



# English Language Development Standards **9-12**

West Contra Costa Unified School District  
Board Adopted February 7, 2001

## West Contra Costa Unified School District 9-12 ELD Standards

### BEGINNING

#### Listening and Speaking Strategies and Applications

**Begin** to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).  
**Ask** and answer questions using simple sentences or phrases.  
**Demonstrate** comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing).  
**Respond** with simple words or phrases to questions about a simple written text.  
**Orally** identify types of media by name (e.g., magazine, documentary film, News report).

#### Reading Word Analysis

**Recognize** and correctly pronounce most English phonemes while reading aloud.

#### Fluency and Systematic Vocabulary Development

**Read** aloud simple words presented in literature and content area texts; demonstrate comprehension by using 1-2 words or simple sentence responses.  
**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.  
**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).

#### Reading Comprehension

**Read** and orally respond to simple text by answering factual comprehension questions using key words or phrases.  
**Understand** and follow simple multi-step oral directions of classroom or work-related activities.  
**Recognize** categories of common informational materials (e.g., newspaper, brochures, etc.).  
**Orally** identify main ideas and some details of familiar texts using key words or phrases.  
**Point** out text features such as title, table of contents, and chapter headings.  
**Use** pictures, lists, charts, and tables to identify the factual components of compare and contrast patterns in informational materials, newspapers, and magazines.  
**Orally** identify examples of fact/opinion and cause/effect in simple text

(Beginning, Cont.)

### Writing Strategies and Applications

**Organize** and record expository information on pictures, lists, charts, tables for literature and content areas.

**Create** simple sentences or phrases with some assistance.

**Write** a brief narrative using a few simple sentences that include setting and some details.

**Use** the writing process to write brief narratives and stories with a few standard grammatical forms.

**Write** simple compositions such as descriptions and compare/contrast that have a main idea and some details.

**Complete** a job application form by providing basic information such as name, age, address, and education.

**Develop** legible handwriting.

**Take** dictation.

**Paraphrase** and summarize.

### Writing Conventions

**Edit** own work and correct punctuation.

**Identify** basic vocabulary, mechanics, and structures in a piece of writing.

**Revise** writing for proper use of final punctuation, capitals, and correct spelling.

### Literary Response and Analysis

**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 simple literary text.

**Orally** identify the speaker or narrator in a simple selection.

**Role-play** a character from a familiar piece of literature using phrases or simple sentences.

Recognize the difference between first and third person using phrases or simple sentences.

**Recite** simple poems.

## EARLY INTERMEDIATE

### Listening and Speaking Strategies and Applications

**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.

**Restate** and execute multi-step oral directions.

**Restate** in simple sentences the main idea of oral presentations of subject matter content.

**Orally** communicate basic needs (e.g., "I need to borrow a pencil").

**Prepare** and deliver short oral presentations.

### Reading Word Analysis

**Produce** most English phonemes comprehensibly, while orally reading their own writing, simple sentences or texts.

**Use** common English morphemes in oral and silent reading.

**Recognize** obvious cognates in phrases, simple sentences, literature, and content area texts (e.g., educacion, education, actualmente, actually).

### Fluency and Systematic Vocabulary Development

**Use** knowledge of literature and content areas to understand unknown words.

**Read** simple paragraphs and passages independently.

**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 appropriate pacing, intonation, and expression.

**Use** a standard dictionary to find the meaning of known vocabulary.

### Reading Comprehension

**Read** and orally respond to simple literary texts and texts in content areas by answering factual comprehension question's using simple sentences.

**Identify** and follow some multi-step directions for simple mechanical devices and basic forms.

**Locate** and orally explain categories of familiar informational materials 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 examples of fact/opinion and cause/effect in simple texts.

**Orally** identify the factual components of simple informational materials using key words or phrases.

(Early Intermediate, Cont.)

### Writing Strategies and Applications

**Write** brief responses to selected literature with factual understanding of the text using simple sentences.

**Use** common verbs, nouns, and high frequency modifiers in simple sentences.

**Following** an outline, create a draft of a short essay using simple sentences.

**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** expository compositions such as descriptions, compare and contrast, and problem/solution that include 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).

**From** a given topic, use elements of the writing process to write sentences and short paragraphs with supporting details about a given topic. Use prewriting activities (guided questions, mapping, listing, brainstorming, clustering, etc.), revising and editing first and second drafts individually and in peer editing or editing groups), writing final drafts, and post writing activities( such as publication or dramatic presentation).

**Complete** simple informational documents related to career development (e.g., bank forms and job applications).

**Paraphrase** and Summarize.

### Writing Conventions

**Edit** writing for basic conventions (e.g., punctuation, capitalization, and spelling).

**Revise** writing with teacher assistance to clarify meaning and improve conventions and organization.

**Use** clauses, phrases, and mechanics with consistent variations in grammatical forms.

(Early Intermediate, Cont.)

### Literary Responses and Analysis

**Orally** respond to factual comprehension questions taken from two forms of literature (brief excerpts from a comedy and tragedy 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.

**Use** a variety of semantic mapping technique to outline, summarize, or take notes about materials being read or studied.

**Distinguish** the characteristics of different forms of dramatic literature using simple sentences, pictures, lists, charts, and tables (e.g., comedy and tragedy).

**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.

**Predict** outcomes in readings.

**Express** ideas, opinions, and feelings in relation to readings.

**Write** questions about the story and the plot.

**Use** prior knowledge to understand or relate to the literature.

## **INTERMEDIATE**

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

**Respond** to messages by asking simple questions or by brief restatement of the message.  
**Show** comprehension of oral information, by asking questions, contributing information, and giving opinions.

**Listen** attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.

**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.

**Identify** the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.

**Identify** a variety of media messages and give some supporting details (e.g., radio, television, motion picture).

**Prepare** and deliver short presentations on ideas, premises, or images from a variety of common sources.

**Prepare**, ask, and respond to basic interview questions.

### **Reading Word Analysis**

**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-agonia, agony; false cognate-éxito, exit).

### **Fluency and Systematic Vocabulary Development**

**Use** a standard dictionary to determine meanings of unknown words.

**Use** knowledge of English morphemes, phonics, and syntax to decode written texts.

**Recognize** simple idioms, analogies, figures of speech, and metaphors in literature and texts in content areas (e.g., to take a fall).

**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 vocabulary, both academic and social, to read independently.

**Recognize** that words sometimes have multiple meanings.

(Intermediate, Cont.)

### Reading Comprehension

**Read** and use detailed sentences to orally respond to literature by answering factual comprehension questions.

**Read** and use detailed sentences to orally explain main ideas and details of informational, literary, and text materials in content areas.

**Understand** and orally explain most multi-step directions for simple mechanical devices and for simple applications.

**Identify** and use detailed sentences to orally explain the differences among some categories of informational materials.

**Understand** and orally identify the basic components and rhetorical styles found in common consumer and informational materials (e.g., warranties, contracts, manuals, magazines).

### Writing Strategies and Applications

**Narrate** a sequence of events and communicate their significance to the audience.

**Paraphrase** and summarize.

**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.

**Write** responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.

**Recognize** elements of characterization in a piece of writing and apply them when writing.

**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** 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 in evidence).

**Use** the writing process for prewriting (tapping prior knowledge, guided questions, brainstorming, clustering, semantic webbing); composing first draft; revising drafts (for clarification and effectiveness); editing; final draft; post writing activities (publication, reading to others and other classes).

Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.

**Summarize** and paraphrase.

**Write** stories in groups.

**Respond** to a variety of test formats.



(Intermediate, Cont.)

### Writing Conventions

**Revise** writing for appropriate word choice and organization with variation in grammatical forms and spelling.

**Edit** and correct basic grammatical structures and conventions of writing.

### Literary Response and Analysis

**Use** expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.

**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 analyze and derive meaning/comprehension from literary texts.

**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 themes, 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.

**Use** detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sounds.

## **EARLY ADVANCED**

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

**Listen** attentively to more complex stories/information on new topics across content areas, and identify the main points, and supporting details.

**Summarize** literary pieces in detail including characters, setting, and plot, summary, and analysis.

**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.

**Recognize** appropriate ways of speaking that vary based on purpose, audience, and subject matter.

**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., "heavy as a ton of bricks," "soaking wet").

**Prepare** and deliver presentations that follow a process of organization and use a variety of sources.

**Prepare** and deliver presentations that use a variety of sources.

**Prepare** and deliver brief oral presentations/reports on historical investigations and those that describe a problem/solution or a cause/effect.

### **Reading Word Analysis**

**Apply** knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.

**Distinguish** between cognates and false cognates in literature and texts in content areas.

### **Fluency and Systematic Vocabulary Development**

**Use** knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in written texts.

**Recognize** that words sometimes have multiple meanings and apply this knowledge to literature and texts in content areas.

**Use** standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings).

**Use** decoding skills and knowledge of academic and social vocabulary to achieve independent reading.

**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.

(Early Advanced, Cont.)

### Reading Comprehension

**Identify** and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas.  
**Identify** and explain the differences among various categories of informational materials.  
**Analyze** a variety of rhetorical styles found in consumer and informational materials (e.g., warranties, contracts, manuals, magazines, and textbooks).

### Writing Strategies and Applications

**Identify** various elements of discourse in writing (e.g., purpose, speaker, form).  
**Develop** a clear thesis and support it using the rhetorical devices of analogy, quotation, and fact appropriately.  
**Write** persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms.  
**Use** appropriate language variations and genres in writing for language arts and other content areas.  
**Write** job applications and resumes that are clear and purposeful and address the intended audience appropriately.  
**Write** reflective composition that explore the significance of events.  
**Write** detailed fictional biographies or autobiographies.  
**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** the writing process for prewriting (tapping prior knowledge, guided questions, brainstorming, clustering, semantic webbing); composing first draft; revising drafts (for clarifications and effectiveness); editing; final draft; post writing activities (publication, reading to others and other classes).  
**Write** expository compositions and reports of information that convey information from primary and secondary source's and use some technical terms. Use appropriate tone and voice based on purpose, audience, and subject matter.  
**Further** develop paraphrasing and summarizing skills.

### Writing Conventions

**Create** coherent paragraphs through effective transitions.  
**Revise** writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.  
**Edit** writing for grammatical structures and conventions of writing.

(Early Advanced, Cont.)

**Literary Response and Analysis**

**Identify** several literary elements and techniques (e.g., figurative language, imagery, and symbolism).

**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.

**Orally** and in writing compare and contrast a similar theme or topic across several genres using detailed sentences.

**Identify** recognized works of American literature and their genre in order to contrast major periods, themes, and trends.

**Identify** recognized works of world literature and contrasts the major literary forms and techniques.

**Identify** characteristics of sub genre (e.g., satire, pastoral, allegory) that are used in various genres.

**Identify** techniques which have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, "sound" of language).

## **ADVANCED**

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

**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).

**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.

**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.

### **Reading Word Analysis**

**Apply** knowledge of word relationships, such as roots and affixes, 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.

### **Fluency and Systematic Vocabulary Development**

**Use** words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content areas.

**Apply** knowledge of academic and social vocabulary to achieve independent reading.

**Use** common idioms and some analogies and metaphors (e.g., "shine like a star," "let the cat out of the bag").

**Use** a standard dictionary to determine meaning of unknown words.

**Further** deductive and inductive reasoning, synthesis, interpretation, making analogies, evaluation, prediction, analyzing, inferring, solving, and concluding.

### **Reading Comprehension**

**Identify** and explain the main ideas and critical details of informational materials, literary text, and text in content areas.

**Analyze** a variety of rhetorical styles, found in consumer and informational materials (e.g., warranties, contracts, newspapers, magazines, signs, textbooks).

**Identify** and analyze the differences among various categories of informational materials.

(Advanced, Cont.)

### Writing Strategies and Applications

**Write** persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments.

**Produce** writing that establishes a controlling impression or thesis.

**Structure** ideas and arguments within a given context giving supporting and relevant examples.

**Write** job applications and resumes that modify tone to fit purpose and audience and follow the conventional format for the type of document.

**Produce** writing using various elements of discourse (e.g., purpose, speaker, audience, form), in narrative, expository, persuasive, informational, and/or descriptive writing.

**Use** a variety of rhetorical devices to support assertions (e.g., appeal to logic through reasoning, case study, and analogy).

**Use** strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays using standard grammatical forms.

**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.

**Clarify** and defend positions with relevant evidence, including facts, expert opinions, quotations and/or expressions of commonly accepted beliefs and logical reasoning.

**Further** develop paraphrasing and summarizing skills.

### Writing Conventions

**Revise** writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.

**Create** coherent paragraphs through effective transitions and parallel constructions.

**Edit** writing for conventions of writing to approximate standard grammatical forms.

### Literary Response and Analysis

**Describe** the function of dialogue, scene design, asides and soliloquies in dramatic literature.

Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism).

**Compare** and contrast a similar theme or topic across genres and explain how the genre shapes the theme or topic.

**Analyze** the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions).

**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.