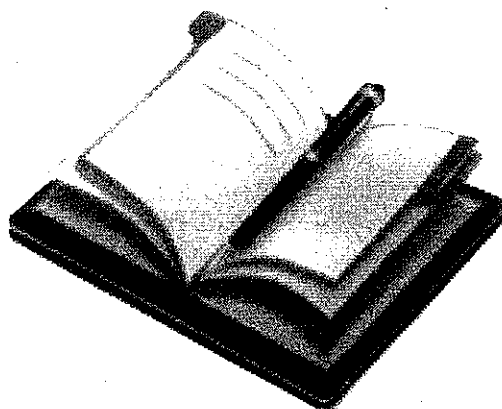


**English Language Development Standards
Grades 3-5**



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 with some supporting elements (e.g., "Is it your turn to go to the computer lab?").	Ask and answer instructional questions with more extensive supporting elements (e.g., "What part of the story was most important?").	
Independently use common social greetings and simple repetitive phrases (e.g., May I go and play?).	Orally communicate basic needs (e.g., "May I get a drink of water?").	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.
Retell familiar stories and participate in 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.	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, summary, and analysis.	
		Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	Listen attentively to more complex stories/information on new topics across content areas, and identify the main points, and supporting details.	Listen attentively to stories and subject area topics, and identify the main points and supporting details.
	Restate and execute multistep oral directions.	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.	

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Recognize rhyming words.	Recite familiar rhymes, songs, and simple stories.		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.
			Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., "It's raining cats and dogs.>").	Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., "It's pouring outside.>").
				Identify the main ideas, points of view, and fact/fiction in broadcast and print media.

Reading

Word Analysis

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.	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).	Pronounce most English phonemes correctly while reading aloud.		
Recognize sound/symbol relationships in own writing.	Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabification rules and phonics).	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 word and affixes, to derive meaning from literature and texts in content areas.
Recognize conventions of print: left to right order, move from top to bottom of page.				

Reading

Fluency and Systematic Vocabulary Development

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Demonstrate comprehension of simple vocabulary with an appropriate action.	Apply knowledge of content-related vocabulary to discussions and reading.			
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).				
Retell simple stories using drawings, words, or phrases.				
Read aloud simple words in stories or games (e.g., nouns and adjectives).	Read simple vocabulary, phrases, and sentences independently.	Read grade appropriate 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 narrative and expository text aloud with appropriate pacing, intonation, and expression.
Read pattern sentences using previously learned oral language.	Read pattern sentences using vocabulary of classroom topics.	Distinguish between complete and incomplete sentences.	Recognize sentences out of sequence.	
	Read own writing of narrative and expository text aloud with some pacing, intonation, and expression.			
	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	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 and interpret the meaning of unfamiliar words in written texts.	

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	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.	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	Apply knowledge of academic and social vocabulary to achieve independent reading.
		Use content-related vocabulary in discussions and reading.		
		Recognize some common roots and affixes when attached to known vocabulary (e.g., speak, speaker).	Use some common roots and affixes when attached to known vocabulary (e.g., educate, education).	Apply knowledge of common roots and affixes when attached to known vocabulary.
		Create a simple dictionary of frequently used words.	Use standard dictionary to find the meanings of known vocabulary.	Use a standard dictionary to determine meaning of unknown words.
			Recognize simple analogies and metaphors in literature and texts in content areas (e.g., "fly like a bird").	
			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 consistently.
			Use some common idioms in discussions and reading (e.g., scared silly).	Use common idioms, some analogies and metaphors in discussion and reading.

Reading Comprehension

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
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.		
Respond orally to stories read to them by answering factual comprehension questions, using one- or two-word responses (e.g., brown bear).	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.).	Use detailed sentences to orally respond to comprehension questions about written text (e.g., The brown bear lives with his family in the forest.).	Generate and respond to comprehension questions related to the text.	
Orally identify relationship between simple text read to them and their own experience using key words and/or phrases.	Read and orally identify the main relationships between written text and their own experience using simple sentences.	Read and use more detailed sentences to orally describe relationships between text and their own experiences.	Describe relationships between text and their experience.	
Identify the basic sequences of events in stories read to them, using key words or pictures.	Orally identify the basic sequence of written text using simple sentences.			
Identify the main idea in a story read aloud using key words and/or phrases.	Read and orally identify the main ideas and use them to draw inferences about written text using simple sentences.	Read and use detailed sentences to orally identify main ideas and use them to make predictions and provide supporting details for predictions made.	Describe main ideas and supporting details of a text.	Describe main ideas and supporting details, including supporting evidence.
Point out text features such as title, table of contents, and chapter headings.	Read and identify 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.	Locate and identify the function of text features such as format, diagrams, charts, glossaries, and indexes.	Use text features such as format, diagrams, charts, glossaries, indexes, etc., to locate & draw information from text.
Predict outcomes based on pictures and stories.				

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	Orally identify examples of fact/opinion in familiar texts read to them.	Read and orally identify examples of fact/opinion and cause/effect in literature and content area texts.	Distinguish between explicit examples of fact, opinions, inference, and cause/effect in texts.	Distinguish between fact/opinion, inference, and cause/effect in text.
			Identify some significant structural (organizational) patterns in text, such as sequence/chronological order, and cause/ effect.	Identify significant structural (organizational) patterns in text, such as compare/contrast, sequence/chronological order, and cause/effect.
			Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences.	Use resources in the text (such as ideas, illustrations, titles, etc.) to draw inferences, conclusions, and to make generalizations.

Writing Strategies and Applications

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Write the English alphabet legibly. Label key parts of common objects.	Use drawings, pictures, lists, charts, and tables to respond to familiar literature using simple sentences.			
Write pattern sentences using previously learned oral language.				
Create simple sentences or phrases with some assistance.	Write an increasing number of words and simple 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).	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).
Use models to write short narratives.	Write short narrative stories that include elements of setting and character.	Narrate a sequence of events with some detail.	Write a detailed summary of a story.	Write narratives that describe the setting, character, objects, and events.
During group writing activities, write brief narratives and stories using a few standard grammatical forms.	Follow a model given by the teacher to independently write short paragraphs of at least four sentences.	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 multi-paragraph narrative and expository compositions and examples appropriate for content areas, with consistent use of standard grammatical forms.	Write multi-paragraph narrative and expository compositions using standard grammatical forms.
	Given a model, write a friendly letter.	Independently write a letter using detailed sentences.	Independently write a persuasive letter with relevant evidence.	Write a persuasive composition using standard grammatical forms.
	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.	Independently write simple responses to literature.	
		Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).		
			Arrange compositions according to simple organizational patterns.	

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
				Independently use all of the steps of the writing process.

Writing Conventions

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Use capital letters when writing own name and at the beginning of sentences.	Use capital letters to begin sentences and proper nouns.			
Use a period at the end of a sentence.	Use a period at the end of a sentence, and use some commas appropriately.	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.	Produce writing that demonstrates a command of the conventions of standard English.
	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 punctuation, capitalization, and spelling.
		Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).	Use standard word order but may have some consistent grammatical forms, including inflections.	Use complete sentences and correct word order.
				Use correct parts of speech, including correct subject/verb agreement.
			Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).	
			Arrange words in alphabetic order.	
			Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	

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 brief literary texts by answering factual comprehension questions using simple sentences.	Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.		
Orally identify different characters and settings in simple literary texts using words or phrases.	Orally describe the setting of a piece of literature using simple sentences.			
Orally distinguish between fiction and non-fiction using one- or two-word responses.	Orally distinguish among poetry, drama, and short stories using simple sentences.			Describe the major characteristics of poetry, drama, fiction and non-fiction.
Use pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.				
	Recite simple poems.			
	Orally describe what a character is like by what he/she does in a selection, using simple sentences.		Identify the motives of characters in a work of fiction.	Compare and contrast the motives of characters in a work of fiction.
	Orally identify the main events of the plot using simple sentences.		Read and orally identify the main problem of a plot and how it is resolved in a selection.	
		Apply knowledge of language to derive meaning /comprehension from literary texts.		
			Identify and describe figurative language (e.g., similes, metaphors and personification).	
			Read and orally identify metaphors and similes in a selection.	

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
			Recognize and describe themes stated directly in a text.	Recognize and describe themes stated directly or implied in literary texts.
			Distinguish between literary connotations and symbols from culture to culture.	
			Read and orally identify the speaker or narrator in a selection, using simple sentences.	
			Recognize the difference between first and third person in a literary text.	
				Identify and evaluate the author's use of various techniques to influence readers' perspectives.