

# **ENGLISH LANGUAGE DEVELOPMENT STANDARDS**

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**Prepared by**

**Standards and Assessment Division**

**Adopted by the State Board of Education**

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# **English Language Development Standards**

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**Committee Members**  
**California English Language Proficiency Project**

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# Committee Members

## California English Language Proficiency Project

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AB 748, enacted in 1997, requires that the test or tests assessing the progress of English language learners toward achieving fluency in English be aligned with “state standards for English language development.” The San Diego County Office of Education, under contract with the Standards and Assessment Division of the California Department of Education, named an advisory committee of state and national leaders to assist in the development of the ELD standards. The following is a list of the advisory committee members and their affiliations.

### California English Language Proficiency Assessment Project

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#### Advisory Committee

**Director: Adel Nadeau, San Diego County Office of Education**

<b>Name</b>	<b>Site/Agency</b>	<b>Name</b>	<b>Site/Agency</b>
Tim Allen	San Diego Unified School District	Ofelia Miramontes	University of Colorado, Boulder
Bob Anderson	California Department of Education	Alberto Ochoa	San Diego State University
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Richard Duran	University of California, Santa Barbara	Shelly Spiegel-Coleman	Los Angeles County Office of Education
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Barbara Merino	University of California, Davis	Leonore Spafford	Secretary, San Diego County Office of Education
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# INTRODUCTION

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These *English Language Development (ELD) Standards* were developed by a fifteen-member committee comprised of practitioners and experts in English language development (ELD) and assessment. The standards are designed to assist teachers in moving limited-English proficient (LEP) students—English language learners (ELLs) to fluency in English and proficiency on the California English-Language Arts Content Standards. The ELD standards will also be used to develop the California English Language Development Examinations. The standards were reviewed by teachers throughout California and were presented to the California State Board of Education (SBE) in January 1999. Following the January Board meeting, the draft standards were posted on the Internet for public comment. The standards were approved by the SBE during April 1999 contingent on some modifications and additions to better align these ELD standards with the California English-Language Arts Content Standards that had been adopted by the SBE in January 1997. The SBE gave final approval to the ELD standards in July 1999.

The SBE adopted English-Language Arts (ELA) Content Standards and new *Reading/Language Arts Framework for California Public Schools* define what all California students, including students learning English as a second language, are expected to know and be able to do. The ELD standards are designed to supplement the ELA standards to ensure that ELLs develop proficiency in both the English language and the concepts and skills contained in the ELA standards.

The *Reading/Language Arts Framework* assumes that all students will attain proficiency on the ELA standards, but it also recognizes that not all learners will acquire skills and knowledge at the same rate. This is especially true for California's 1.4 million English learners. More than 40% of California's students have a primary language other than English and about 25% of California's students are not yet fluent in English. These students enter school with very different language abilities than monolingual English-speaking students who begin school with speaking vocabularies of between 2,000 and 8,000 words. Monolingual English speakers also generally have mastered basic-English sentence structures before entering school. ELLs enter California public schools at all grades with limited or no knowledge of English vocabulary and sentence structure. Many of these children are unfamiliar with the Roman alphabet, and those who know the alphabet generally have to learn new sounds for many of the letters. ELLs need to "catch up" to the state's monolingual English speakers. The ELD standards address skills ELLs must acquire in initial English learning to enable them to become proficient on the ELA standards.

The *Reading/Language Arts Framework* specifies that "Teachers must provide students with straightforward assessments of their proficiency in English at every stage of instruction so that students understand what they can do to improve." The processes by which ELLs develop proficiency in a second language differ from the experiences of monolingual English speakers. Grammatical structures that monolingual English speakers learn early in their language development may be learned much later by students learning English as a second language. Progress to full competency for ELLs depends on the age at which a child begins learning English and the richness of the child's English environment. The

*English Language Development Standards* will provide teachers with information they can use to ensure that English-language development is occurring appropriately for all students, including ELLs who enter school in:

- Kindergarten through grade 2
- Grades 3 – 12, literate in their primary language
- Grades 3 – 12, not literate in their primary language

NOTE: The ELD standards were designed for students in grades 3 – 12 who are literate in their primary language. For LEP students who enter California schools in these grades not literate in their primary language, the ELD literacy standards for earlier grades including those related to phonemic awareness, concepts of print and decoding skills must be taught.

The *Reading/Language Arts Framework* addresses universal access to mastering the ELA standards. At each grade level there are suggestions to teachers for ensuring that the needs of ELLs are addressed. The ELD standards encapsulate these suggestions by explicitly stating what it is that all ELLs need to know and be able to do as they learn English and also move toward mastery of the California ELA standards for their grades.

The ELD standards delineate the proficiency levels required to move through the levels of English-language development. They are designed to move all students, regardless of their instructional program, into the mainstream English-language arts curriculum. The levels of developing proficiency in a second language have been well documented through research, and the ELD standards were designed around these levels to provide teachers in **all** types of programs clear benchmarks of progress. The standards provide different academic pathways that reflect critical developmental differences for students who enter school at various grade levels.

The ELD standards are written as pathways or benchmarks to the California ELA standards. At the early proficiency levels, one ELD standard may be a pathway to several ELA standards. At the more advanced proficiency levels, the skills in the ELD standards more closely approximate those of the ELA standards and represent the standards at which an ELL has attained academic proficiency in English. **The ELD standards integrate listening, speaking, reading, and writing and create a distinct pathway to reading in English rather than delaying the introduction of English reading.**

It is critical that **all** ELLs regardless of grade level or primary language literacy level receive reading instruction in English. ELLs are to learn to read in English while simultaneously acquiring oral English fluency. ELLs in kindergarten through grade two are to demonstrate proficiency on the phonemic awareness, decoding, and concepts of print ELA standards appropriate for their grade levels. These standards are embedded in the ELD standards. ELLs in grades three through twelve must demonstrate proficiency on these essential beginning reading skills by the time they achieve the early intermediate proficiency level of the ELD standards. This is true for students who enter school literate or not literate in their primary language.

The major benefit of adopting ELD standards is that they provide criteria that can be used to document an ELL's progress or lack of progress in learning English. The ELD standards provide criteria that can be used to develop the entry-level assessments and the assessments to monitor student progress called for in the *Reading/Language Arts Framework*.

ELLs working at the Advanced proficiency level of the ELD standards are to demonstrate proficiency on the ELA standards for their grade level and all prior grade levels. This means that ELLs must acquire prerequisite skills at earlier proficiency levels.

Teachers are to monitor ELLs' acquisition of English and to provide correction so that kindergarten children working at the Advanced ELD proficiency level and students in all other grades working at the Early Advanced proficiency level will have internalized English language skills to such a degree that the teacher will often observe the students correcting their own grammar, usage, and word choices in speaking, reading, and writing.

## **Executive Summary**

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The Executive Summary of the English Language Development (ELD) standards presents a summary of the standards for each component. These are designed to give the reader an overview of what students must know and be able to do as they move toward full fluency in English. The levels through which English language learners progress are identified as beginning, intermediate, and advanced. For each ELD standard the Executive Summary presents the English-Language Arts Standard(s) that is (are) tied to each ELD standard.

# Listening and Speaking

## Strategies and Applications

Beginning	
English-Language Arts Standards	* English Language Development Standards
<b>Comprehension of Oral Communication</b>	Answer simple questions with one to two word responses.
	Respond to simple directions and questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).
	Begin to speak with a few words or sentences, using a few standard English grammatical forms and sounds (e.g., single words or phrases).
	Independently use common social greetings and simple repetitive phrases (e.g., "Thank you.", "You're welcome.").
	Ask and answer questions using phrases or simple sentences.
	Retell stories by using appropriate gestures, expressions and illustrative objects.
<b>Organization and Delivery of Oral Communication</b>	Begin to be understood when speaking, but with inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns, and appropriate pronunciation of simple English words).
	Orally communicate basic personal needs and desires (e.g., "May I go to the bathroom?").

\* Since these standards summarize the ELD standards for kindergarten through grade twelve, they must be applied appropriately for each grade level.

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# Listening and Speaking

## Strategies and Applications

Intermediate	
English-Language Arts Standards	* English Language Development Standards
<b>Comprehension of Oral Communication</b>	Ask and answer instructional questions using simple sentences.
	Listen attentively to stories/information and identify key details and concepts, using both verbal and non-verbal responses.
	Ask and answer instructional questions with more extensive supporting elements (e.g., "What part of the story was the most important?").
<b>Comprehension, Organization and Delivery of Oral Communication</b>	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.
<b>Organization and Delivery of Oral Communication</b>	Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules are not in evidence (e.g., third person singular, male and female pronouns).

\* Since these standards summarize the ELD standards for kindergarten through grade twelve, they must be applied appropriately for each grade level.

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# Listening and Speaking

## Strategies and Applications

<b>Advanced</b>	
<b>English-Language Arts Standards</b>	<b>* English Language Development Standards</b>
<b>Comprehension</b>	Demonstrate understanding of most idiomatic expressions by responding to and using such expressions appropriately (e.g., "Give me a hand.").
<b>Comprehension, Organization and Delivery of Oral Communication</b>	Demonstrate understanding of most idiomatic expressions by responding to and using such expressions appropriately (e.g., "Give me a hand.").
	Negotiate and initiate social conversations by questioning, restating, soliciting and providing information, and paraphrasing the communication of others.

\* Since these standards summarize the ELD standards for kindergarten through grade twelve, they must be applied appropriately for each grade level.

# Reading

## Word Analysis, Fluency, and Systematic Vocabulary Development

Beginning	
English-Language Arts Standards	* English Language Development Standards
<b>Phonemic Awareness, Decoding and Word Recognition</b>	Recognize and produce English phonemes that are like phonemes students hear and produce in their primary language.
	Recognize and produce English phonemes that are not like phonemes students hear and produce in their primary language.
<b>Phonemic Awareness, Decoding and Word Recognition, Concepts about Print</b>	Produce most English phonemes while beginning to read aloud.
<b>Vocabulary and Concept Development</b>	Produce simple vocabulary (e.g., single words or very short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).
	Demonstrate comprehension of simple vocabulary with an appropriate action.
	Retell stories using simple words, phrases, and sentences.

\* Since these standards summarize the ELD standards for kindergarten through grade twelve, they must be applied appropriately for each grade level.

# Reading

## Word Analysis, Fluency, and Systematic Vocabulary Development

<b>Beginning (continued)</b>	
<b>English-Language Arts Standards</b>	<b>* English Language Development Standards</b>
	Recognize simple affixes (e.g., educate, education), prefixes (e.g., <u>dis</u> like, <u>pre</u> clude), synonyms (e.g., big, large), and antonyms (e.g., hot, cold).
	Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms, to interpret the meaning of unknown words.
	Recognize the difference between first and third person using phrases or simple sentences.

\* Since these standards summarize the ELD standards for kindergarten through grade twelve, they must be applied appropriately for each grade level.

# Reading

## Word Analysis, Fluency, and Systematic Vocabulary Development

Intermediate	
English-Language Arts Standards	* English Language Development Standards
<b>Phonemic Awareness, Decoding and Word Recognition, Concepts about Print</b>	Produce English phonemes while reading aloud.
	Recognize sound/symbol relationship and basic word formation rules in written text (e.g., basic syllabication rules and phonics).
	Apply knowledge of English phonemes in oral and silent reading to derive meaning from literature and texts in content areas.
<b>Vocabulary and Concept Development</b>	Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings.
	Recognize simple antonyms and synonyms in written text (e.g., good, bad, blend, mix). Expand recognition of and begin to use appropriately.
	Apply knowledge of vocabulary to discussions related to reading tasks.
	Read simple vocabulary, phrases, and sentences independently.
	Read narrative and expository texts aloud with the correct pacing, intonation, and expression.
	Use expanded vocabulary and description words for oral and written responses to written texts.
	Recognize and understand simple idioms, analogies, and figures of speech in written text.
	Recognize that words sometimes have multiple meanings and apply this knowledge to written text.
	Recognize the function of connectors in written text (e.g., "first, then, after that, finally").

\* Since these standards summarize the ELD standards for kindergarten through grade twelve, they must be applied appropriately for each grade level.

# Reading

## Word Analysis, Fluency, and Systematic Vocabulary Development

Advanced	
English-Language Arts Standards	* English Language Development Standards
<b>Phonemic Awareness, Decoding and Word Recognition, Concepts about Print</b>	Apply knowledge of sound/symbol relationships and basic word formation rules to derive meaning from written text (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).
<b>Vocabulary and Concept Development</b>	Apply knowledge of academic and social vocabulary while reading independently.
	Be able to use standard dictionary to find the meanings of unfamiliar words.
	Interpret the meaning of unknown words by using knowledge gained from previously read text.
	Understand idioms, analogies, and metaphors in conversation and written text.

\* Since these standards summarize the ELD standards for kindergarten through grade twelve, they must be applied appropriately for each grade level.

# Reading

## Reading Comprehension

Beginning	
English-Language Arts Standards	* English Language Development Standards
<b>Comprehension and Analysis of Grade Level Appropriate Text</b>	Respond orally to stories read to the student, using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).
	Respond orally to stories read to the student, by answering factual comprehension questions (who, what, when, where, and how) using one- or two-word responses.
	Understand and follow simple one-step directions for classroom related activities.
<b>Structural Features of Information Materials</b>	Identify the basic sequences of events in stories read to the student, using key words or visual representations such as pictures and storyboards.
	Respond orally to stories read to the student by answering factual comprehension questions, using phrases or simple sentences.

\* Since these standards summarize the ELD standards for kindergarten through grade twelve, they must be applied appropriately for each grade level.

# Reading

## Reading Comprehension

Intermediate	
English-Language Arts Standards	* English Language Development Standards
<b>Comprehension and Analysis of Grade Level Appropriate Text</b>	Understand and follow simple written directions for classroom related activities.
	Read and orally identify the main ideas and draw inferences about written text using detailed sentences.
	Read and identify basic text features such as title, table of contents, and chapter headings.
	Respond to comprehension questions about written text, using detailed sentences (e.g., "The brown bear lives with his family in the forest.").
<b>Structural Features of Information Materials</b>	Identify the basic sequences of events in stories read, using key words or phrases.

\* Since these standards summarize the ELD standards for kindergarten through grade twelve, they must be applied appropriately for each grade level.

# Reading

## Reading Comprehension

Advanced	
English-Language Arts Standards	* English Language Development Standards
<b>Comprehension and Analysis of Grade Level Appropriate Text</b>	Read and orally respond to familiar stories and other texts by answering factual comprehension questions about cause and effect relationships.
	Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.
	Explain how understanding is affected by patterns of organization, repetition of key ideas, syntax, and word choice.
	Write a brief story summary (two or three paragraphs).

\* Since these standards summarize the ELD standards for kindergarten through grade twelve, they must be applied appropriately for each grade level.

# Writing

## Strategies and Applications

Beginning	
English-Language Arts Standards	* English Language Development Standards
<b>Penmanship</b>	Copy the alphabet legibly.
	Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).
<b>Organization and Focus</b>	Write simple sentences, using key words commonly used in the classroom (e.g., labels, number names, days of the week, and months).
	Write phrases and simple sentences that follow English syntactical order.

\* Since these standards summarize the ELD standards for kindergarten through grade twelve, they must be applied appropriately for each grade level.

# Writing

## Strategies and Applications

Intermediate	
English-Language Arts Standards	* English Language Development Standards
<b>Organization and Focus, Revising and Evaluating Strategies</b>	Following a model given by the teacher, write a short paragraph of at least four sentences.
<b>Organization and Focus, Penmanship</b>	Write legible, simple sentences that respond to topics from language arts and other content areas (e.g., math, science, history/social science).
<b>Organization and Focus</b>	Create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms even though some rules may not be in evidence.
	Write simple sentences about an event or character from a written text.
	Produce independent writing that is understood when read regardless of the inclusion of some inconsistent use of standard grammatical forms.

\* Since these standards summarize the ELD standards for kindergarten through grade twelve, they must be applied appropriately for each grade level.

# Writing

## Strategies and Applications

Advanced	
English-Language Arts Standards	* English Language Development Standards
<b>Organization and Focus</b>	Develop a clear thesis and support it, using analogies, quotations, and facts appropriately.
	Write a multi-paragraph essay, with consistent use of standard grammatical forms.

\* Since these standards summarize the ELD standards for kindergarten through grade twelve, they must be applied appropriately for each grade level.  
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# Writing

## Conventions

<b>Beginning, Intermediate, and Advanced</b>	
<b>English-Language Arts Standards</b>	<b>* English Language Development Standards</b>
<b>Capitalization</b>	Use capital letters to write own name.
	Use capital letters to begin a sentence and for proper nouns.
<b>Punctuation</b>	Use a period or question mark at the end of a sentence.
<b>Capitalization, Punctuation, Spelling</b>	Produce independent writing that includes partial consistency in the use of capitalization, periods, and correct spelling.
	Produce independent writing with consistent use of capitalization, punctuation, and correct spelling.

\* Since these standards summarize the ELD standards for kindergarten through grade twelve, they must be applied appropriately for each grade level.

# English Language Development Standards

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The following ELD standards are designed to assist classroom teachers in assessing the progress their English language learners (ELLs) are making toward attaining full fluency in English. Since the strategies used to help students attain proficiency in English differ with the age at which a student begins learning English, the standards include outcomes for students who begin learning English in kindergarten – grade 2, grades 3 – 5, grades 6 – 8, and grades 9 – 12. These grade-range standards were developed to help teachers move ELLs to full fluency in English and to proficiency on the California English-Language Arts (ELA) Standards. ELLs working at the Advanced proficiency level on the ELD standards are to demonstrate proficiency on all standards detailed in this document and all California ELA standards for the grades in which they are enrolled. ELLs working at the Intermediate proficiency level of these ELD Standards should demonstrate proficiency on the ELA standards for all prior grades. Teachers working with ELLs will need to work concurrently with this document and the *English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve* to ensure that this occurs.

These comprehensive standards also provide more detailed proficiency levels than were included in the Executive Summary. This refinement is needed so teachers can better assess the progress their students are making. The proficiency levels addressed are:

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

## **Listening and Speaking Strategies and Applications**

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The Listening and Speaking standards for English-language learners (ELLs) identify a student's competency to understand the English language and to produce the language orally. Students must be prepared to use English effectively in social and academic settings. Listening and speaking skills provide one of the most important building blocks for the foundation of second language acquisition. These skills are essential for developing reading and writing skills in English; however, to ensure that ELLs acquire proficiency in English listening, speaking, reading, and writing, it is important that students receive reading and writing instruction in English while they are developing fluency in oral English.

To ensure that ELLs develop the skills and concepts needed to demonstrate proficiency on the English-language arts (ELA) Listening and Speaking standards, teachers must concurrently use both the ELD and the ELA standards. ELLs achieving at the Advanced ELD proficiency level should demonstrate proficiency on the ELA standards for their own and all prior grade levels. This means that all prerequisite skills needed to achieve the ELA standards must be learned by the Early Advanced ELD proficiency level. ELLs must develop both fluency in English and proficiency on the ELA standards. Teachers must ensure that ELLS receive instruction in listening and speaking that will enable them to demonstrate proficiency on the ELA Speaking Applications standards.

# Listening and Speaking

## Strategies and Applications

### ELD Standards

ELA Categories	Beginning			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Comprehension</b>	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).
	Answer simple questions with one- to two- word responses.	Answer simple questions with one- to two- word responses.	Ask and answer questions using simple sentences or phrases.	Ask and answer questions using simple sentences or phrases.
	Respond to simple directions and questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing).	Demonstrate comprehension of oral presentations and instructions through non-verbal responses.
<b>Comprehension, Organization &amp; Delivery of Oral Communication</b>	Independently use common social greetings and simple repetitive phrases (e.g., "Thank you.", "You're welcome.").	Independently use common social greetings and simple repetitive phrases (e.g., "May I go and play?").	Independently use common social greetings and simple repetitive phrases (e.g., "Good Morning Ms. ____").	
<b>Analysis &amp; Evaluation of Oral &amp; Media Communications, Comprehension</b>				Respond with simple words or phrases to questions about simple written texts.
				Orally identify types of media by name (e.g., magazine, documentary film, news report).

# Listening and Speaking

## Strategies and Applications

### ELD Standards

ELA Categories	Early Intermediate			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Comprehension</b>	Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).	Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).	Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).	Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).
	Ask and answer questions using phrases or simple sentences.	Ask and answer questions using phrases or simple sentences.	Ask and answer questions using phrases or simple sentences.	Ask and answer questions using phrases or simple sentences.
		Restate and execute multistep oral directions.	Restate and execute multistep oral directions.	Restate and execute multistep oral directions.
<b>Comprehension, Organization &amp; Delivery of Oral Communication</b>	Retell familiar stories and short conversations by using appropriate gestures, expressions and illustrative objects.	Orally identify the main points of simple conversations and stories that are read aloud using phrases or simple sentences.	Restate in simple sentences the main idea of oral presentations of subject matter content.	Restate in simple sentences the main idea of oral presentations of subject matter content.
	Orally communicate basic needs (e.g., "May I get a drink?").	Orally communicate basic needs (e.g., "May I get a drink of water?").	Orally communicate basic needs (e.g., "I need to borrow a pencil").	Orally communicate basic needs (e.g., "Do we have to _____?").
	Recite familiar rhymes, songs, and simple stories.	Recite familiar rhymes, songs, and simple stories.	Prepare and deliver short oral presentations.	Prepare and deliver short oral presentations.

# Listening and Speaking

## Strategies and Applications

### ELD Standards

ELA Categories	Intermediate			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Comprehension</b>	Ask and answer instructional questions using simple sentences.	Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?").	Respond to messages by asking simple questions or by brief restatement of the message.	Respond to messages by asking simple questions or by a brief restatement of the message.
	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.
<b>Comprehension, Organization &amp; Delivery of Oral Communication</b>	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).	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).	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).	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).
	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.
	Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.	Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.

# Listening and Speaking

## Strategies and Applications

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### ELD Standards

<b>Intermediate (continued)</b>				
<b>ELA Categories</b>	<b>Grades K–2</b>	<b>Grades 3–5</b>	<b>Grades 6–8</b>	<b>Grades 9–12</b>
<b>Organization &amp; Delivery of Oral Communication</b>				Identify a variety of media messages and give some supporting details (e.g., radio, television, movies).
			Prepare and deliver short presentations on ideas, premises, or images from a variety of common sources.	Prepare and deliver short presentations on ideas, premises, or images obtained from a variety of common sources.
				Prepare, ask, and respond to basic interview questions.

# Listening and Speaking

## Strategies and Applications

### ELD Standards

ELA Categories	Early Advanced			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Comprehension</b>	Listen attentively to stories/information, and orally identify key details and concepts.	Listen attentively to more complex stories/information on new topics across content areas, and identify the main points, and supporting details.	Listen attentively to more complex stories/information on new topics across content areas, and identify the main points, and supporting details.	
<b>Comprehension, Organization &amp; Delivery of Oral Communication</b>	Retell stories in greater detail including characters, setting, and plot.	Retell stories in greater detail including characters, setting, and plot, summary, and analysis.	Retell stories in greater detail including characters, setting, and plot, summary, and analysis.	Summarize literary pieces in greater detail, including character, setting, plot, and analysis.
	Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.	Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.	Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.	Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.
	Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.	Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.	Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.	Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.
	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.

# Listening and Speaking

## Strategies and Applications

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### ELD Standards

ELA Categories	Early Advanced (continued)			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Comprehension, Organization &amp; Delivery of Oral Communication</b>	Ask and answer instructional questions with more extensive supporting elements (e.g., "What part of the story was most important?").	Ask and answer instructional questions with more extensive supporting elements (e.g., "What part of the story was most important?").	Respond to messages by asking questions, challenging statements or offering examples that affirm the message.	Respond to messages by asking questions, challenging statements or offering examples that affirm the message.
		Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., "It's raining cats and dogs").	Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., "heavy as a ton of bricks," "soaking wet").	Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., "sunshine girl," "heavy as a ton of bricks").
			Prepare and deliver presentations that use a variety of sources.	Prepare and deliver presentations that follow a process of organization and use a variety of sources.
				Prepare and deliver brief oral presentations/reports on historical investigations, problem/solution, or cause/effect.

# Listening and Speaking

## Strategies and Applications

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### ELD Standards

ELA Categories	Advanced			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Comprehension</b>	Listen attentively to stories/information on new topics and identify both orally and in writing key details and concepts.	Listen attentively to stories and subject area topics, and identify the main points and supporting details.	Listen attentively to stories and subject area topics, and identify the main points and supporting details.	
	Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., "Give me a hand.").	Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., "It's pouring outside.").	Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately.	Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately.
				Identify strategies used by the media to present information for a variety of purposes (e.g., to inform, entertain, or persuade).

# Listening and Speaking

## Strategies and Applications

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### ELD Standards

ELA Categories	Advanced (continued)			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Comprehension, Organization &amp; Delivery of Oral Communication</b>	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.
	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.
	Narrate and paraphrase events in greater detail, using more extended vocabulary.	Identify the main ideas, points of view, and fact/fiction in broadcast and print media.	Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, coherent transition and appropriate conclusions.	Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, coherent transition and appropriate conclusions.
	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.

# Reading

## Word Analysis

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The foundation for developing English reading skills for all students is a solid initial understanding of the relationships between English sounds and letters—the relationships between the spoken and written language. For the English language learner (ELL) these concepts are first developed through the recognition and production of English sounds. Students need to learn first those sounds that exist in their first language and then those that do not exist in their first language. Students then are taught to transfer this knowledge to the printed language. As students develop knowledge of the correspondence between sounds and printed symbols, they also develop skills to deal with English morphemes (i.e., prefixes, suffixes, root words, etc.). These word analysis skills are some of the building blocks students need to develop fluency in English and to develop literacy skills.

Native English speakers are expected to recognize and produce all of the English sounds no later than first grade. This knowledge is then used in phonics instruction when children learn to match the English sounds with printed letters and to use this knowledge to decode and encode words. ELLs in kindergarten through grade two are to demonstrate proficiency on the ELA phonemic awareness, concepts about print, and decoding standards appropriate for their grade levels by the time they are at the Advanced ELD proficiency level. Since these ELA standards are essential for all students learning to read in English, ELLs in grades three through twelve should be proficient on the ELA standards related to phonemic awareness, concepts about print, and decoding no later than the Early Intermediate ELD level. Except where it is instructionally necessary to use nonsense words for teaching and assessing students, such as in phonemic awareness and early decoding instruction, care should be taken to ensure that students work with vocabulary and concepts that are meaningful to and understood by them.

For kindergarten through grade two, the ELA phonemic awareness, concepts about print, and decoding/word recognition standards have been integrated into the ELD standards. These ELA standards serve as anchor points that can be used to determine if ELLs are making appropriate progress toward becoming proficient English readers. In the ELD standards document, these ELA standards are listed with the grade level at which students are to demonstrate proficiency, the ELA strand, and the standard number. Non-readers of any age must move through the same sequence when learning to read. Therefore, the K-2 instructional sequence should be used as a guide for English language development and reading instruction at all grade levels. The specific sequence for teaching phonemic awareness, concepts about print, and decoding skills is more specific within the ELD kindergarten through grade 2 span, because the ELA standards for these grades focus primarily on developing literacy fluency. At grades three through twelve, students must greatly increase their content knowledge, in addition to learning English language literacy skills. Older students with properly sequenced instruction may achieve literacy more rapidly than very young children.

The central focus of the ELD standards document is to provide "pathways" that enable students of all ages to build literacy skills. Therefore, greater emphasis on this skill progression is needed. The ELA standards for grades 3 – 12 have "linking" ELD standards within each grade span

that are designed to help students achieve proficiency on their grade level ELA standards by the time they reach the Advanced ELD proficiency level. It is expected that students at the Advanced ELD proficiency level will demonstrate proficiency on the ELA standards for their own and all prior grades.

One purpose for integrating the kindergarten through grade two ELA standards into the ELD document is to clarify that kindergarten and first grade children at the Advanced proficiency level also are to be proficient on the ELA standards for their grade level. No LEP student is expected to learn the ELA standards above their grade level.

# Reading Word Analysis

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## ELD Standards

ELA Categories	Beginning			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Concepts about Print, Phonemic Awareness, Vocabulary and Concept Development</b>	Recognize English phonemes that correspond to phonemes students already hear and produce.	Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.	Recognize and correctly pronounce most English phonemes while reading aloud.	Recognize and correctly pronounce most English phonemes while reading aloud.
<b>Phonemic Awareness, Decoding and Word Recognition</b>		Recognize sound/symbol relationships in own writing.	Recognize most common English morphemes in phrases and simple sentences.	Recognize most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).

# Reading Word Analysis

## ELD Standards

ELA Categories	Early Intermediate			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Concepts about Print, Phonemic Awareness (P.A.), Vocabulary and Concept Development</b>	Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.  <u>ELA Standards</u> <u>Kindergarten P/A.</u> 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /i, d, j/).  1.10 Identify and produce rhyming words in response to an oral prompt.  <u>Gr. 1 P.A.</u> 1.4 Distinguish initial, medial, and final sounds in single-syllable words.	While reading orally, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., "a" in cat and final consonants).	Produce most English phonemes comprehensibly, while orally reading their own writing, simple sentences or texts.	Produce most English phonemes comprehensibly, while orally reading their own writing, simple sentences or texts.
	Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., "a" in "cat" and final consonants).  <u>ELA Standards</u> <u>Kindergarten P.A.</u> 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /i, d, j/).  1.10 Identify and produce rhyming words in response to an oral prompt.  <u>Gr. 1 P.A.</u> 1.4 Distinguish initial, medial and final sounds in single-syllable words.			

# Reading Word Analysis

## ELD Standards

<b>Early Intermediate (continued)</b>				
<b>ELA Categories</b>	<b>Grades K–2</b>	<b>Grades 3–5</b>	<b>Grades 6–8</b>	<b>Grades 9–12</b>
<b>Decoding and Word Recognition, Vocabulary and Concept Development</b>		Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	Use common English morphemes in oral and silent reading.	Use common English morphemes in oral and silent reading.
			Recognize obvious cognates in phrases, simple sentences, literature, and content area texts (e.g., education, educación, actualmente, actually).	Recognize obvious cognates in phrases, simple sentences, literature, and content area texts (e.g., education, educación, actualmente, actually).

# Reading Word Analysis

## ELD Standards

ELA Categories	Intermediate			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</b>	<p>Pronounce most English phonemes correctly while reading aloud.</p> <p><u>ELA Standards</u> <u>Kindergarten P.A.</u> 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, i/).</p> <p><u>Grade 1 P.A.</u> 1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite). 1.6 Create and state a series of rhyming words, including consonant blends. 1.7 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an). 1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat). 1.9 Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).</p>	<p>Pronounce most English phonemes correctly while reading aloud.</p>		

# Reading Word Analysis

## ELD Standards

ELA Categories	Intermediate (continued)			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</b>	Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text.  <u>ELA Standards</u> <u>Grade 2 D/WR</u> 1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i> ).	Use common English morphemes in oral and silent reading.	Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.
			Identify cognates and false cognates in literature and texts in content areas (e.g., cognate - <i>agonia, agony</i> ; false cognate - <i>éxito, exit</i> ).	Identify cognates and false cognates in literature and texts in content areas (e.g., cognate - <i>agonia, agony</i> ; false cognate - <i>éxito, exit</i> ).
<b>Concepts about Print (CaP)</b>	Recognize and name all upper and lower case letters of the alphabet.  <u>ELA Standards</u> <u>Kindergarten CaP</u> 1.1 Identify the front cover, back cover, and title page of a book. 1.2 Follow words from left to right and from top to bottom on the printed page. 1.3 Understand that printed materials provide information. 1.4 Recognize that sentences in print are made up of separate words. 1.5 Distinguish letters from words.  <u>Grade 1 CaP</u> 1.1 Match oral words to printed words. 1.3 Identify letters, words, and sentences.			

# Reading Word Analysis

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## ELD Standards

ELA Categories	Early Advanced			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</b>	<p>Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p> <p><u>ELA Standards</u> <u>Kindergarten P.A.</u></p> <p>1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).</p> <p>1.9 Blend vowel-consonant sounds orally to make words or syllables.</p> <p>1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.</p> <p>1.12 Track auditorily each word in a sentence and each syllable in a word.</p> <p>1.13 Count the number of sounds in syllables and syllables in words.</p>	<p>Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</p>	<p>Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.</p>	<p>Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., remove, extend).</p>

# Reading Word Analysis

## ELD Standards

ELA Categories	Early Advanced (continued)			
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
<b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR) (cont.)</b>	<p><u>ELA Standards (cont.)</u> <u>Kindergarten P.A. Grade 2 D/WR (cont.)</u></p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant/consonant-vowel = <i>sup/per</i>).</p> <p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p>1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>).</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p>			

# Reading Word Analysis

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## ELD Standards

<b>ELA Categories</b>	<b>Early Advanced (continued)</b>			
	<b>Grades K–2</b>	<b>Grades 3–5</b>	<b>Grades 6–8</b>	<b>Grades 9–12</b>
<b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</b>	<p>Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text.</p> <p><u>ELA Standards</u> <u>Kindergarten D/WR</u></p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p>		<p>Distinguish between cognates and false cognates in literature and texts in content areas.</p>	<p>Distinguish between cognates and false cognates in literature and texts in content areas.</p>

# Reading Word Analysis

## ELD Standards

ELA Categories	Early Advanced (continued)			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)	<p><u>Grade 1 D/WR</u></p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p>1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p>1.12 Use knowledge of vowel digraphs and <i>r</i>-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).</p> <p>1.15 Read common word families (e.g., <i>-ite, -ate</i>).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p>			

# Reading Word Analysis

## ELD Standards

ELA Categories	Advanced			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Decoding and Word Recognition (D/WR)</b>	<p>Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p> <p><u>ELA Standards</u> <u>Kindergarten D/WR</u></p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p> <p><u>Grade 1 D/WR</u></p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p>1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p>1.12 Use knowledge of vowel digraphs and <i>r</i>-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p>	<p>Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.</p>	<p>Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.</p>	<p>Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., remove, extend).</p>

# Reading Word Analysis

## ELD Standards

ELA Categories	Advanced (continued)			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
Decoding and Word Recognition (D/WR)	<p><u>Grade 1 D/WR</u></p> <p>1.14 Read inflectional forms (e.g., <i>-s</i>, <i>-ed</i>, <i>-ing</i>) and root words (e.g., <i>look</i>, <i>looked</i>, <i>looking</i>).</p> <p>1.15 Read common word families (e.g., <i>-ite</i>, <i>-ate</i>).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p> <p><u>Grade 2 D/WR</u></p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant/consonant-vowel = <i>sup/per</i>).</p> <p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p>1.4 Recognize common abbreviations (e.g., <i>Jan.</i>, <i>Sun.</i>, <i>Mr.</i>, <i>St.</i>).</p> <p>1.5 Identify and correctly use regular plurals (e.g., <i>-s</i>, <i>-es</i>, <i>-ies</i>) and irregular plurals (e.g., <i>fly-flies</i>, <i>wife/wives</i>).</p>			
			Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.	Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.

# **Reading**

## **Fluency and Systematic Vocabulary Development**

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As the English Language Learner (ELL) recognizes and produces the sounds of English, the student is simultaneously building vocabulary. Learning new labels for concepts, objects, and actions is a key building block for the integration of the language. The pathways in the English Language Development (ELD) Standards lead to the achievement of fluent oral and silent reading. These pathways are created through building vocabulary and are demonstrated through actions and oral words, phrases, and sentences and by transferring this understanding to reading. The successful learning of a second language requires that the instruction of students be highly integrated to include all language skills as well as challenging activities that focus on subject area content (Brinton, Snow, and Wesche, 1989). Therefore, at the higher proficiency levels, the student is asked to apply knowledge of vocabulary to literature and subject area texts and to achieve an appropriate level of independent reading.

At the lower ELD proficiency levels, reading materials should be at the student's developmental proficiency level. Grade-level reading materials should be used with students working at the Advanced level. In addition to demonstrating proficiency on the ELD standards, students working at the ELD Advanced proficiency level must also demonstrate proficiency on the English-language arts (ELA) standards for their own and all prior grades. In order to ensure each student's success, instruction leading to proficiency on the ELA standards must begin as early as possible within the framework of the ELD standards. In order to ensure that all ELLs achieve proficiency on the ELA standards, teachers must concurrently use both the ELA and the ELD standards.

# Reading

## Fluency and Systematic Vocabulary Development

### ELD Standards

ELA Categories	Beginning			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Vocabulary &amp; Concept Development (V/CD)</b>				Recognize simple affixes (educate, education), prefixes (dislike), synonyms (big, large), and antonyms (hot, cold).
	Read aloud simple words in stories or games (e.g., nouns and adjectives)  <u>ELA Standards</u> <u>Kindergarten V/CD</u> 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).	Read aloud simple words in stories or games (e.g., nouns and adjectives).	Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using 1-2 words or simple sentence responses.	Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using 1-2 words or simple sentence responses.
	Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).	Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).	Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).	Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).
			Create a simple dictionary of words frequently used by the student.	Use an English dictionary to derive meaning of simple known vocabulary.
<b>Vocabulary &amp; Concept Development</b> <i>Also are addressed in Listening &amp; Speaking</i>	Demonstrate comprehension of simple vocabulary with an appropriate action.	Demonstrate comprehension of simple vocabulary with an appropriate action.		
	Retell simple stories using drawings, words, or phrases.	Retell simple stories using drawings, words, or phrases.	Retell stories using phrases, and sentences.	
	Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).

# Reading

## Fluency and Systematic Vocabulary Development

### ELD Standards

ELA Categories	Early Intermediate			
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
<b>Vocabulary &amp; Concept Development</b>	Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.	Apply knowledge of content-related vocabulary to discussions and reading.	Use knowledge of literature and content areas to understand unknown words.	Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms, to interpret the meaning of unknown words.
				Recognize simple idioms, analogies, and figures of speech in literature and content area texts (e.g., "the last word").
	Read simple vocabulary, phrases, and sentences independently.	Read simple vocabulary, phrases and sentences independently.	Read simple paragraphs and passages independently.	Read simple paragraphs and passages independently.
				Recognize that words sometimes have multiple meanings and apply this knowledge to written texts.
	Read aloud an increasing number of English words.	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.		

# Reading

## Fluency and Systematic Vocabulary Development

### ELD Standards

ELA Categories	Early Intermediate (continued)			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Vocabulary &amp; Concept Development</b>	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*
		Read own writing of narrative and expository text aloud with some pacing, intonation, and expression.	Read own writing of narrative and expository text aloud with appropriate pacing, intonation, and expression.	Read own writing of narrative and expository text aloud with appropriate pacing, intonation, and expression.
			Use a standard dictionary to find the meaning of known vocabulary.	Use a dictionary to derive meaning of unknown vocabulary.
				Use connectors to appropriately sequence written text (e.g., "first, then, after that, finally").

\* Teachers are to monitor ELLs' acquisition of English and to provide correction so that kindergarten children working at the Advanced ELD proficiency level and students in all other grades working at the Early Advanced proficiency level will have internalized English language skills to such a degree that the teacher will often observe the students correcting their own grammar, usage, and word choices in speaking, reading, and writing.

# Reading

## Fluency and Systematic Vocabulary Development

### ELD Standards

ELA Categories	Intermediate				
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12	
<b>Vocabulary &amp; Concept Development</b>		Create a simple dictionary of frequently used words.	Use a standard dictionary to determine meanings of unknown words.	Use a standard dictionary to derive meaning of unknown vocabulary.	
		Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in written texts.	Use knowledge of English morphemes, phonics, and syntax to decode written texts.	Identify variations of the same word that are found in a text and know with some accuracy how affixes change the meaning of these words.	
			Recognize simple idioms, analogies, figures of speech, and metaphors in literature and texts in content areas (e.g., to take a fall).	Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.	
		Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.*	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.*	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.*	
		Use decoding skills to read more complex words independently. <u>ELA Standards</u> <u>Grade 1 V/CD</u> 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	Read grade appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.		

\* Teachers are to monitor ELLs' acquisition of English and to provide correction so that kindergarten children working at the Advanced ELD proficiency level and students in all other grades working at the Early Advanced proficiency level will have internalized English language skills to such a degree that the teacher will often observe the students correcting their own grammar, usage, and word choices in speaking, reading, and writing.

# Reading

## Fluency and Systematic Vocabulary Development

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### ELD Standards

ELA Categories	Intermediate (continued)			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Vocabulary &amp; Concept Development (V/CD)</b>  <i>Also are addressed in Listening &amp; Speaking</i>	Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).  <u>ELA Standards</u> <u>Kindergarten V/CD</u> 1.18 Describe common objects and events in both general and specific language.	Use content-related vocabulary in discussions and reading.	Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.	Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.
	Apply knowledge of content-related vocabulary to discussions and reading.			
<b>Vocabulary &amp; Concept Development, Decoding &amp; Word Recognition</b>	Recognize simple prefixes and suffixes when attached to known vocabulary (e.g., remove, jumping).	Recognize some common roots and affixes when attached to known vocabulary (e.g., speak, speaker).	Recognize that words sometimes have multiple meanings.	Apply knowledge of text connectors to make inferences.

# Reading

## Fluency and Systematic Vocabulary Development

### ELD Standards

ELA Categories	Early Advanced			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Vocabulary &amp; Concept Development (V/CD)</b>		Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.
	Recognize simple antonyms and synonyms in stories or games (e.g., good, bad; blend, mix).	Recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., present (gift), present (time)).	Recognize that words sometimes have multiple meanings and apply this knowledge to literature and texts in content areas.	Recognize that words sometimes have multiple meanings and apply this knowledge to understanding written texts.
	Use simple prefixes and suffixes when attached to known vocabulary. <u>ELA Standards</u> <u>Grade 2 V/CD</u> 1.9 Know the meaning of simple prefixes and suffixes (e.g., <i>over-</i> , <i>un-</i> , <i>-ing</i> , <i>-ly</i> ).	Use some common roots and affixes when attached to known vocabulary (e.g., educate, education).		Use knowledge of affixes, roots and increased vocabulary to interpret the meaning of words in literature and content area texts.
		Use standard dictionary to find the meanings of known vocabulary.	Use standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings).	Use standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings).
		Recognize simple analogies and metaphors in literature and texts in content areas (e.g., "fly like a bird").		

# Reading

## Fluency and Systematic Vocabulary Development

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### ELD Standards

<b>ELA Categories</b>	<b>Early Advanced (continued)</b>			
	<b>Grades K–2</b>	<b>Grades 3–5</b>	<b>Grades 6–8</b>	<b>Grades 9–12</b>
<b>Vocabulary &amp; Concept Development</b>	Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.
		Use some common idioms in discussions and reading (e.g., "scared silly").	Use idioms, analogies and metaphors in literature and texts in content areas.	Use idioms, analogies and metaphors in literature and texts in content areas.
		Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation and expression.	Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation and expression.	Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation and expression.

# Reading

## Fluency and Systematic Vocabulary Development

### ELD Standards

ELA Categories	Advanced			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Vocabulary &amp; Concept Development (V/CD)</b>	<p>Explain common antonyms and synonyms</p> <p><u>ELA Standards</u> <u>Grade 2 V/CD</u> 1.7 Understand and explain common antonyms and synonyms.</p>	<p>Apply knowledge of common roots and affixes when attached to known vocabulary.</p>		
	<p>Recognize words that have multiple meanings in texts.</p> <p><u>ELA Standards</u> <u>Grade 2 V/CD</u> 1.10 Identify simple multiple-meaning words.</p>	<p>Recognize that words sometimes have multiple meanings and apply this knowledge consistently.</p>	<p>Use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content areas.</p>	<p>Use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content areas.</p>
	<p>Apply knowledge of academic and social vocabulary to achieve independent reading.</p> <p><u>ELA Standards</u> <u>Grade 2 V/CD</u> 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.</p>	<p>Apply knowledge of academic and social vocabulary to achieve independent reading.</p>	<p>Apply knowledge of academic and social vocabulary to achieve independent reading.</p>	<p>Apply knowledge of academic and social vocabulary to achieve independent reading.</p>
		<p>Use common idioms, some analogies and metaphors in discussion and reading.</p>	<p>Use common idioms and some analogies and metaphors (e.g., “shine like a star,” “let the cat out of the bag”).</p>	<p>Use common idioms and some analogies and metaphors (e.g., “shine like a star,” “let the cat out of the bag”).</p>
		<p>Use a standard dictionary to determine meaning of unknown words.</p>	<p>Use a standard dictionary to determine meaning of unknown words.</p>	<p>Use a standard dictionary to determine meaning of unknown words.</p>
	<p>Read narrative and texts aloud with appropriate pacing, intonation, and expression.</p>	<p>Read narrative and expository text aloud with appropriate pacing, intonation, and expression.</p>		

# Reading

## Fluency and Systematic Vocabulary Development

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### ELD Standards

ELA Categories	Advanced (continued)			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Decoding and Word Recognition (D/WR)</b>	<p><u>ELA Standards</u></p> <p><u>Kindergarten D/WR</u></p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters change, so do the sounds (i.e., the alphabetic principle).</p> <p><u>Grade 1 D/WR</u></p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p>1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p>1.12 Use knowledge of vowel digraphs and <i>r</i>-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).</p> <p>1.15 Read common word families (e.g., <i>-ite, -ate</i>).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p>			

# Reading

## Fluency and Systematic Vocabulary Development

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### ELD Standards

ELA Categories	Advanced (continued)			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Decoding and Word Recognition (D/WR)</b>	<p><u>Grade 2 D/WR</u></p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant/consonant = <i>sup/per</i>).</p> <p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p>1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).</p> <p>1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>).</p>			

# Reading

## Reading Comprehension

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Reading Comprehension and Literary Response and Analysis are the categories of the ELD standards placing the greatest emphasis on the academic content of the ELA standards. The academic setting for the English language learner (ELL) requires instruction to take place in which listening, speaking, reading, and writing are presented in an integrated format. The ELD standards will vary, not only by the grade level, but also by the age of the student: early childhood (ages 5 to 7), middle childhood (ages 8 to 10), and young adult (ages 11 to 16). Learning within these three groups differs due to the speed of acquisition of academic language in English (Collier, 1992). Older children and adults, over the short term, proceed more quickly through the very early stages of syntactical and morphological development (Scarcella, 1992). Young children proceed less quickly, but in the long run achieve higher levels of proficiency in a second language than older children and adults. The influence of age is most evident with younger children who are able to learn a second language and speak that language with native-like fluency and pronunciation (Selinker, 1972). Children exhibit few inappropriate (e.g., phonological, syntactical, or morphological) forms of the second language that often are problematic and require extensive instructional remediation in older children and adults.

When ELLs reach the Advanced proficiency level on the ELD standards, they must also be able to demonstrate proficiency on the ELA standards for their current and all prior grades. Students at the Advanced proficiency level on the ELD standards must be working in grade-level texts; however, ELLs working at lower ELD proficiency levels should use reading materials appropriate for their developmental levels. To ensure that ELLs become proficient on both the ELD and ELA standards, teachers must use the two standards documents concurrently and must provide instruction leading to proficiency on the ELA standards no later than the Intermediate level of the ELD standards.

# Reading

## Reading Comprehension

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### ELD Standards

ELA Categories	Beginning			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
Comprehension	Respond orally to stories read to them, using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).			
	Respond orally to stories read to them by answering factual comprehension questions using one- or two-word responses.	Respond orally to stories read to them by answering factual comprehension questions, using one- or two-word responses (e.g., "brown bear").	Read and orally respond to simple text by answering factual comprehension questions using key words or phrases.	
	Draw pictures from student's own experience related to a story or topic (e.g., community in social studies).	Orally identify relationship between simple text read to them and their own experience using key words and/or phrases.		
	Understand and follow simple one-step directions for classroom or work-related activities.	Understand and follow simple one-step directions for classroom or work-related activities.	Understand and follow simple multi-step oral directions of classroom or work-related activities.	Understand and follow simple multi-step oral directions of classroom or work-related activities.

# Reading

## Reading Comprehension

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### ELD Standards

ELA Categories	Beginning (continued)			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Comprehension &amp; Analysis of Appropriate Text</b>	Identify the basic sequences of events in stories read to them, using key words or pictures.	Identify the basic sequences of events in stories read to them, using key words or pictures.	Recognize categories of common informational materials (e.g., newspaper, brochures, etc.).	Recognize a few specific facts in familiar expository texts such as consumer, workplace documents and content area texts.
		Identify the main idea in a story read aloud using key words and/or phrases.	Orally identify main ideas and some details of familiar texts using key words or phrases.	Orally identify main ideas and some details of familiar literature and informational materials/ public documents (e.g., newspaper, brochures, etc.) using key words or phrases.
		Point out text features such as title, table of contents, and chapter headings.	Point out text features such as title, table of contents, and chapter headings.	Point out text features such as title, table of contents, and chapter headings.
<b>Structural Features of Informational Materials</b>			Use pictures, lists, charts, and tables to identify the factual components of compare and contrast patterns in informational materials, newspapers, and magazines.	Use 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).
<b>Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique</b>			Orally identify examples of fact/opinion and cause/effect in simple texts.	

# Reading

## Reading Comprehension

### ELD Standards

ELA Categories	Early Intermediate			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Comprehension</b>	Respond orally to simple stories read to them by answering factual comprehension questions using phrases or simple sentences.	Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., "The bear is brown.").	Read and orally respond to simple literary texts and texts in content areas by answering factual comprehension questions using simple sentences.	Read and orally respond to simple literary text and text in content areas by answering factual comprehension questions using simple sentences.
	Draw and label pictures related to a story topic or own experience.	Read and orally identify relationships between written text and their own experience using simple sentences.		
	Understand and follow simple two-step directions of classroom or work-related activities.	Understand and follow simple two-step directions of classroom or work-related activities.	Identify and follow some multi-step directions for simple mechanical devices and basic forms.	Identify and follow some multi-step directions for simple mechanical devices and basic forms.
<b>Comprehension &amp; Analysis of Grade-Level Appropriate Text</b>	Orally identify the basic sequence of text read to them using key words or phrases.	Orally identify the basic sequence of written text using simple sentences.	Locate and orally explain categories of familiar informational materials using simple sentences.	Orally identify the features of simple excerpts of public documents using key words or phrases.
	Use the content of a story to draw logical inferences.	Read and orally identify the main ideas and use them to draw inferences about written text using simple sentences.	Read and orally identify main ideas and details of informational materials, literary text and text in content areas using simple sentences.	Read and orally identify a few specific facts in simple expository text such as consumer and workplace documents and content area text.
		Read and identify basic text features such as title, table of contents, and chapter headings.		

# Reading

## Reading Comprehension

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### ELD Standards

ELA Categories	Early Intermediate (continued)			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique</b>		Orally identify examples of fact/opinion in familiar texts read to them.	Read and orally identify examples of fact/opinion and cause/effect in written texts using simple sentences.	
<b>Structural Features of Information Materials</b>			Orally identify the factual components of simple informational materials using key words or phrases.	Use simple sentences to orally identify the structure and format of workplace documents (e.g., format, graphics and headers).
				After a group activity, present a brief oral report demonstrating three or four simple steps necessary to achieve a specific goal or product from a consumer or workplace document.

# Reading

## Reading Comprehension

### ELD Standards

ELA Categories	Intermediate			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Comprehension &amp; Analysis of Grade-Level Appropriate Text</b>	Read and use simple sentences to orally respond to stories by answering factual comprehension questions.	Use detailed sentences to orally respond to comprehension questions about written text (e.g., "The brown bear lives with his family in the forest.").	Read and use detailed sentences to orally respond to literature by answering factual comprehension questions.	Use detailed sentences to orally identify two to three examples of how clarity of text is affected by repetition of key ideas and syntax.
	While reading orally in a group, point out basic text features such as title, table of contents, and chapter headings.	Read and identify text features such as titles, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.		Present a brief report which verifies and clarifies facts presented in two to three forms of expository texts.
	Use the content of stories read aloud to draw inferences about the stories. Use simple phrases or sentences to communicate the inferences made.	Read and use detailed sentences to orally identify main ideas and use them to make predictions and provide supporting details for predictions made.	Read and use detailed sentences to orally explain main ideas and details of informational, literary, and text materials in content areas.	Read and use detailed sentences to orally identify main ideas and use them to make predictions about informational, literary text, and text in content areas.
<b>Comprehension</b>	Write captions of words or phrases for drawings related to a story.	Read and use more detailed sentences to orally describe relationships between text and their own experiences.		
	Understand and follow some multi-step directions for classroom-related activities.	Understand and follow some multi-step directions for classroom-related activities.	Understand and orally explain most multi-step directions for simple mechanical devices and for simple applications.	Understand and orally explain most multi-step directions for simple mechanical devices and for simple applications.
<b>Comprehension &amp; Analysis of Grade-Level Appropriate Text and Expository Critique</b>		Read and orally identify examples of fact/opinion and cause/effect in literature and content area texts.		
				Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence using simple sentences.

# Reading

## Reading Comprehension

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### ELD Standards

<b>ELA Categories</b>	<b>Intermediate (continued)</b>			
	<b>Grades K–2</b>	<b>Grades 3–5</b>	<b>Grades 6–8</b>	<b>Grades 9–12</b>
<b>Structural Features of Informational Materials</b>			Identify and use detailed sentences to orally explain the differences among some categories of informational materials.	Read and orally identify the structure and format of workplace documents (e.g., graphics and headers) and give one brief example of how authors use the feature to achieve their purpose.
			Understand and orally identify the basic components and rhetorical styles found in common consumer and informational materials (e.g., warranties, contracts, manuals, magazines).	Read and use simple sentences to orally identify the features of rhetorical devices of simple excerpts of public and workplace documents and content text.

# Reading

## Reading Comprehension

### ELD Standards

ELA Categories	Early Advanced			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Comprehension &amp; Analysis of Grade-Level Appropriate Text</b>	Read and use detailed sentences to orally identify the main idea and use the idea to draw inferences about text.	Describe main ideas and supporting details of a text.	Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas.	Apply knowledge of language to achieve meaning/comprehension from informational materials, literary texts, and texts in content areas.
	Read and orally respond to stories by answering factual comprehension questions about cause and effect relationships.	Generate and respond to comprehension questions related to the text.		
	Write a brief story summary (three or four complete sentences).	Describe relationships between text and their experience.		
<b>Comprehension</b>	Read and use basic text features such as title, table of contents, and chapter headings.	Locate and identify the function of text features such as format, diagrams, charts, glossaries, and indexes.		
<b>Comprehension &amp; Analysis of Grade-Level Appropriate Text &amp; Expository Critique</b>	Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.	Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences.		Analyze the structure and format of workplace documents, and how authors use these to achieve their purposes.
		Distinguish between explicit examples of fact, opinions, inference, and cause/effect in texts.		Prepare an oral and written report which evaluates the credibility of an author's argument or defense of a claim (include a bibliography).

# Reading

## Reading Comprehension

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### ELD Standards

ELA Categories	Early Advanced (continued)			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
Structural Features of Informational Materials		Identify some significant structural (organizational) patterns in text, such as sequence/chronological order, and cause/ effect.	Identify and explain the differences among various categories of informational materials.	Read and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.
			Analyze a variety of rhetorical styles found in consumer and informational materials (e.g., warranties, contracts, manuals, magazines, and textbooks).	Analyze the features and rhetorical devices of at least two types of public documents (e.g., warranties, contracts, manuals, magazines, and textbooks).

# Reading

## Reading Comprehension

### ELD Standards

ELA Categories	Advanced			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Comprehension and Analysis of Grade-Level Appropriate Text</b>	Prepare an oral or written summary or other information using a variety of comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources), with literature and content area texts.	Use resources in the text (such as ideas, illustrations, titles, etc.) to draw inferences, conclusions, and to make generalizations.	Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas.	Apply knowledge of language to achieve meaning/comprehension from informational materials, literary text, and text in content areas.
		Describe main ideas and supporting details, including supporting evidence.		
<b>Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique</b>	Locate and use text features such as title, table of contents, chapter headings, diagrams and index.	Use text features such as format, diagrams, charts, glossaries, indexes, etc., to locate & draw information from text.	Analyze a variety of rhetorical styles, found in consumer and informational materials (e.g., warranties, contracts, newspapers, magazines, signs, textbooks).	Analyze the features and rhetorical devices of different types of public documents, and how the authors use these features and devices.
		Identify significant structural (organizational) patterns in text, such as compare/contrast, sequence/chronological order, and cause/effect.		
<b>Structural Features of Informational Materials</b>			Identify and analyze the differences among various categories of informational materials.	Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content areas.

# Reading

## Reading Comprehension

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### ELD Standards

<b>ELA Categories</b>	<b>Advanced (continued)</b>			
	<b>Grades K–2</b>	<b>Grades 3–5</b>	<b>Grades 6–8</b>	<b>Grades 9–12</b>
<b>Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique, Structural Features of Informational Materials</b>				Prepare an oral and written report which evaluates the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence. Prepare a bibliography for the report.
				Prepare a brief research or synthesizing paper in which content areas and ideas are analyzed from several sources to present a coherent argument or conclusion, including proper format and bibliography.
		Distinguish between fact/opinion, inference, and cause/effect in text.		

## **Writing Strategies and Applications**

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As English language learners (ELLs) begin to develop language skills in listening, speaking, and reading, they also need to develop writing skills. Linguistic studies note that ELLs will transfer language skills from their primary language to English (Odlin, T., 1989), particularly if there are similarities between the languages and if students are substantially literate in their first language. Research also indicates that integrating the four language skills (reading, writing, speaking, and listening) is crucial to developing effective writing for ELLs (Mangelsdorf, 1989). Reading is particularly important, because it provides ELLs with opportunities to acquire grammar, expand vocabulary, gain increasing fluency with written texts, and improve speaking skills (Carrel, Devine, and Skey, 1988). Reading provides students with model sentence patterns and linguistic structures. However, improved writing does not necessarily follow from reading. For ELLs to apply their knowledge of sentence patterns and linguistic structures, they must put into practice what they observe from reading by engaging in a variety of types of writing. If ELLs are to become successful users of English, their integrated/instructional program must include numerous opportunities to develop writing skills. Since ELLs working at the Advanced proficiency level on the ELD standards are also to be demonstrating proficiency on the ELA standards, it is essential that teachers use the two standards documents concurrently and monitor students' progress on the ELA standards as well as on the ELD standards.

# Writing

## Strategies and Applications

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### ELD Standards

ELA Categories	Beginning			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Penmanship</b>	Copy the English alphabet legibly.	Write the English alphabet legibly.		
<b>Penmanship, Organization &amp; Focus</b>	Copy words posted and commonly used in the classroom.	Label key parts of common objects.	Organize and record expository information on pictures, lists, charts, and tables for literature and content areas.	Organize and record expository information on pictures, lists, charts, and tables for literature and content areas.
<b>Organization &amp; Focus</b>	Write a few words or phrases about an event or character from a story read by the teacher.	Create simple sentences or phrases with some assistance.	Create simple sentences or phrases with some assistance.	Create simple sentences or phrases with some assistance.
	Write a phrase or simple sentence about an experience generated from a group story.	Use models to write short narratives.	Write a brief narrative using a few simple sentences that include setting and some details.	Write a brief narrative using a few simple sentences that include setting and some details.
		During group writing activities, write brief narratives and stories using a few standard grammatical forms.	Use the writing process to write brief narratives and stories with a few standard grammatical forms.	Use the writing process to write brief narratives with a few standard grammatical forms.
			Write simple compositions such as descriptions and compare/contrast that have a main idea and some detail.	Write simple compositions such as descriptions and compare/contrast that have a main idea and some detail.
			Complete basic business forms that require information such as name, address, and telephone number.	Complete a job application form by providing basic information such as name, age, address, and education.

# Writing

## Strategies and Applications

### ELD Standards

ELA Categories	Early Intermediate			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Organization &amp; Focus</b>	Write simple sentences about events or characters from familiar stories read by the teacher.	Write short narrative stories that include elements of setting and character.	Write brief responses to selected literature with factual understanding of the text using simple sentences.	Use simple sentences to write responses to selected literature that exhibit factual understanding of the text and connect the student's own experience to specific parts of the text.
	Write 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")).	Use drawings, pictures, lists, charts, and tables to respond to familiar literature using simple sentences.	Use common verbs, nouns, and high frequency modifiers in simple sentences.	Use common verbs, nouns, and high frequency modifiers in simple sentences.
		Follow a model given by the teacher to independently write short paragraphs of at least four sentences.	Following an outline, create a draft of a paragraph.	Use simple sentences to follow an outline and create a draft of a short essay.
		Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).
		Given a model, write a friendly letter.	Write expository compositions such as descriptions, compare and contrast, and problem/solution that include a main idea and some details using simple sentences.	Write expository compositions such as descriptions, compare and contrast, and problem/solution that include a main idea and some details using simple sentences.
			Collect information and take notes on a given topic from a variety of sources (e.g., dictionary, library books, research materials).	Collect information and take notes on a given topic from a variety of sources (e.g., dictionary, library books, research materials).

# Writing

## Strategies and Applications

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### ELD Standards

<b>ELA Categories</b>	<b>Early Intermediate (continued)</b>			
	<b>Grades K–2</b>	<b>Grades 3–5</b>	<b>Grades 6–8</b>	<b>Grades 9–12</b>
<b>Organization &amp; Focus, Evaluation and Revision</b>	Write one to two simple sentences (e.g., "I went to the park.").	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	From a given topic, use the writing process to write sentences and short paragraphs with supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.	From a given topic, use the writing process to write sentences and short paragraphs with supporting details. There may be some inconsistent use of standard grammatical forms.
<b>Organization &amp; Focus, Research and Technology</b>			Complete simple informational documents related to career development (e.g., bank forms and job applications).	Complete simple informational documents related to career development (e.g., bank forms and job applications).

# Writing

## Strategies and Applications

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### ELD Standards

ELA Categories	Intermediate			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Organization &amp; Focus</b>	Write short narrative stories that include the elements of setting and character.	Narrate a sequence of events with some detail.	Narrate a sequence of events and communicate their significance to the audience.	Narrate a sequence of events and communicate their significance to the audience.
	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	Write brief expository compositions (e.g., description, compare and contrast, cause and effect, and problem/solution) that include a thesis and some points of support.	Write brief expository compositions and reports of information that: a) include a thesis and some supporting details; b) provide information from primary sources; and c) organize and record information on charts and graphs.
	Following a model, use the writing process to independently write short paragraphs of at least three lines.	Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).	Develop a clear purpose in a short essay using the rhetorical devices of quotations and facts appropriately.	Recognize elements of characterization in a piece of writing and apply them when writing.
		Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be in evidence).	Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.	Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.

# Writing

## Strategies and Applications

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### ELD Standards

<b>Intermediate (continued)</b>				
<b>ELA Categories</b>	<b>Grades K–2</b>	<b>Grades 3–5</b>	<b>Grades 6–8</b>	<b>Grades 9–12</b>
<b>Organization &amp; Focus</b>	Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	Recognize structured ideas and arguments and their supporting examples in persuasive writing.
	Write a friendly letter of a few lines.	Independently write a letter using detailed sentences.	Write documents related to career development (e.g., business letter, job applications).	Write job applications and resumes that are clear and provide all needed information.
			Use complex sentences to write brief fictional biographies and short stories that include a sequence of events and provide supporting details.	Use complex sentences to write brief fictional biographies and short stories that include a sequence of events and provide supporting details.
<b>Organization &amp; Focus, Research and Technology</b>			Use basic strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. (Some rules may not be evident.)	Use basic strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. (Some rules may not be evident.)
			Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.

# Writing

## Strategies and Applications

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### ELD Standards

ELA Categories	Early Advanced			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Organization &amp; Focus</b>	Write short narratives that include elements of setting, character and events.	Write a detailed summary of a story.	Write in different genres (e.g., short stories and narratives). Include coherent plot development, characterization, and setting.	Identify various elements of discourse in writing (e.g., purpose, speaker, audience, form).
	Use the writing process to write short paragraphs that maintain a consistent focus.	Arrange compositions according to simple organizational patterns.	Develop a clear thesis and support it using the rhetorical devices of analogy, quotation, and fact appropriately.	Develop a clear thesis and support it using the rhetorical devices of analogy, quotation, and fact.
		Independently write simple responses to literature.	Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.	Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms.
	Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	Use appropriate language variations and genres in writing for language arts and other content areas.	Use appropriate language variations and genres in writing for language arts and other content areas.
	Write a formal letter.	Independently write a persuasive letter with relevant evidence.	Write pieces related to career development (e.g., business letter, job applications, letter of inquiry).	Write job applications and resumes that are clear and purposeful and address the intended audience appropriately.

# Writing

## Strategies and Applications

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### ELD Standards

ELA Categories	Early Advanced (continued)			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Organization &amp; Focus, Evaluation and Revision</b>	Produce independent writing using consistent standard grammatical forms, but with some rules may not be in evidence.	Write multi-paragraph narrative and expository compositions and examples appropriate for content areas, with consistent use of standard grammatical forms.	Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counter-argument.	Write reflective compositions that explore the significance of events.
			Write detailed fictional biographies or autobiographies.	Write detailed fictional biographies or autobiographies.
<b>Organization &amp; Focus, Research and Technology, Evaluation and Revision</b>			Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms.	Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms.
<b>Organization &amp; Focus, Research and Technology</b>			Write an essay or report that balances information, has original ideas, and gives credit in a bibliography. Use appropriate tone and voice based on purpose, audience, and subject matter.	Write expository compositions and reports of information that convey information from primary and secondary sources and use some technical terms. Use appropriate tone and voice based on purpose, audience, and subject matter.

# Writing

## Strategies and Applications

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### ELD Standards

ELA Categories	Advanced			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Organization &amp; Focus</b>	Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).	Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).	Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments.	Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments.
		Write a persuasive composition using standard grammatical forms.	Produce writing using various elements of discourse (e.g., purpose, speaker, audience, form), in narrative, expository, persuasive, informational, and/or descriptive writing.	Produce writing that establishes a controlling impression or thesis.
	Write short narratives that describe the setting, character, objects, and events.	Write narratives that describe the setting, character, objects, and events.	Use appropriate language variations and genres in writing for language arts and other content areas.	Structure ideas and arguments within a given context giving supporting and relevant examples.
			Write pieces related to career development (e.g., business letter, job applications, letter of inquiry, memorandum).	Write job applications and resumes that modify tone to fit purpose and audience and follow the conventional format for the type of document.

# Writing

## Strategies and Applications

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### ELD Standards

ELA Categories	Advanced (continued)			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Organization &amp; Focus, Evaluation and Revision</b>	Produce independent writing using correct grammatical forms.	Write multi-paragraph narrative and expository compositions using standard grammatical forms.	Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.	Produce writing using various elements of discourse (e.g., purpose, speaker, audience, form), in narrative, expository, persuasive, informational, and/or descriptive writing.
	Use the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.	Independently use all of the steps of the writing process.	Develop a clear thesis and support it with various rhetorical devices (e.g., analogies, quotation, fact, statistics, and comparison).	Use a variety of rhetorical devices to support assertions (e.g., appeal to logic through reasoning, case study, and analogy).
<b>Organization &amp; Focus, Research and Technology</b>			Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays using standard grammatical forms.	Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays using standard grammatical forms.
			Write documents (e.g., fictional biographies, autobiographies, short stories, and narratives) that include coherent plot development, characterization, setting, and a variety of literary strategies (e.g., dialogue, suspense).	Write expository compositions, including analytical essays and research reports, for language arts and other content areas that provide evidence in support of a thesis and related claims.
			Use various methods of investigation and research to develop an essay or report that balances information and original ideas, and includes references and a bibliography.	Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations and/or expressions of commonly accepted beliefs and logical reasoning.

## **Writing Conventions**

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The ELD standards identify the stages through which English language learners (ELLs) must pass to use the conventions of English effectively in writing. Based on the degree to which their primary language differs from English in its written form, and the degree to which students are already proficient writers in their primary language, ELLs face unique challenges as they work to successfully use the conventions of written English.

At all ELD proficiency levels, ELLs are to produce writing that includes correct English capitalization, punctuation, and spelling for words appropriate for the students' developing fluency in English. By the Advanced ELD proficiency level, ELLs are to demonstrate proficiency on both the ELD and the ELA standards for their current and all prior grade levels.

# Writing Conventions

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## ELD Standards

ELA Categories	Beginning			
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
<b>Capitalization</b>	Use capital letters when writing own name.	Use capital letters when writing own name and at the beginning of sentences.		
<b>Punctuation</b>		Use a period at the end of a sentence.	Edit own work and correct punctuation.	Edit own work and correct punctuation.
<b>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling</b>			Identify basic vocabulary, mechanics, and structures in a piece of writing.	Identify basic vocabulary, mechanics, and structures in a piece of writing.
			Revise writing for proper use of final punctuation, capitals, and correct spelling.	Revise writing for proper use of final punctuation, capitals, and correct spelling.

# Writing Conventions

## ELD Standards

ELA Categories	Early Intermediate			
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
<b>Capitalization</b>	Use capital letters to begin sentences and proper nouns.	Use capital letters to begin sentences and proper nouns.		
<b>Punctuation</b>	Use a period or question mark at the end of a sentence.	Use a period at the end of a sentence, and use some commas appropriately.		
<b>Punctuation, Capitalization, Spelling</b>	Edit writing for basic conventions (e.g., capital letters and periods) and make some corrections.	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).
<b>Sentence Structure, Grammar, Punctuation, Capitalization</b>			Revise writing with teacher assistance to clarify meaning and improve conventions and organization.	Revise writing with teacher assistance to clarify meaning and improve conventions and organizations.
			Use clauses, phrases, and mechanics with consistent variations in grammatical forms.	Use clauses, phrases, and mechanics with consistent variations in grammatical forms.

# Writing Conventions

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## ELD Standards

ELA Categories	Intermediate			
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
<b>Capitalization, Punctuation, Spelling</b>	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.		
<b>Sentence Structure, Grammar, Spelling</b>	Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).	Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.	Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.
<b>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling</b>			Edit and correct basic grammatical structures and conventions of writing.	Edit and correct basic grammatical structures and conventions of writing.

# Writing Conventions

## ELD Standards

ELA Categories	Early Advanced			
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
<b>Capitalization, Punctuation, Spelling</b>	Produce independent writing that may include some inconsistent use of capitalization, periods and correct spelling.	Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.	Create coherent paragraphs through effective transitions.	Create coherent paragraphs through effective transitions.
<b>Sentence Structure, Grammar, Spelling</b>	Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).	Use standard word order but may have some consistent grammatical forms, including inflections.	Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.	Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.
<b>Punctuation, Capitalization, Spelling</b>	Edit writing for some conventions (e.g., capital letters and periods).	Edit writing for basic conventions (e.g., punctuation, capitalization and spelling).	Edit writing for grammatical structures and conventions of writing.	Edit writing for grammatical structures and conventions of writing.
	<u>ELA Spelling Standards</u> <u>Grade 1</u> 1.8 Spell three- and four-letter short-vowel words and grade-level appropriate sight words correctly. <u>Grade 2</u> 1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i> ).	<u>ELA Spelling Standards</u> <u>Grade 3</u> 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i> ). 1.9 Arrange words in alphabetic order. <u>Grade 4</u> 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.		

# Writing Conventions

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## ELD Standards

ELA Categories	Advanced			
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
<b>Sentence Structure, Grammar</b>	Use complete sentences and correct word order.	Use complete sentences and correct word order.	Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.	Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.
<b>Grammar</b>	Use correct parts of speech, including correct subject/verb agreement.	Use correct parts of speech, including correct subject/verb agreement.	Create coherent paragraphs through effective transitions and parallel constructions.	Create coherent paragraphs through effective transitions and parallel constructions.
<b>Capitalization, Punctuation, Spelling</b>	Edit writing for punctuation, capitalization, and spelling.	Edit writing for punctuation, capitalization, and spelling.	Edit writing for conventions of writing to approximate standard grammatical forms.	Edit writing for conventions of writing to approximate standard grammatical forms.
<b>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling</b>	Produce writing that demonstrates a command of the conventions of standard English.	Produce writing that demonstrates a command of the conventions of standard English.		

# Reading

## Literary Response and Analysis

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In order for English language learners (ELLs) to improve their English proficiency and to reduce the likelihood that their English skills will level off before they reach fluency, it is important that they learn content along with language skills. Instruction grounded in academic areas such as literature, mathematics, geography, history, government, and science not only familiarizes learners with the content of the discipline but more importantly, it teaches them how to use the language required to communicate in the discipline (Mohan, 1986). ELLs at all fluency levels are highly motivated by content-based instruction. They immediately see the value of learning to use English to meet their everyday needs and to help them succeed in school as they learn how to communicate in an academic area (Snow, Met, and Genesee, 1989). Students whose English is likely to plateau short of fluency can be motivated to work harder to develop English fluency so that they can communicate successfully in an academic area that they think may be important in their future.

It is critical that ELLs learn the reading, writing, speaking, and listening skills necessary to achieve English fluency. Achieving fluency requires learning the basic structure of English (Gass and Selinker, 1994). Literature is a critical component for developing fluency in English. Through literature, ELLs are exposed to a broader range of English grammatical constructions and usage than they will generally experience in listening and speaking. Reading and responding to literature are also vehicles through which all students, including ELLs, develop rich vocabularies. Teachers will frequently give students writing assignments for which they use literature as a model to produce an independent piece of writing. As ELLs study literature, the opportunities for them to understand and use various literary features in their own writing increases. This in turn will enable them to move toward demonstrating proficiency on all of the California English-language arts standards.

At the lower ELD proficiency levels, reading materials should be at the student's developmental proficiency level. Grade-level reading materials should be used with students working at the Advanced level. Students working at the Advanced proficiency level of the ELD standards should also demonstrate proficiency on the ELA Literary Response and Analysis standards. In order to ensure that students develop proficiency on both the ELD and the ELA standards, teachers must work concurrently with the two standards documents and the *Reading/Language Arts Framework*.

# Reading

## Literary Response and Analysis

### ELD Standards

ELA Categories	Beginning			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Narrative Analysis of Grade-Level Appropriate Text</b>  <i>Also are addressed in Reading Comprehension</i>	Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.	Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.	Orally respond to simple literary texts by answering factual comprehension questions using one- or two-word responses.	Orally identify the beginning, middle, and end of a simple literary text.
	Draw pictures related to a work of literature identifying setting and characters.	Orally identify different characters and settings in simple literary texts using words or phrases.	Orally identify different characters and settings in simple literary texts using words or phrases.	Read and orally identify the speaker or narrator in a simple selection.
			Role-play a character from a familiar piece of literature using words and phrases.	Role-play a character from a familiar piece of literature using phrases or simple sentences.
<b>Narrative Analysis of Grade-Level Appropriate Text</b>		Orally distinguish between fiction and non-fiction using one- or two-word responses.	Use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts.	Use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts.
				Recognize the difference between first and third person using phrases or simple sentences.
<b>Structural Features of Literature</b>		Use pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.	Use pictures, lists and charts to orally identify the characteristics of three different forms of literature, fiction, non-fiction and poetry.	
<b>Narrative Analysis of Grade-Level Appropriate Text</b>  <i>Also are addressed in Word Analysis</i>			Recite simple poems.	Recite simple poems.

# Reading

## Literary Response and Analysis

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### ELD Standards

ELA Categories	Early Intermediate			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Narrative Analysis of Grade-Level Appropriate Text</b>  <i>Also are addressed in Reading Comprehension</i>	Orally respond to stories by answering factual comprehension questions, using simple sentences.	Orally respond to brief literary texts by answering factual comprehension questions using simple sentences.	Orally respond to brief literary texts by answering factual comprehension questions using simple sentences.	Orally respond to factual comprehension questions taken from two forms of literature (brief excerpts from a comedy and tragedy) using simple sentences.
		Orally identify the main events of the plot using simple sentences.	Read and orally identify the main events of the plot using simple sentences.	Read and orally identify the main events of the plot using simple sentences.
			Read and orally identify the speaker or narrator in a selection.	
			Identify the difference between first and third person using simple sentences.	
<b>Narrative Analysis of Grade-Level Appropriate Text</b>  <i>Also are addressed in Word Analysis</i>	Recite simple poems.	Recite simple poems.		

# Reading

## Literary Response and Analysis

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### ELD Standards

ELA Categories	Early Intermediate (continued)			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Narrative Analysis of Grade-Level Appropriate Text</b>	Orally identify setting and characters using simple sentences and vocabulary.	Orally describe the setting of a piece of literature using simple sentences.		Orally identify literary elements of theme, plot, setting, and character using simple sentences.
<b>Structural Features of Literature</b>		Orally distinguish among poetry, drama, and short stories using simple sentences.	Orally distinguish the characteristics of different forms of fiction and poetry using simple sentences.	Distinguish the characteristics of different forms of dramatic literature using simple sentences, pictures, lists, charts, and tables (e.g., comedy and tragedy).
<b>Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism</b>		Orally describe what a character is like by what he/she does in a selection, using simple sentences.	Orally describe a character in a brief literary text by identifying the thoughts and actions of the character using simple sentences.	Briefly describe what a character is like by what he/she does in a familiar narration, dialogue, or drama, using simple sentences.
				Use expanded vocabulary and some descriptive words for oral responses to familiar literature.

# Reading

## Literary Response and Analysis

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### ELD Standards

ELA Categories	Intermediate			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Narrative Analysis of Grade-Level Appropriate Text</b>  <i>Also are addressed in Word Analysis and Fluency Systematic Vocabulary Development</i>	Use expanded vocabulary and descriptive words for oral and written responses to simple texts.	Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.	Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.	Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.
<b>Narrative Analysis of Grade-Level Appropriate Text</b>  <i>Also are addressed in Reading Comprehension</i>	Read simple poetry and respond to factual comprehension questions using simple sentences.		Read and use detailed sentences to orally respond to factual comprehension questions taken from three forms of brief prose (e.g., short story, novel, essay).	Read and use detailed sentences to orally respond to factual comprehension questions taken from three forms of literature.
				Read and use detailed sentences to orally describe the sequence of events in literary texts.
		Apply knowledge of language to derive meaning/comprehension from literary texts.	Apply knowledge of language to analyze and derive meaning/comprehension from literary texts.	Apply knowledge of language to analyze and derive meaning/comprehension from literary texts.

# Reading

## Literary Response and Analysis

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### ELD Standards

ELA Categories	Intermediate (continued)			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism</b>				Use detailed sentences to orally compare and contrast a similar theme or topic across three genres.
				Read and use detailed sentences to orally explain the literary elements of theme, plot, setting, and characters.
				Read and use detailed sentences to orally describe what a character is like by what he/she does in a narration, dialogue, or drama.
<b>Structural Features of Literature</b>				Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sounds.

# Reading

## Literary Response and Analysis

### ELD Standards

ELA Categories	Early Advanced			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Structural Features of Literature</b>	Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).	Identify and describe figurative language (e.g., similes, metaphors and personification).	Identify literary devices such as narrative voice, symbolism, dialect, and irony.	Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism).
		Distinguish between literary connotations and symbols from culture to culture.		Read and identify ways in which poets use personification, figures of speech, imagery, and sound.
				Identify the function of dialogue, scene design, and asides in dramatic literature.
		Read and orally identify metaphors and similes in a selection.	Orally describe the major characteristics of several forms of poetry using detailed sentences.	
<b>Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism</b>	Read and orally identify literary elements of plot, setting, and characters.	Identify the motives of characters in a work of fiction.	Describe the author's point of view in literary text using detailed sentences.	
	Read and identify beginning, middle, and end of a story.	Recognize and describe themes stated directly in a text.	Compare and contrast a similar theme across several genres using detailed sentences.	Orally and in writing compare and contrast a similar theme or topic across several genres using detailed sentences.
		Read and orally identify the speaker or narrator in a selection, using simple sentences.	Orally and in writing describe a similar theme or topic using detailed sentences.	Identify recognized works of American literature and their genre in order to contrast major periods, themes, and trends.
		Read and orally identify the main problem of a plot and how it is resolved in a selection.	Read and orally explain the literary elements of plot, setting, and characters using detailed sentences.	Identify recognized works of world literature and contrast the major literary forms and techniques.
			Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric epic.	Identify characteristics of sub-genre (e.g., satire, pastoral, allegory) that are used in various genres.

# Reading

## Literary Response and Analysis

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### ELD Standards

ELA Categories	Early Advanced (continued)			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Narrative Analysis of Grade-Level Appropriate Text</b>		Recognize the difference between first and third person in a literary text.		
<b>Structural Features of Literature, Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism</b>				Identify techniques which have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, "sound" of language).

# Reading

## Literary Response and Analysis

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### ELD Standards

ELA Categories	Advanced			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Narrative Analysis of Grade-Level Appropriate Text</b>  <i>Also are addressed in Reading Comprehension</i>	Read and respond both orally and in writing to a variety of children's literature.			
<b>Structural Features of Literature</b>	Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).	Describe the major characteristics of poetry, drama, fiction and non-fiction.		
			Analyze setting (place, time, customs) and its influence on the meaning and conflict of a literary text.	
				Describe the function of dialogue, scene design, asides, and soliloquies in dramatic literature.

# Reading

## Literary Response and Analysis

### ELD Standards

ELA Categories	Advanced (continued)			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism</b>	Compare and contrast literary elements of different authors.	Identify and evaluate the author's use of various techniques to influence readers' perspectives.	Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery and symbolism).	Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism).
		Recognize and describe themes stated directly or implied in literary texts.	Compare and contrast a similar theme or topic across genre and explain how the genre shapes the themes or topics.	Compare and contrast a similar theme or topic across genres and explain how the genre shapes the theme or topic.
			Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal).	
		Compare and contrast the motives of characters in a work of fiction.	Compare and contrast motivation and reactions of characters across a variety of literary texts.	Analyze the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions).
			Analyze elements of a plot, including its development and how conflicts are addressed and resolved.	
				Analyze recognized works of American literature and their genre in order to contrast major periods and trends.
				Relate literary works and authors to major themes and issues of their eras.

# California English Language Proficiency Assessment Project

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## Glossary

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<b>Affix</b>	A word part that changes the meaning or function of a root or stem word to which it is attached.
<b>Alliteration</b>	The occurrence in a phrase, line of speech or writing of two or more words with the same initial sound.
<b>Cognates</b>	Words in different languages related to the same root, e.g., education (English), educación (Spanish).
<b>False cognates</b>	Words from different languages which sound alike and are similar in form but are unrelated in meaning.
<b>Independent reading</b>	The student reads text independently without the assistance of the teacher or other adult/tutor. The student also makes reading selections independently, e.g., from the classroom, school, or public library.
<b>Morphemes</b>	Refers to the smallest unit of meaningful sound in language (i.e., words or affixes). There are two classes of morphemes: bound or free. Bound morphemes are meaning units that can never be a word by themselves (e.g., prefixes such as “re” in redo or suffixes such as “ment” in establishment). Free morphemes are equivalent to words (e.g., table, school, pencil, etc.).
<b>Phonics</b>	A system of teaching initial reading and spelling that stresses basic sound—symbol relationships and their application in decoding words.
<b>Phonemes</b>	Smallest units of sound in language that are used to contrast words and the morphemes that make up words. Each language has a unique set of sounds and ELL students must master these sounds to a certain level of proficiency in order to understand English or orally communicate in English. Generally older children and adults do not achieve full mastery of the production of these sounds and as a consequence will speak English with an accent.

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