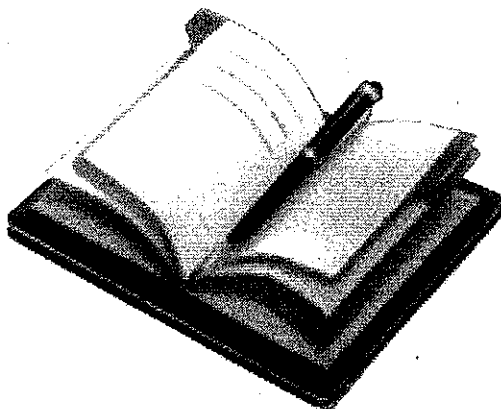


**English Language Development Standards
Grades K-2**



Listening and Speaking Strategies and Applications

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
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 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]).	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, sounds, intonation, pitch, and modulation, but may have random errors.	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.
Answer simple questions with one- to two- word responses.	Ask and answer questions using phrases or simple sentences.	Ask and answer instructional questions using simple sentences.	Ask and answer instructional questions with more extensive supporting elements (e.g., "What part of the story was most important?").	Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., "Give me a hand.").
Independently use common social greetings and simple repetitive phrases (e.g., "Thank you.", "You're welcome.").	Orally communicate basic needs (e.g., "May I get a drink?").	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions 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.	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.
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 short conversations by using appropriate gestures, expressions and illustrative objects.	Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	Retell stories in greater detail including characters, setting, and plot.	Narrate and paraphrase events in greater detail, using more extended vocabulary.
Recognize rhyming words.	Recite familiar rhymes, songs, and simple stories.	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	Listen attentively to stories/information, and orally identify key details and concepts.	Listen attentively to stories/information on new topics and identify both orally and in writing key details and concepts.
			Recognize appropriate ways of speaking 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.

Beginning		Early Intermediate	Intermediate	Early Advanced	Advanced
		Follow the teacher's directions related to identifying positions on a page e.g. first line, corner, middle, center, left, right, bottom, side.		Describe and organize the main properties of common objects.	

Reading Word Analysis

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Recognize English phonemes that correspond to phonemes students already hear and produce.	Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.	Pronounce most English phonemes correctly while reading aloud.	Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).	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).
	Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., "a" in "cat" and final consonants).	Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text.	Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text.	
		Recognize and name all upper and lower case letters of the alphabet.		
Recognize conventions of print: left to right order, move from top to bottom of page.				

Fluency and Systematic Vocabulary Development

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Demonstrate comprehension of simple vocabulary with an appropriate action.	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 errors when speaking or reading aloud.		
Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).				
Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.	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).		
Retell simple stories using drawings, words, or phrases.				
Read aloud simple words in stories or games (e.g., nouns and adjectives).	Read aloud an increasing number of English words.	Use decoding skills to read more complex words independently.	Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.	Apply knowledge of academic and social vocabulary to achieve independent reading.
Read pattern sentences using previously learned oral language.	Read simple vocabulary, phrases, and sentences independently.	Read pattern sentences using vocabulary of classroom topics.		
	Distinguish between complete and incomplete sentences.	Recognize sentences out of sequence.		
		Apply knowledge of content-related vocabulary to discussions and reading.		
		Recognize simple prefixes and suffixes when attached to known vocabulary (e.g., remove, jumping).	Use simple prefixes and suffixes when attached to known vocabulary.	

Learning		Early Intermediate	Intermediate	Early Advanced	Advanced
				Recognize simple antonyms and synonyms in stories or games (e.g., good, bad ; blend, mix).	Explain common antonyms and synonyms.
					Recognize words that have multiple meanings in texts.
				Demonstrate aural discrimination (stress, intonation, sounds, rhyme, rhythm).	Read narrative and texts aloud with appropriate pacing, intonation, and expression.

Reading Comprehension

Reading Comprehension			
Beginning	Early Intermediate	Intermediate	Advanced
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 simple stories read to them by answering factual comprehension questions using phrases or simple sentences.		
Draw pictures from student's own experience related to a story or topic (e.g., community in social studies).	Draw and label pictures related to a story topic or own experience.	Write captions of words or phrases for drawings related to a story.	
Understand and follow simple one-step directions for classroom or work-related activities.	Understand and follow simple two-step directions of classroom or work-related activities.	Understand and follow some multi-step directions for classroom-related activities.	
Identify the basic sequences of events in stories read to them, using key words or pictures.	Orally identify the basic sequence of text read to them using key words or phrases.	Read and use simple sentences to orally respond to stories by answering factual comprehension questions.	Read and orally respond to stories by answering factual comprehension questions about cause and effect relationships.
Predict outcomes based on pictures and stories.	Use the content of a story to draw logical inferences.	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 the main idea and use the idea to draw inferences about text.
		While reading orally in a group, point out basic text features such as title, table of contents, and chapter headings.	Read and use basic text features such as title, table of contents, and chapter headings.
			Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.
			Locate and use text features such as title, table of contents, chapter headings, diagrams and index.

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
			Write a brief story summary (three or four complete sentences).	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.

Writing

Strategies and Applications

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Copy the English alphabet legibly.				
Copy words posted and commonly used in the classroom.	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")).			
Write pattern sentences using previously learned oral language.				
Write a few words or phrases about an event or character from a story read by the teacher.	Write simple sentences about events or characters from familiar stories read by the teacher.	Write short narrative stories that include the elements of setting and character.	Write short narratives that include elements of setting, character and events.	Write short narratives that describe the setting, character, objects, and events.
Write a phrase or simple sentence about an experience generated from a group story.				
Write one to two simple sentences (e.g., "I went to the park. ").		Write simple 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).	Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).
		Following a model, use the writing process to independently write short paragraphs of at least three lines.	Use the writing process to write short paragraphs that maintain a consistent focus.	Use the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.
		Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms. Write a friendly letter of a few lines.	Produce independent writing using consistent standard grammatical forms, but with some rules may not be in evidence. Write a formal letter.	Produce independent writing using correct grammatical forms.

Writing Conventions

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Use capital letters when writing own name. Use a period at the end of a sentence.	Use capital letters to begin sentences and proper nouns. Use a period or question mark at the end of a sentence.			
	Edit writing for basic conventions (e.g., capital letters and periods) and make some corrections.		Edit writing for some conventions (e.g., capital letters and periods).	Edit writing for punctuation, capitalization, and spelling.
		Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections). Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	Use standard word order but with some inconsistent grammar forms (e.g., subject/verb agreement). Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	Use correct parts of speech, including correct subject/verb agreement. Produce writing that demonstrates a command of the conventions of standard English.
				Use complete sentences and correct word order.

Reading

Literary Response and Analysis

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.	Orally respond to stories by answering factual comprehension questions, using simple sentences.		Read and orally identify literary elements of plot, setting, and characters.	Read and respond both orally and in writing to a variety of children's literature.
Draw pictures related to a work of literature identifying setting and characters.	Orally identify setting and characters using simple sentences and vocabulary.	Use expanded vocabulary and descriptive words for oral and written responses to simple texts.	Read and identify beginning, middle, and end of a story.	
	Recite simple poems.	Read simple poetry and respond to factual comprehension questions using simple sentences.	Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).	Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).
				Compare and contrast literary elements of different authors.