

English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

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"> follow along in role play activities described orally 	<ul style="list-style-type: none"> role play familiar, everyday activities described orally 	<ul style="list-style-type: none"> role play characters seen in plays, TV shows, or videos 	<ul style="list-style-type: none"> reenact scenes seen in plays, TV shows, or videos 	<ul style="list-style-type: none"> reenact, role play, or dramatize grade level stories that are read or seen
3-5	<ul style="list-style-type: none"> respond to teachers' reading of picture books by pointing to letter combinations, words, parts of books, or illustrations 	<ul style="list-style-type: none"> respond to teachers' reading of illustrated stories or trade books by following directions (such as creating word families or word walls) 	<ul style="list-style-type: none"> respond to or interact with teachers and/or peers during shared reading to show comprehension (such as giving thumbs-up/thumbs-down signals) 	<ul style="list-style-type: none"> respond to or interact with teachers and/or peers during guided reading to show use of reading strategies 	<ul style="list-style-type: none"> respond to or interact with teachers and/or peers regarding stories and chapter books during literature circles to show self-reflection
6-8	<ul style="list-style-type: none"> match oral commands with learning strategies represented visually (such as fill in bubbles on answer sheets) 	<ul style="list-style-type: none"> follow oral directions associated with learning strategies represented visually (such as use of multiple-choice format) 	<ul style="list-style-type: none"> follow oral directions in using learning strategies (such as "Answer easy questions first on tests.") 	<ul style="list-style-type: none"> practice identifying and using learning strategies associated with oral discourse 	<ul style="list-style-type: none"> use multiple learning strategies associated with grade level oral discourse
9-12	<ul style="list-style-type: none"> process information from speakers who use visual or graphic support (such as meteorologists) 	<ul style="list-style-type: none"> match information from TV, films, video, or DVDs to titles of segments 	<ul style="list-style-type: none"> form general ideas based on information from familiar speakers or media 	<ul style="list-style-type: none"> identify summaries of information from radio, cassettes, CDs, or multimedia 	<ul style="list-style-type: none"> integrate information from oral documentaries and other sources on unfamiliar topics

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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"> take risks with new language (such as participate in choral recitation, songs, chants, nursery rhymes) 	<ul style="list-style-type: none"> interact in small group or paired activities 	<ul style="list-style-type: none"> converse about classroom and social activities 	<ul style="list-style-type: none"> describe and share personal experiences and school-related activities 	<ul style="list-style-type: none"> participate in and contribute to academic classroom discussions
3-5	<ul style="list-style-type: none"> describe self with words and gestures (such as features, clothing, or likes and dislikes) 	<ul style="list-style-type: none"> compare self with other familiar persons (such as friends, family members, or movie stars) 	<ul style="list-style-type: none"> compare self with characters in literary works 	<ul style="list-style-type: none"> compare self with motives or points of view of characters in literary works 	<ul style="list-style-type: none"> explain differences between self-motives or points of view and those of characters in literary works
6-8	<ul style="list-style-type: none"> answer WH- questions regarding visually supported information on ads, cartoons, signs, or posters 	<ul style="list-style-type: none"> restate or paraphrase visually supported information from newspapers, magazines, or brochures 	<ul style="list-style-type: none"> present reviews from newspapers/magazines (such as cartoons or advice columns) 	<ul style="list-style-type: none"> present reviews of trade books or short stories 	<ul style="list-style-type: none"> give oral book summaries or reviews including critiques and self-assessment
9-12	<ul style="list-style-type: none"> state facts about personal interests or those of friends or members of your family 	<ul style="list-style-type: none"> do task analyses of familiar processes (such as recipes [how to make X] and games [how to play X]) 	<ul style="list-style-type: none"> give narrative speeches on personal topics of interest 	<ul style="list-style-type: none"> give persuasive speeches on school-related topics 	<ul style="list-style-type: none"> engage in debates on school-related topics or issues

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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"> follow directionality of print sequence a series of pictures to tell stories 	<ul style="list-style-type: none"> match voice to print by pointing to words match a series of pictures that tell stories with sequence words (such as first, then, last) 	<ul style="list-style-type: none"> cross-check pictures and phonics clues select titles to match a series of pictures 	<ul style="list-style-type: none"> use phonics clues to sound out words sequence sentences to tell stories 	<ul style="list-style-type: none"> predict what word or phrase comes next based on grade level text sequence short paragraphs to tell stories
3-5	<ul style="list-style-type: none"> follow repetitive word patterns from leveled, illustrated books 	<ul style="list-style-type: none"> follow language patterns from predictable, illustrated trade books (such as repetitive phrases) 	<ul style="list-style-type: none"> identify language patterns and story structure from illustrated fiction (such as fairytales, legends, or tall tales) 	<ul style="list-style-type: none"> identify language patterns from different forms of prose or poetry 	<ul style="list-style-type: none"> identify and select language patterns associated with various genres from grade level language arts materials
6-8	<ul style="list-style-type: none"> identify words or phrases supported by illustrations associated with various genres 	<ul style="list-style-type: none"> match vocabulary in context, supported by illustrations, associated with excerpts of genres read orally (e.g., the flying horse) 	<ul style="list-style-type: none"> predict types of genres based on language structures integrated into text or oral description (e.g., a long time ago, in ancient Greece) 	<ul style="list-style-type: none"> match summaries with excerpts from genres read orally or in writing (such as mythology, science fiction, or ballads) 	<ul style="list-style-type: none"> infer types of genres associated with written descriptions or summaries from grade level language arts text
9-12	<ul style="list-style-type: none"> identify facts from pictures and sentences 	<ul style="list-style-type: none"> use graphic organizers to compare/contrast information between texts 	<ul style="list-style-type: none"> compare/contrast information between and among texts using graphic organizers 	<ul style="list-style-type: none"> critique information from various sources, including the Internet 	<ul style="list-style-type: none"> evaluate validity of information from various sources, including the Internet

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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"> produce icons, letters, or pictures (for wall charts or displays) 	<ul style="list-style-type: none"> produce symbols and words (for wall charts or displays) 	<ul style="list-style-type: none"> produce word patterns and pictures (for wall charts or displays) 	<ul style="list-style-type: none"> produce and organize word patterns and phrases (for wall charts or displays) 	<ul style="list-style-type: none"> produce and organize word patterns, phrases, or sentences (for wall charts or displays)
3-5	<ul style="list-style-type: none"> produce word lists for personal reasons from pictures (such as chores or shopping) 	<ul style="list-style-type: none"> use models to create phrases as personal reminders (such as homework assignments) 	<ul style="list-style-type: none"> edit own writing based on teacher feedback 	<ul style="list-style-type: none"> edit and revise own writing based on class or peer reviews 	<ul style="list-style-type: none"> edit and revise own writing (using word processing) to produce final drafts
6-8	<ul style="list-style-type: none"> use bilingual or picture dictionaries to generate language relevant to the task use graphic organizers to brainstorm words or phrases associated with writing topics (such as semantic webs) 	<ul style="list-style-type: none"> use computers, peers, or models to check spelling or grammar use graphic organizers to plan writing (such as T charts) 	<ul style="list-style-type: none"> engage in peer editing using checklists during process writing select and use graphic organizers to present ideas for writing (such as venn diagrams) 	<ul style="list-style-type: none"> use thesauruses, dictionaries, or checklists for self-editing during process writing use graphic organizers to reflect on writing (such as KWL charts) 	<ul style="list-style-type: none"> use rubrics to self-assess process writing evaluate self or peer writing by comparing information on graphic organizers to that in pieces
9-12	<ul style="list-style-type: none"> jot down key words or symbols from visuals pertaining to discussions 	<ul style="list-style-type: none"> list key phrases or sentences from discussions 	<ul style="list-style-type: none"> take notes and produce sentence outlines from discussions and lectures 	<ul style="list-style-type: none"> produce outlines and summary paragraphs from lecture notes 	<ul style="list-style-type: none"> produce essays based on notes from lectures