 	<ul style="list-style-type: none"> follow written directions with peer or teacher assistance 	<ul style="list-style-type: none"> follow written directions independently
3-5	<ul style="list-style-type: none"> use cues for sounding out unfamiliar words with accompanying visuals identify words or phrases around school or the community 	<ul style="list-style-type: none"> use visually supported context to derive meaning and facilitate fluency use prior knowledge to make predictions 	<ul style="list-style-type: none"> use punctuation for expression and fluency confirm predictions based on prior knowledge 	<ul style="list-style-type: none"> use self-monitoring and self-correcting strategies to increase fluency compare/contrast personal experiences with text 	<ul style="list-style-type: none"> adjust pace and expression while reading orally evaluate validity of information based on personal experiences
6-8	<ul style="list-style-type: none"> search topics of interest on the Internet or in libraries 	<ul style="list-style-type: none"> classify topics identified through hypermedia or multiple sources 	<ul style="list-style-type: none"> sort relevant from irrelevant information on topics gathered from the Internet or libraries 	<ul style="list-style-type: none"> arrange information on topics gathered from the Internet or libraries in logical order 	<ul style="list-style-type: none"> reread information on topics gathered from the Internet or libraries to confirm or summarize sequence
9-12	<ul style="list-style-type: none"> preview visually supported text to glean basic facts 	<ul style="list-style-type: none"> connect information from visually supported text to self 	<ul style="list-style-type: none"> scan material to verify information or hypotheses 	<ul style="list-style-type: none"> skim material for relevant information 	<ul style="list-style-type: none"> revise thoughts and conclusions based on information from text

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Domain: **WRITING** — engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> draw or orally dictate personal experiences draw, label, and differentiate between safe and harmful pictures of substances or objects around school, home, or community 	<ul style="list-style-type: none"> draw or label personal experiences describe pictures of unsafe practices around school, home, or community (such as pedestrian safety) 	<ul style="list-style-type: none"> produce phrases or sentences about personal experiences describe procedures to take in cases of emergencies at school, home, or community (such as fire or disaster drills, accidents on the playground) 	<ul style="list-style-type: none"> maintain diaries or journals of personal experiences describe strategies for maintaining personal safety and health at school, home or community 	<ul style="list-style-type: none"> produce illustrated stories based on personal experiences create brochures or newsletters that outline safety or health rules with examples for the classroom, school, home, or community
3-5	<ul style="list-style-type: none"> respond to requests, invitations, “to do” lists through pictures and words 	<ul style="list-style-type: none"> respond to and initiate e-mails, messages, postcards, or notes to friends 	<ul style="list-style-type: none"> respond to and initiate ads, suggestions, announcements, journal entries, complaints, apologies, or thank you notes 	<ul style="list-style-type: none"> respond to and initiate raps, songs, poetry, or prose 	<ul style="list-style-type: none"> respond to and initiate humor or language that contains multiple meanings
6-8	<ul style="list-style-type: none"> jot down key points about language learning (such as use of capital letters for days of week and months of year) 	<ul style="list-style-type: none"> test appropriate use of newly acquired language (such as through spell or grammar check or dictionaries) 	<ul style="list-style-type: none"> reflect on use of newly acquired language or language patterns (such as through self-assessment checklists) 	<ul style="list-style-type: none"> edit, revise, or rephrase written language based on feedback 	<ul style="list-style-type: none"> expand and elaborate written language as directed
9-12					