**Connecticut State Department of Education** 

English Language Learner (ELL) Framework

# **INTRODUCTION**

The Framework for English Language Learners (ELL) is inherently different from other content areas, in that grade-level performance is based upon degree of English language proficiency. Students enter programs at every grade level and there is no necessary connection between their grade level and their English proficiency. Furthermore, an individual student's proficiency level may vary among the four skill areas of listening, speaking, reading and writing. It should be understood, therefore, that although the structure of this document is based upon that of other curriculum frameworks with grade-level divisions, performance standards from lower grades will need to be addressed for ELL students in upper grades. In other words, the document is structured so that, vertically, you can clearly see the progression from a beginning, intermediate and advanced level. The progression horizontally includes indicators that may appear to be repeated from one grade level to the next. This emphasizes that ELL students must master these indicators, regardless of the grade at which they begin their education as an ELL, so that they can move from beginning to advanced levels of proficiency.

The three levels of English language proficiency defined by Teachers of English to Students of Other Languages (TESOL), and used in this document, are Beginning, Intermediate, and Advanced. They are described as follows:

# **BEGINNING**

At this level, students initially have limited or no understanding of English. They rarely use English for communication. They respond nonverbally to simple commands, statements and questions. As their oral comprehension increases, they begin to imitate the verbalizations of others by using single words or simple phrases, and begin to use English spontaneously and regularly.

At the earliest stage, these learners construct meaning from text primarily through nonprint features (e.g., illustrations, graphs, maps, tables). They gradually construct more meaning from the words themselves, but the construction is often incomplete. They are able to generate simple texts that reflect their knowledge level of syntax. These texts may include a significant number of nonconventional features, such as invented spelling, grammatical inaccuracies, pictorial representations, surface features and rhetorical patterns of the native language (i.e., ways of structuring text from native culture and language).

### **INTERMEDIATE**

At this level, students understand more complex speech, but may require some repetition. They acquire a vocabulary of stock words and phrases covering many daily situations. They use English spontaneously, but may have difficulty expressing all their thoughts due to a restricted vocabulary and a limited command of language structure. Students at this level speak in simple sentences, which are comprehensible and appropriate, but which are frequently marked by grammatical errors. They may have some trouble comprehending and producing complex structures and academic language.

Proficiency in reading may vary considerably, depending upon the learner's familiarity and experience with themes, concepts, genre, characters and so on. They are most successful in constructing meaning from texts for which they have background knowledge upon which to build. They are able to generate more complex texts, a wider variety of texts and more coherent texts than beginners. Texts still have considerable numbers of nonconventional features.

## **ADVANCED**

At this level, the students' language skills are adequate for most day-to-day communication needs. Occasional structural and lexical errors occur. Students may have difficulty understanding and using some idioms, figures of speech and words with multiple meanings. They communicate in English in new or unfamiliar settings but have occasional difficulty with complex structures and abstract academic concepts.

Students at this level may read with considerable fluency and are able to locate and identify specific facts within the text. However, they may not understand texts in which the concepts are presented in a decontexualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read independently for personal and academic purposes. Structures, vocabulary and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains.

All ELL students, regardless of grade level or educational background, will proceed through the three stages of English language development on their way to linguistic competence in English. This framework will enable ELL students to become proficient in English language acquisition so that they can apply it to their achievement in academic content areas. The framework also will assist students in understanding cultural differences as they begin to use English in various settings.

The English Language Learner Frameworks are designed for use by **all** educators who are working with English language learners regardless of the type of programming, [Bilingual or English as a Second Language (ESL)] including instruction in the general education setting.

Performance standards	Level	PreK-2	3-5	6-8	9-12
	Beginning	Indicators	Indicators	Indicators	Indicators
	Intermediate	Indicators	Indicators	Indicators	Indicators
	Advanced	Indicators	Indicators	Indicators	Indicators

**Key:** Beginning: At this level, students have limited or no understanding of English.

**Intermediate:** At this level, students understand more complex speech but may require some repetition.

**Advanced:** At this level, the students' language skills are adequate for most day-to-day communication needs.

This document provides the foundation for academic and social language to enable students to access all subject areas. Please see other state curriculum frameworks for content specifics (www.state.ct.us/sde/dtl/curriculum/currsci.htm and www.state.ct.us/sde/dtl/curriculum/currmath.htm).

<b>ELL Frameworks Overview</b>		
	Content Standards	To achieve the Goals and Standards, Students will:
	1-1: Use English to participate orally in social settings	A: Share and request information
Goal 1: Use English to effectively communicate in social settings	How can I increase my use of English when speaking with others?	B: Get personal needs met
_	1-2: Use learning strategies to extend linguistic competence	A: Practice new language, self-monitor and
	in social settings	explore alternative ways of saying things
	What strategies will help me use English appropriately and with greater proficiency when speaking with others?	B: Seek support and feedback from others C: Use content to construct meaning
	2-1: Use English to participate orally in academic settings	A: Follow oral and written directions
	What can I do to be able to increase and improve my use of English in different classes?	B: Negotiate and manage interaction to accomplish tasks C: Follow the conventions of standard English
	2-2: Use English to read and write in academic settings	A: Develop reading skills
Goal 2: Use English to achieve in all academic settings including language arts, math, science and social studies	What can I do to increase and improve my use of English when I have to read and write in different classes?	B: Develop writing skills C: Develop research skills
	2-3: Use English to become independent learners in	A: Apply cognitive strategies
	academic settings  What can I do to be a better learner and achieve in different classes?	B: Apply reading strategies C: Apply writing strategies
	3-1 : Apply appropriate cultural behaviors in various settings	A: Recognize and use appropriate degrees of formality in standard English
Goal 3: Use English in culturally appropriate ways	How can I be sure that I say and do what is appropriate and acceptable?	B: Respond to and use idioms and humor appropriately C: Use nonverbal communication appropriate to audience, purpose and setting

Goal 1: Use E	Goal 1: Use English to communicate effectively in social settings						
		Use English to participate ora					
		· ·	lish when speaking with other				
Students will:	Level	PreK-2	3-5	6-8	9-12		
A. Share and		Beginning Indicators	Beginning Indicators	Beginning Indicators	<b>Beginning Indicators</b>		
request information	Beginning	<ul> <li>a) Indicate preferences through gestures, one-and two-word responses or short phrases</li> <li>b) Ask and answer "yes/no" and "either/or" questions</li> <li>c) Initiate communication</li> <li>d) Express needs and feelings verbally and nonverbally</li> </ul>	<ul> <li>a) Indicate preferences through gestures, one-and two-word responses or short phrases</li> <li>b) Ask and answer "yes/no" and either/or questions</li> <li>c) Initiate communication</li> <li>d) Express needs and feelings verbally and nonverbally</li> </ul>	<ul> <li>a) Indicate preferences through gestures, one-and two-word responses or short phrases</li> <li>b) Ask and answer "yes/no" and either/or questions</li> <li>c) Initiate communication</li> <li>d) Express needs and feelings verbally and nonverbally</li> </ul>	<ul> <li>a) Indicate preferences through gestures, one-and two-word responses or short phrases</li> <li>b) Ask and answer "yes/no" and either/or questions</li> <li>c) Initiate communication</li> <li>d) Express needs and feelings verbally and nonverbally</li> </ul>		
		Beginning Indicators+	Beginning Indicators+	Beginning Indicators+	Beginning Indicators+		
		Intermediate Indicators	Intermediate Indicators	Intermediate Indicators	Intermediate Indicators		
	Intermediate	<ul> <li>e) Ask and answer who, what, when, where and how questions</li> <li>f) Indicate preferences with complete or nearly complete sentences</li> <li>g) Ask simple questions for clarification</li> <li>h) Obtain information in context-reduced settings (e.g., telephone)</li> <li>i) Express needs, feelings and ideas</li> </ul>	e) Ask and answer who, what, when, where and how questions f) Indicate preferences with complete or nearly complete sentences g) Ask simple questions for clarification h) Obtain information in context-reduced settings (e.g., telephone) i) Express needs, feelings and ideas j) Clarify and restate information as needed	<ul> <li>e) Ask and answer who, what, when, where and how questions</li> <li>f) Indicate preferences with complete or nearly complete sentences</li> <li>g) Ask simple questions for clarification</li> <li>h) Obtain information in context-reduced settings (e.g., telephone)</li> <li>i) Express needs, feelings and ideas</li> <li>j) Clarify and restate information as needed</li> <li>k) Engage in informal and formal conversations</li> </ul>	e) Ask and answer who, what, when, where and how questions f) Indicate preferences with complete or nearly complete sentences g) Ask simple questions for clarification h) Obtain information in context-reduced settings (e.g., telephone) i) Express needs, feelings and ideas j) Clarify and restate information as needed k) Engage in informal and formal conversations		

Students will:	Level	PreK-2	3-5	6-8	9-12
Share and		Beginning Indicators+	Beginning Indicators+	Beginning Indicators+	Beginning Indicators+
request		Intermediate Indicators+	Intermediate Indicators+	Intermediate Indicators+	Intermediate Indicators+
information		Advanced Indicators	Advanced Indicators	Advanced Indicators	Advanced Indicators
	Advanced	<ul> <li>j) Negotiate solutions to problems or misunderstandings</li> <li>k) Ask "what if" questions</li> <li>l) Ask complex questions to obtain information</li> </ul>	<ul> <li>k) Negotiate solutions to problems or misunderstandings</li> <li>l) Ask "what if" questions</li> <li>m) Ask complex questions to obtain information</li> <li>n) Persuade others by defending and arguing a position</li> </ul>	<ol> <li>Negotiate solutions to problems or misunderstandings</li> <li>Ask "what if" questions</li> <li>Ask complex questions to obtain information</li> <li>Persuade others by defending and arguing a position</li> </ol>	<ul> <li>l) Negotiate solutions to problems or misunderstandings</li> <li>m) Ask "what if" questions</li> <li>n) Ask complex questions to obtain information</li> <li>o) Persuade others by defending and arguing a position</li> </ul>

Goal 1: Use English to communicate effectively in social settings Content Standard 1-1: Use English to participate orally in social settings Student Question: How can I increase my use of English when speaking with others? Students will: Level PreK-2 6-8 9-12 3-5 B. Meet **Beginning Indicators Beginning Indicators Beginning Indicators Beginning Indicators** Beginning Personal a) Ask for permission a) Ask for permission a) Ask for permission a) Ask for permission Needs b) Ask for assistance b) Ask for assistance b) Ask for assistance Ask for assistance **Beginning Indicators**+ **Beginning Indicators**+ **Beginning Indicators**+ **Beginning Indicators**+ **Intermediate Indicators Intermediate Indicators Intermediate Indicators Intermediate Indicators** Intermediate c) Make plans for social c) Make plans for c) Make plans for social c) Make plans for social engagements social engagements engagements engagements d) Make appointments d) Make appointments e) Request forms and e) Request forms and documents documents **Beginning Indicators**+ **Beginning Indicators**+ **Intermediate Indicators Intermediate Indicators** f) Participate in an extraf) Participate in an extra-Advanced curricular activity, club curricular activity, club or organization or organization Advocate for self and others

Goal 1: Use En	Goal 1: Use English to communicate effectively in social settings						
		Use learning strategies to exte					
Student Questi Students will:		at strategies will help me use E PreK-2	Inglish appropriately and with	n greater proficiency when sp 6-8	peaking with others? 9-12		
	Level				-		
A. Practice new language, self-monitor, and explore alternative ways of saying things	Beginning	Beginning Indicators a) Imitate proficient speakers b) Experiment with recently learned language c) Align verbal directions with nonverbal cues d) Ask questions for clarification	Beginning Indicators  a) Imitate proficient speakers  b) Experiment with recently learned language  c) Align verbal directions with nonverbal cues  d) Ask questions for clarification	Beginning Indicators  a) Imitate proficient speakers  b) Experiment with recently learned language  c) Align verbal directions with nonverbal cues  d) Ask questions for clarification	Beginning Indicators  a) Imitate proficient speakers  b) Experiment with recently learned language  c) Align verbal directions with nonverbal cues  d) Ask questions for clarification		
			e) Rehearse language patterns	e) Rehearse language patterns	e) Rehearse language patterns		
		Beginning Indicators+	Beginning Indicators+	Beginning Indicators+	Beginning Indicators+		
	Intermediate	Intermediate Indicators  e) Plan and practice conversations	Intermediate Indicators f) Plan and practice anticipated conversations g) Reinforce recently learned language by teaching others h) Check for correctness of speech and adjust language accordingly i) Plan and experiment with variations of language in different settings	Intermediate Indicators f) Plan and practice anticipated conversations g) Reinforce recently learned language by teaching others h) Check for correctness of speech and adjust language accordingly i) Analyze and experiment with variations of language in different settings	Intermediate Indicators f) Plan and practice anticipated conversations g) Reinforce recently learned language by teaching others h) Check for correctness of speech and adjust language accordingly i) Analyze and experiment with variations of language in different settings		
	Advanced	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators  f) Reinforce recently learned language by teaching others	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators  j) Self-monitor and adjust language accordingly	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators  j) Self-monitor and adjust language accordingly	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators  j) Self-monitor and adjust language accordingly		

#### Goal 1: Use English to communicate effectively in social settings Content Standard 1-2: Use learning strategies to extend linguistic competence in social settings Student Question: What strategies will help me use English appropriately and with greater proficiency when speaking with others? PreK-2 3-5 6-8 9-12 Students will: Level B. Seek **Beginning Indicators Beginning Indicators Beginning Indicators Beginning Indicators** Beginning a) Indicate a lack of support and feedback from understanding understanding understanding understanding others b) Ask for the meaning of a b) Ask for the meaning of a b) Ask for the meaning of a Ask for the meaning of a word word word word c) Work in cooperative Work in cooperative c) Work in cooperative Work in cooperative groups groups groups groups d) Use primary language to clarify meaning and clarify meaning and clarify meaning and clarify meaning and information information information information **Beginning Indicators+ Beginning Indicators+ Beginning Indicators+ Beginning Indicators+** Intermediate **Intermediate Indicators Intermediate Indicators Intermediate Indicators Intermediate Indicators** e) Use available technology e) Ask whether a particular e) Ask whether a particular e) Ask whether a particular word or phrase is correct word or phrase is correct word or phrase is correct as a resource Use available technology f) Use available technology f) Use available technology as as a resource as a resource a resource **Beginning Indicators+ Beginning Indicators**+ **Beginning Indicators+ Beginning Indicators+** Advanced **Intermediate Indicators+** Intermediate Indicators+ **Intermediate Indicators+** Intermediate Indicators+ **Advanced Indicators Advanced Indicators Advanced Indicators Advanced Indicators**

g)Confer with peers or adults

decisions

to solve problems and make

g) Confer with peers or

and make decisions

adults to solve problems

f) Confer with peers to solve

problems and make

decisions

g) Confer with peers or

and make decisions

adults to solve problems

Goal 1: Use English to communicate effectively in social settings								
Content Standard 1-2: Use learning strategies to extend linguistic competence in social settings								
Student Question: What strategies will help me use English appropriately and with greater proficiency when speaking with others?								
Students will:	Level	PreK-2	3-5	6-8	9-12			
C. Use		Beginning Indicators	Beginning Indicators	Beginning Indicators	Beginning Indicators			
context to	Beginning	a) Relate body language and						
construct		gestures to spoken	gestures to spoken	gestures to spoken	gestures to spoken			
meaning	egi.	language	language	language	language			
	ğ	b) Associate objects or						
		symbols with spoken and	symbols with written	symbols with written	symbols with written			
		written language	labels	labels	labels			
		Beginning Indicators+	Beginning Indicators+	Beginning Indicators+	Beginning Indicators+			
	ıte	Intermediate Indicators	Intermediate Indicators	Intermediate Indicators	Intermediate Indicators			
	Intermediate	c) Use different media						
	me	(written sources and	(written sources and	(written sources and	(written sources and			
	ter	technology) to increase	technology) to increase	technology) to increase	technology) to increase			
	In	understanding	understanding	understanding	understanding			
			d) Identify language	d) Identify language	d) Identify language			
			subtleties in various	subtleties in various	subtleties in various			
			contexts	contexts	contexts			
		Beginning Indicators+	Beginning Indicators+	Beginning Indicators+	Beginning Indicators+			
	_	Intermediate Indicators+	Intermediate Indicators+	Intermediate Indicators+	Intermediate Indicators+			
	cer	Advanced Indicators	Advanced Indicators	Advanced Indicators	Advanced Indicators			
	Advanced	d) Identify language	e) Analyze and draw	e) Analyze and draw	e) Analyze and draw			
	qv	subtleties in various	conclusions from	conclusions from	conclusions from			
	A	contexts	interactions	interactions	interactions			

Goal 2: Use English to achieve in all academic settings								
	Content Standard 2-1: Use English to participate orally in academic settings							
Student Question: What can I do to be able to increase and improve my use of English in different classes?								
Students will:	Level	PreK-2	3-5	6-8	9-12			
A. Follow		Beginning Indicators	Beginning Indicators	Beginning Indicators	Beginning Indicators			
oral and	50	a) Repeat modeled language	a) Repeat modeled	a) Repeat modeled	a) Repeat modeled			
written	ing	b) Participate in daily	language	language	language			
directions	Beginning	classroom routines	b) Participate in daily	b) Participate in daily	b) Participate in daily			
	eg	c) Follow one- or two-step	classroom routines	classroom routines	classroom routines			
	B	directions	c) Follow one- or two-step	c) Follow one- or two-step	c) Follow one- or two-step			
			directions	directions	directions			
	d)	Beginning Indicators+	Beginning Indicators+	Beginning Indicators+	Beginning Indicators+			
	iat	Intermediate Indicators	Intermediate Indicators	Intermediate Indicators	Intermediate Indicators			
	ediat	<ul><li>Intermediate Indicators</li><li>d) Follow multistep</li></ul>	Intermediate Indicators d) Follow multistep	Intermediate Indicators d) Follow multistep	Intermediate Indicators d)Follow multistep			
	rmediat							
	ntermediat	d) Follow multistep	d) Follow multistep	d) Follow multistep	d)Follow multistep directions			
	Intermediate	d) Follow multistep directions	d) Follow multistep directions	d) Follow multistep directions	d)Follow multistep			
	Intermediat	<ul><li>d) Follow multistep directions</li><li>e) Ask a teacher to restate</li></ul>	<ul><li>d) Follow multistep directions</li><li>e) Ask a teacher to restate</li></ul>	<ul><li>d) Follow multistep directions</li><li>e) Ask a teacher to restate</li></ul>	d)Follow multistep directions e) Ask a teacher to restate or			
		<ul><li>d) Follow multistep directions</li><li>e) Ask a teacher to restate or simplify directions</li></ul>	<ul><li>d) Follow multistep directions</li><li>e) Ask a teacher to restate or simplify directions</li></ul>	<ul><li>d) Follow multistep directions</li><li>e) Ask a teacher to restate or simplify directions</li></ul>	d)Follow multistep directions e) Ask a teacher to restate or simplify directions			
		d) Follow multistep directions e) Ask a teacher to restate or simplify directions  Beginning Indicators+	<ul> <li>d) Follow multistep directions</li> <li>e) Ask a teacher to restate or simplify directions</li> <li>Beginning Indicators+</li> </ul>	<ul> <li>d) Follow multistep directions</li> <li>e) Ask a teacher to restate or simplify directions</li> <li>Beginning Indicators+</li> </ul>	d)Follow multistep directions e) Ask a teacher to restate or simplify directions Beginning Indicators+			
		<ul> <li>d) Follow multistep directions</li> <li>e) Ask a teacher to restate or simplify directions</li> <li>Beginning Indicators+</li> <li>Intermediate Indicators+</li> </ul>	<ul> <li>d) Follow multistep directions</li> <li>e) Ask a teacher to restate or simplify directions</li> <li>Beginning Indicators+</li> <li>Intermediate Indicators+</li> </ul>	<ul> <li>d) Follow multistep directions</li> <li>e) Ask a teacher to restate or simplify directions</li> <li>Beginning Indicators+</li> <li>Intermediate Indicators+</li> </ul>	d)Follow multistep directions e) Ask a teacher to restate or simplify directions  Beginning Indicators+ Intermediate Indicators+			
	Advanced Intermediat	d) Follow multistep directions e) Ask a teacher to restate or simplify directions  Beginning Indicators+ Intermediate Indicators+ Advanced Indicators	d) Follow multistep directions e) Ask a teacher to restate or simplify directions  Beginning Indicators+ Intermediate Indicators+ Advanced Indicators	d) Follow multistep directions e) Ask a teacher to restate or simplify directions  Beginning Indicators+ Intermediate Indicators+ Advanced Indicators	d)Follow multistep directions e) Ask a teacher to restate or simplify directions  Beginning Indicators+ Intermediate Indicators+ Advanced Indicators			

Goal 2: Use English to achieve in all academic settings								
Content Standard 2-1: Use English to participate orally in academic settings								
Student Question: What can I do to be able to increase and improve my use of English in different classes?								
Students will:	Level	PreK-2	3-5	6-8	9-12			
B. Negotiate		<b>Beginning Indicator</b>	Beginning Indicator	Beginning Indicator	Beginning Indicator			
and manage		a) Participate in full-class,						
interaction to	ಹ	group and paired activities	group and paired	group and paired	group and paired			
accomplish	nir	b) Take turns when	activities	activities	activities			
tasks	Beginning	speaking	b) Take turns when	b) Take turns when	b) Take turns when			
	Beg	c) Join in group response	speaking	speaking	speaking			
	, ,	at appropriate times	c) Join in group response at	c) Join in group response	c) Join in group response at			
		d) Express opinions	appropriate times	at appropriate times	appropriate times			
		e) Listen to and respect	d) Express opinions	d) Express opinions	d) Express opinions			
		the opinions of others	e) Listen to and respect the	e) Listen to and respect	e) Listen to and respect the			
		f) Respond to basic	opinions of others	the opinions of others	opinions of others			
		feedback appropriately	f) Respond to basic	f) Respond to basic	f) Respond to basic			
		g) Request and share	feedback appropriately	feedback appropriately	feedback appropriately			
		classroom materials	g) Request and share	g) Request and share	g) Request and share			
			classroom materials	classroom materials	classroom materials			

Students will:	Level	PreK-2	3-5	6-8	9-12
Negotiate and		Beginning Indicators+	Beginning Indicators+	Beginning Indicators+	Beginning Indicators+
manage		Intermediate Indicators	Intermediate Indicators	Intermediate Indicators	Intermediate Indicators
interaction to		h) Express and defend	h) Express and defend	h) Express and defend	h)Express and defend
accomplish		opinions	opinions	opinions	opinions
tasks	ıte	i) Use personal	i) Use personal	i) Use personal	i) Use personal experiences
	dis	experiences to add to a	experiences to add to a	experiences to add to a	to add to a discussion
	me	discussion	discussion	discussion	j) Contribute relevant ideas
	Intermediate	j) Contribute relevant	j) Contribute relevant	j) Contribute relevant	to a discussion
	In	ideas to a discussion	ideas to a discussion	ideas to a discussion	k)Distinguish among
		k) Distinguish among	k) Distinguish among	k) Distinguish among	cooperative roles
		cooperative roles	cooperative roles	cooperative roles	1) Question the opinions of
			1) Question the opinions of	1) Question the opinions of	others and respect their
			others and respect their	others and respect their	answers
			answers	answers	m) Use formal language
			m) Use formal language to	m) Use formal language to	to negotiate and reach
			negotiate and reach	negotiate and reach	consensus
			consensus	consensus	n)Listen to and incorporate
			n) Listen to and	n) Listen to and incorporate	feedback
			incorporate feedback	feedback	o)Distinguish fact from
				o) Distinguish fact from	opinion during discussion
				opinion during	
				discussion	
		Beginning Indicators+	Beginning Indicators+	Beginning Indicators+	Beginning Indicators+
		Intermediate Indicators+	Intermediate Indicators+	Intermediate Indicators+	Intermediate Indicators+
	<del>ပ</del> ွ	Advanced Indicators	Advanced Indicators	Advanced Indicators	Advanced Indicators
	Advanced				p) Modify a statement
	va	l) Modify a statement	o)Modify a statement made	p) Modify a statement	made by a peer
	Ad	made by a peer	by a peer	made by a peer	q) Persuade others during
		m) Persuade others through	p) Persuade others during	q) Persuade others during	discussions and
		body language and other	discussions and	discussions and	presentations
		nonverbal social cues	presentations	presentations	r) Elaborate on and extend
			q) Distinguish fact from	r) Elaborate on and extend	the ideas of others
			opinion during discussion	the ideas of others	s) Evaluate information for
				s) Evaluate information for	relevancy
				relevancy	t) Prepare for and
					participate in a debate

Goal 2: Use English to achieve in all academic settings								
Content Standard 2-1: Use English to participate orally in academic settings								
Student Question	on: Wha	t can I do to be able to increa	se and improve my use of E	nglish in different classes?				
Students will:	Level	PreK-2	3-5	6-8	9-12			
C. Follow the		Beginning Indicators	Beginning Indicators	Beginning Indicators	Beginning Indicators			
conventions of	50	a) Repeat words, phrases	a) Repeat words, phrases	a) Repeat words, phrases	a) Repeat words, phrases			
standard	ing	and simple sentences	and simple sentences	and simple sentences	and simple sentences			
English	Beginning	accurately	accurately	accurately	accurately			
	egi	b)Use basic language	b)Use basic language	b)Use basic language	b)Use basic language			
	В	patterns accurately	patterns accurately	patterns accurately	patterns accurately			
		Beginning Indicators+	Beginning Indicators+	Beginning Indicators+	Beginning Indicators+			
		Intermediate Indicators	Intermediate Indicators	Intermediate Indicators	Intermediate Indicators			
		c) Produce original	c) Produce original	c) Produce original	c) Produce original			
	ıte	sentences with increasing	sentences with	sentences with	sentences with			
	Intermediate	accuracy	increasing accuracy	increasing accuracy	increasing accuracy			
	me	d)Initiate conversations	d)Initiate conversations	d)Initiate conversations	d)Initiate conversations			
	[er]	e) Engage in extended	e) Engage in extended	e) Engage in extended	e) Engage in extended			
	Int	conversations	conversations	conversations	conversations			
			f) Recognize the	f) Recognize the difference	f) Recognize the difference			
			difference between	between standard and	between standard and			
			standard and	nonstandard English	nonstandard English			
			nonstandard English					
		Beginning Indicators+	Beginning Indicators+	Beginning Indicators+	Beginning Indicators+			
		Intermediate Indicators+	Intermediate Indicators+	Intermediate Indicators+	Intermediate Indicators+			
		Advanced Indicators	Advanced Indicators	Advanced Indicators	Advanced Indicators			
	_	f) Recognize and use	g)Recognize and use	g)Recognize and use	g)Recognize and use			
	Advanced	complex syntax	complex syntax	complex syntax	complex syntax			
	ˈan	g)Produce increasingly	h)Produce increasingly	h)Produce increasingly	h)Produce increasingly			
	þ	complex language	complex language	complex language	complex language			
	⋖	h)Communicate clearly and	i) Communicate clearly	i) Communicate clearly	i) Communicate clearly			
		precisely	and precisely	and precisely	and precisely			
		i) Adjust language, as	j) Adjust language, as	j) Adjust language, as	j) Adjust language, as			
		appropriate, to audience,	appropriate, to	appropriate, to audience,	appropriate, to audience,			
		purpose and task	audience, purpose and	purpose and task	purpose and task			
			task					

Goal 2: Use English to achieve in all academic settings  Content Standard 2-2: Use English to read and write in academic settings							
Student Question: What can I do to increase and improve my use of English when I have to read and write in different classes?							
Students will:	Level	PreK-2	3-5	6-8	9-12		
A. Develop		Beginning Indicators	Beginning Indicators	Beginning Indicators	Beginning Indicators		
reading skills	ಶ						
in all academic	ii	a) Activate prior	a) Activate prior	a) Activate prior	a) Activate prior		
areas including	iii	knowledge	knowledge	knowledge	knowledge		
math, science	Beginning	b) Develop phonological	b) Develop phonological	b) Develop phonological	b) Develop phonological		
and social	_	and phonemic	and phonemic	and phonemic	and phonemic		
studies		awareness in English	awareness in English	awareness in English	awareness in English		
		c) Develop vocabulary	c) Develop vocabulary	c) Develop vocabulary	c) Develop vocabulary		
		d) Expand knowledge of					
		content	content	content	content		
		e) Connect prior	e) Connect prior	e) Connect prior	e) Connect prior		
		knowledge to new	knowledge to new	knowledge to new	knowledge to new		
		information	information	information	information		
		f) Demonstrate	f) Classify objects	f) Classify objects	f) Classify objects		
		comprehension of text	according to number,	according to number,	according to number,		
		through gestures and	shape, color, size,	shape, color, size,	shape, color, size,		
		simple responses	function and physical	function and physical	function and physical		
		g) Develop fluency	characteristics	characteristics	characteristics		
		h) Explore a variety of	g) Develop fluency	g) Develop fluency	g) Develop fluency		
		genre	h) Recognize common	h) Recognize common	h) Recognize common		
			word parts	word parts	word parts		
			i) Explore a variety of	i) Explore a variety of	i) Explore a variety of		
			genre	genre	genre		

Students will:	Level	PreK-2	3-5	6-8	9-12
Develop		Beginning Indicators+	Beginning Indicators+	Beginning Indicators+	Beginning Indicators+
reading skills		Intermediate Indicators	Intermediate Indicators	Intermediate Indicators	Intermediate Indicators
in all academic					
areas including	ate	i) Expand academic	j) Expand academic	j) Expand academic	j) Expand academic
math, science	dig	vocabulary	vocabulary	vocabulary	vocabulary
and social	Intermediate	j) Identify main idea	k) Identify main idea and	k) Identify main idea and	k) Identify main idea and
studies	ter	k) Read a story and	supporting details	supporting details	supporting details
	In	represent the sequence	l) Read a story and	1) Read a story and	1) Read a story and
		of events through	represent the sequence of	represent the sequence	represent the sequence
		pictures, words, music	events through pictures,	of events through	of events through
		or drama	words, music or drama	pictures, words, music	pictures, words, music
		l) Retell, explain and	m) Retell, explain and	or drama	or drama
		expand the text to	expand the text to check	m) Retell, explain and	m) Retell, explain and
		check comprehension	comprehension	expand the text to	expand the text to
		m) Respond to a story	n) Select and organize	check comprehension	check comprehension
		orally	relevant information	n) Select and organize	n) Select and organize
		n) Answer literal and	o) Respond to a story orally	relevant information	relevant information
		inferential questions	or in writing	o) Respond to fiction and	o) Respond to fiction and
		about grade-	p) Classify data and	nonfiction text	nonfiction text
		appropriate texts	information	p) Classify data and	p) Classify data and
			q) Answer literal and	information	information
			inferential questions	q) Answer literal and	q) Answer literal and
			about grade-appropriate	inferential questions	inferential questions
			texts	about grade-appropriate	about grade-appropriate
			r) Increase fluency	texts	texts
			s) Recognize and use	r) Increase fluency	r) Increase fluency
			literary terms	s) Recognize and use	s) Recognize and use
				literary terms	literary terms
				t) Interpret text	t) Interpret text

Students will:	Level	PreK-2	3-5	6-8	9-12
Develop			Beginning Indicators+	Beginning Indicators+	Beginning Indicators+
reading skills			Intermediate Indicators+	Intermediate Indicators+	Intermediate Indicators+
in all academic	_		Advanced Indicators	Advanced Indicators	Advanced Indicators
areas including	ဉ်ခ၁				
math, science	Advanced		t) Develop a critical	u) Develop a critical	u) Develop a critical
and social	dv		stance	stance	stance
studies	⋖		u) Analyze, synthesize	v) Analyze, synthesize	v) Analyze, synthesize
			and construct meaning	and construct meaning	and construct meaning
			from text	from text	from text
			v) Critique and evaluate	w) Critique and evaluate	w) Critique and evaluate
			text	text	text
			w) Go beyond the text to	x) Go beyond the text to	x) Go beyond the text to
			enhance meaning	enhance meaning	enhance meaning
			x) Interpret and respond	y) Interpret and respond	y) Interpret and respond
			to text	to text	to text
				z) Recognize the	z) Evaluate the elements
				elements of an author's	of an author's craft
				craft including literary	including literary
				devices	devices
					aa) Recognize the validity
					of an author's
					arguments

Goal 2: Use E	Goal 2: Use English to achieve in all academic settings									
	Content Standard 2-2: Use English to read and write in academic settings									
Student Question: What can I do to increase and improve my use of English when I have to read and write in different classes?										
Students will:	Level	PreK-2	3-5	6-8	9-12					
B. Develop		Beginning Indicators	<b>Beginning Indicators</b>	<b>Beginning Indicators</b>	<b>Beginning Indicators</b>					
writing skills										
in all		a) Write the English								
academic		alphabet accurately	alphabet accurately	alphabet accurately	alphabet accurately					
areas	<b>5</b> 0	b) Develop handwriting	b) Develop handwriting	b) Develop handwriting	b) Develop handwriting					
including	l ii	skills appropriate to the								
math, science	gin	English alphabet	English alphabet	English alphabet	English alphabet					
and social	Beginning	c) Copy simple sentences								
studies		d) Engage in effective pre-								
		writing activities	writing activities	writing activities	writing activities					
		(brainstorming,	(brainstorming,	(brainstorming,	(brainstorming,					
		discussing, graphic	discussing, graphic	discussing, graphic	discussing, graphic					
		organizers, etc.)	organizers, etc.)	organizers, etc.)	organizers, etc.)					
		e) Produce original	e) Produce original	e) Produce original	e) Produce original					
		sentences	sentences	sentences	sentences					
		f) Write on a topic								
		g) Attend to writing								
		mechanics (capital	mechanics (capital	mechanics (capital	mechanics (capital					
		letters, periods and	letters, periods and	letters, periods and	letters, periods and					
		question marks)	question marks)	question marks)	question marks)					

Students will:	Level	PreK-2	3-5	6-8	9-12
Develop writing skills		Beginning Indicators+ Intermediate Indicators	Beginning Indicators+ Intermediate Indicators	Beginning Indicators+ Intermediate Indicators	Beginning Indicators+ Intermediate Indicators
in all	iate	intermediate indicators	mici mediate indicators	intermediate indicators	intermediate indicators
academic areas	Intermediate	<ul><li>h) Publish and share final products</li></ul>	<ul><li>h) Publish and share final products</li></ul>	h) Publish and share final products	h) Publish and share final products
including	Inte	i) Revise, expand and edit	i) Write a narrative	i) Write a narrative	i) Write a narrative
math, science and social	]	a draft with teacher assistance	j) Revise, expand and edit a draft with teacher	j) Revise, expand and edit a draft with teacher	j) Revise, expand and edit a draft with teacher
studies		j) Attend to writing	assistance	assistance	assistance
		mechanics (punctuation and spelling)	<ul><li>k) Attend to writing mechanics (punctuation and spelling)</li></ul>	k) Attend to writing mechanics (punctuation and spelling)	k) Attend to writing mechanics (punctuation and spelling)
			<ol> <li>Develop clear ideas with supporting details and evidence</li> </ol>	Develop clear ideas with supporting details and evidence	Develop clear ideas with supporting details and evidence
			m) Adjust language, as appropriate, to audience, purpose and task	m) Adjust language, as appropriate, to audience, purpose and task	m) Adjust language, as appropriate, to audience, purpose and task
			n) Revise, expand and edit a draft with peer input	n) Revise, expand and edit a draft with peer input	n) Revise, expand and edit a draft with peer input
				o) Write for a purpose,	o) Write for a purpose,
				considering the audience	considering the audience
					p) Revise, expand and edit a
					draft independently q) Organize ideas for a
					relevant and logical
					argument

Students will:	Level	PreK-2	3-5	6-8	9-12
Develop writing skills in all academic		Beginning Indicators+ Intermediate Indicators+ Advanced Indicators	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators
areas including math, science and social studies	Advanced	k) Use linguistic transitional elements (first, next, then)	o) Use linguistic transitional elements (first, next, then) p) Write expository essays q) Recognize and use syntax	<ul> <li>p) Use linguistic transitional elements (first, next, then)</li> <li>q) Write expository and persuasive essays</li> <li>r) Recognize and use syntax</li> </ul>	<ul> <li>r) Use linguistic transitional elements (first, next, then)</li> <li>s) Write expository and persuasive essays</li> <li>t) Recognize and use syntax</li> <li>u) Write academic research papers, synthesizing materials from different sources</li> <li>v) Paraphrase, quote and cite sources accurately</li> </ul>

Goal 2: Use l	Goal 2: Use English to achieve in all academic settings								
	Content Standard 2-2: Use English to read and write in academic settings								
				hen I have to read and write					
Students will:	Level	PreK-2	3-5	6-8	9-12				
C. Develop		Beginning Indicators	Beginning Indicators	Beginning Indicators	Beginning Indicators				
research skills in all academic areas including math, science and social studies	Beginning	<ul> <li>a) Generate questions for gathering data</li> <li>b) Use appropriate visual and auditory sources</li> <li>c) Consult print and non-print resources in the native language when needed</li> <li>d) Use available technology to gather information</li> </ul>	<ul> <li>a) Generate questions for gathering data</li> <li>b) Observe and record information</li> <li>c) Use appropriate visual, print and auditory sources</li> <li>d) Consult print and non-print resources in the native language when needed</li> <li>e) Use available technology to gather information</li> </ul>	<ul> <li>a) Generate questions for gathering data</li> <li>b) Observe and record information</li> <li>c) Use appropriate visual, print and auditory sources</li> <li>d) Consult print and non-print resources in the native language when needed</li> <li>e) Use available technology to gather information</li> </ul>	<ul> <li>a) Generate questions for gathering data</li> <li>b) Observe and record information</li> <li>c) Use appropriate visual, print and auditory sources</li> <li>d) Consult print and non-print resources in the native language when needed</li> <li>e) Use available technology to gather information</li> </ul>				
		Beginning Indicators+	Beginning Indicators+	Beginning Indicators+	Beginning Indicators+				
		Intermediate Indicators	Intermediate Indicators	Intermediate Indicators	Intermediate Indicators				
	Intermediate	e) Observe and record information	f) Raise additional questions generated by research	f) Raise additional questions generated by research g) Select and organize information from appropriate sources for a specific purpose	f) Raise additional questions generated by research g) Select and organize information from appropriate sources for a specific purpose				

Students will:	Level	PreK-2	3-5	6-8	9-12
Develop		Beginning Indicators+	Beginning Indicators+	Beginning Indicators+	Beginning Indicators+
research		Intermediate Indicators+	Intermediate Indicators+	Intermediate Indicators+	Intermediate Indicators+
skills in all		Advanced Indicators	Advanced Indicators	Advanced Indicators	Advanced Indicators
academic	pa				
areas	Advanced	f) Present results of a	g) Present results of a	h)Present results of a	h) Present results of a
including	va	research project	research project	research project	research project
math, science	Aç		h) Select and organize	i) Observe and record	i) Observe and record
and social			information from	numerical data	numerical data
studies			appropriate sources for	j) Take notes from a text	j) Take notes from a text
			a specific purpose	or presentation	or presentation
				k) Locate and research	k) Locate and research
				information on	information on
				academic topics from	academic topics from
				multiple sources	multiple sources
				1) Draw conclusions from selected sources	l) Draw conclusions from selected sources
				m) Document and justify	m) Document and justify
				ideas using evidence	ideas using evidence
				from text	from text

Goal 2: Use English to achieve in all academic settings							
			ndependent learners in acad				
			earner and achieve in differe				
Students will:	Level	PreK-2	3-5	6-8	9-12		
A. Apply cognitive	gu	Beginning Indicators	Beginning Indicators	Beginning Indicators	Beginning Indicators		
strategies in	Beginning	a) Follow verbal and	a) Follow verbal and non-	a) Follow verbal and non-	a) Follow verbal and non-		
all academic	įĝ	non- verbal cues	verbal cues	verbal cues	verbal cues		
areas	Be	b) Rehearse and visualize	b) Rehearse and visualize	b) Rehearse and visualize	b) Rehearse and visualize		
including		information	information	information	information		
math,		c) Recognize the need for	c) Recognize the need for	c) Recognize the need for	c) Recognize the need for		
science and		and seek assistance	and seek assistance	and seek assistance	and seek assistance		
social		Beginning Indicators+	Beginning Indicators+	Beginning Indicators+	Beginning Indicators+		
studies		Intermediate Indicators	Intermediate Indicators	Intermediate Indicators	Intermediate Indicators		
	Intermediate	d) Know when to use native language resources e) Use self-monitoring and self-correcting strategies	<ul> <li>d) Know when to use native language resources</li> <li>e) Use self-monitoring and self-correcting strategies</li> <li>f) Construct learning aids</li> <li>g) Develop independent study skills</li> <li>h) Apply study skills to prepare for tests</li> </ul>	<ul> <li>d) Know when to use native language resources</li> <li>e) Use self-monitoring and self-correcting strategies</li> <li>f) Construct learning aids</li> <li>g) Develop independent study skills</li> <li>h) Apply study skills to prepare for tests</li> </ul>	<ul> <li>d) Know when to use native language resources</li> <li>e) Use self-monitoring and self-correcting strategies</li> <li>f) Construct learning aids</li> <li>g) Develop independent study skills</li> <li>h) Apply study skills to prepare for tests</li> <li>i) Use peer teaching to enhance mutual learning</li> </ul>		
		Beginning Indicators+	Beginning Indicators+	Beginning Indicators+	Beginning Indicators+		
	-	Intermediate Indicators+	Intermediate Indicators+	Intermediate Indicators+	Intermediate Indicators+		
	Ce	Advanced Indicators	Advanced Indicators	Advanced Indicators	Advanced Indicators		
	Advanced	f) Evaluate one's own success in a completed learning task	i)Evaluate one's own success in a completed learning task	i)Evaluate one's own success in a completed learning task j) Analyze and evaluate study behaviors and learning environments	j) Evaluate one's own success in a completed learning task k) Analyze and evaluate study behaviors and learning environments		

Goal 2: Use English to achieve in all academic settings								
Content Standard 2-3: Use strategies to become independent learners in academic settings								
			rner and achieve in differen					
Students will:	Level	PreK-2	3-5	6-8	9-12			
B. Apply		Beginning Indicators	Beginning Indicators	Beginning Indicators	Beginning Indicators			
reading								
strategies in		a) Preview illustrations	a) Preview illustrations	a) Preview illustrations	a) Preview illustrations			
all academic		and text	and text	and text	and text			
areas		b) Make connections to	b) Make connections to	b) Make connections to	b) Make connections to			
including		prior knowledge	prior knowledge	prior knowledge	prior knowledge			
math, science	l ng	c) Make inferences from	c) Make inferences from	c) Make inferences from	c) Make inferences from			
and social	l in	visuals	visuals	visuals	visuals			
studies	Beginning	d) Make, verify and revise	d) Make, verify and revise	d) Make, verify and revise	d) Make, verify and			
	Be	predictions	predictions	predictions	revise predictions			
		e) Set a purpose for	e) Set a purpose for	e) Set a purpose for	e) Set a purpose for			
		reading	reading	reading	reading			
		f) Use context to	f) Use context to	f) Use context to construct	f) Use context to			
		construct meaning	construct meaning	meaning	construct meaning			
		g) Reread	g) Reread	g) Reread	g) Reread			
		h) Use graphic organizers	h) Use graphic organizers	h) Use graphic organizers	h) Use graphic organizers			
		to enhance	to enhance	to enhance	to enhance			
		comprehension	comprehension	comprehension	comprehension			
		i) Make text-to-self, text-	i) Make text-to-self, text-	i) Make text-to-self, text-	i) Make text-to-self, text-			
		to-text and text-to-	to-text and text-to-	to-text and text-to world	to-text and text-to			
		world connections	world connections	connections	world connections			

Students will:	Level	PreK-2	3-5	6-8	9-12
Apply		Beginning Indicators+	Beginning Indicators+	Beginning Indicators+	Beginning Indicators+
reading		Intermediate	Intermediate	Intermediate	Intermediate
strategies in					
all academic	d)	j) Visualize images	j) Visualize images	j) Visualize images	j) Visualize images
areas	ate	suggested by the text			
including	edi	k) Make inferences from			
math, science	l II	explicit information	explicit information	explicit information	explicit information
and social	Intermediate	1) Make and verify	l) Make and verify	l) Make and verify	1) Make and verify
studies	l II	hypotheses while	hypotheses while	hypotheses while	hypotheses while
		reading	reading	reading	reading
		m)Identify main idea	m) Identify main idea and	m) Identify main idea and	m) Identify main idea and
		n) Form an initial reaction	supporting details	supporting details	supporting details
		to the text	n) Form an initial reaction	n) Form an initial reaction	n) Form an initial reaction
			to the text	to the text	to the text
			o) Summarize the text	o) Summarize the text	o) Summarize the text
			p) Skim chapter headings,	p) Skim chapter headings,	p) Skim chapter headings,
			subheadings and	subheadings and	subheadings and
			highlighted material to	highlighted material to	highlighted material to
			predict and confirm	predict and confirm	predict and confirm
			q) Scan a text	q) Scan a text	q) Scan a text
			r) Generate key questions	r) Generate key questions	r) Generate key questions
			about a text before,	about a text before,	about a text before,
			during and after reading	during and after reading	during and after reading
					s) Take margin notes or
					highlight during reading

Students will:	Level	PreK-2	3-5	6-8	9-12
Apply		Beginning Indicators+	Beginning Indicators+	Beginning Indicators+	Beginning Indicators+
reading	pə	Intermediate Indicators+	Intermediate Indicators+	Intermediate Indicators+	Intermediate Indicators+
strategies in	nuc	<b>Advanced Indicators</b>	Advanced Indicators	Advanced Indicators	Advanced Indicators
all academic	Advanced				
areas	A	o) Make inferences from	s) Make inferences from	s) Make inferences from	t) Make inferences from
including		implicit information	implicit information	implicit information	implicit information
math,		p) Monitor comprehension	t) Monitor comprehension	t) Monitor comprehension	u) Monitor comprehension
science and		while reading and self-	while reading and self-	while reading and self-	while reading and self-
social studies		correct	correct	correct	correct
			u) Use knowledge of	u) Use knowledge of	v) Use knowledge of
			common word parts to	common word parts to	common word parts to
			learn new words and aid	learn new words and aid	learn new words and aid
			in comprehension	in comprehension	in comprehension
			v) Support interpretation	v) Support interpretation	w) Support interpretation
			with evidence from text	with evidence from text	with evidence from text

Goal 2: Use English to achieve in all academic settings									
	Content Standard 2-3: Use strategies to become independent learners in academic settings								
<b>Student Ques</b>	Student Question: What can I do to be a better learner and achieve in different classes?								
Students will:	Level	PreK-2	3-5	6-8	9-12				
C. Apply		<b>Beginning Indicators</b>	Beginning Indicators	Beginning Indicators	Beginning Indicators				
writing	ng								
strategies in	ginning	a) Construct a chart or	a) Construct a chart or	a) Construct a chart or	a) Construct a chart or				
all academic	gin	other graphic	other graphic	other graphic	other graphic				
areas	Beş	b) Use visuals to prompt	b) Use visuals to prompt	b) Use visuals to prompt	b) Use visuals to prompt				
including		writing	writing	writing	writing				
math,		c) Use observations and	c) Use observations and	c) Use observations and	c) Use observations and				
science and		experiences (especially	experiences (especially	experiences (especially	experiences (especially				
social studies		family and cultural)	family and cultural)	family and cultural)	family and cultural)				
		d) Make lists	d) Make lists	d) Make lists	d) Make lists				

Students will:	Level	PreK-2	3-5	6-8	9-12
Apply writing		Beginning Indicators+	Beginning Indicators+	Beginning Indicators+	Beginning Indicators+
strategies in all		Intermediate Indicators	Intermediate Indicators	Intermediate Indicators	Intermediate Indicators
academic areas					
including math,	بو	e) Use a topic sentence as			
science and	iat	a means of writing on			
social studies	pəu	the topic	the topic	the topic	the topic
	rn 	f) Restate a prompt to			
	Intermediate	establish focus	establish focus	establish focus	establish focus
		g) Seek advice of teacher			
		or peer to revise,			
		expand and edit a draft			
		(writing conferences)	(writing conferences)	(writing conferences)	(writing conferences)
		h) Brainstorm ideas	h) Brainstorm ideas	h) Brainstorm ideas	h) Brainstorm ideas
		before writing	before writing	before writing	before writing
		i) Engage in discussion			
		with peers	with peers	with peers	with peers
		j) Use graphic organizers			
		to plan writing	to plan writing	to plan writing	to plan writing
		k) Use technology to			
		enhance writing	enhance writing	enhance writing	enhance writing
		1) Publish and share final	l) Make outlines	1) Make outlines	1) Make outlines
		drafts	m) Use reference materials	m) Use reference materials	m) Use reference materials
		m) Develop idea banks	(dictionaries,	(dictionaries,	(dictionaries,
		(journals, clippings,	thesauruses, grammar	thesauruses, grammar	thesauruses, grammar
		pictures, lists of books,	books)	books)	books)
		films)	n) Publish and share final	n) Publish and share final	n) Publish and share final
			drafts	drafts	drafts
			o) Develop idea banks	o) Develop idea banks	o) Develop idea banks
			(journals, clippings,	(journals, clippings,	(journals, clippings,
			pictures, lists of books,	pictures, lists of books,	pictures, lists of books,
			films)	films)	films)
					p) Anticipate the reader's
					response

Students will:	Level	PreK-2	3-5	6-8	9-12
Apply writing		Beginning Indicators+	Beginning Indicators+	Beginning Indicators+	Beginning Indicators+
strategies in all		Intermediate Indicators+	Intermediate Indicators+	Intermediate Indicators+	Intermediate Indicators+
academic areas	þ	Advanced Indicators	Advanced Indicators	Advanced Indicators	Advanced Indicators
including math,	nce				
science and	va	n) Use elaboration and	p) Use elaboration and	p) Use elaboration and	q) Use elaboration and
social studies	Ad	specific details	specific details	specific details	specific details
		o) Use sequencing	q) Use sequencing	q) Use sequencing	r) Use sequencing
				r) Use the conventions of	s) Use the conventions of
				persuasion	persuasion

Goal 3: Use English in culturally appropriate ways						
Content Standard 3-1: Apply appropriate cultural behavior in various settings						
Student Question: How can I be sure that what I say and do are appropriate and acceptable?						
Students will:	Level	PreK-2	3-5	6-8	9-12	
A.		Beginning Indicators	Beginning Indicators	<b>Beginning Indicators</b>	Beginning Indicators	
Recognize and use appropriate degrees of formality in standard English	Beginning	<ul> <li>a) Begin to interact minimally with others in formal and informal settings</li> <li>b) Make requests, show gratitude, apologize and express emotions using isolated words and phrases</li> <li>c) Greet and take leave appropriately</li> <li>d) Use acceptable tone and volume</li> <li>e) Recognize when an utterance has been misunderstood</li> </ul>	<ul> <li>a) Begin to interact minimally with others in formal and informal settings</li> <li>b) Make requests, show gratitude, apologize and express emotions using isolated words and phrases</li> <li>c) Greet and take leave appropriately</li> <li>d) Use acceptable tone and volume</li> <li>e) Recognize when an utterance has been misunderstood</li> <li>f) Determine appropriate topics for interaction</li> <li>g) Observe and seek information about appropriate language use</li> </ul>	<ul> <li>a) Begin to interact minimally with others in formal and informal settings</li> <li>b) Make requests, show gratitude, apologize and express emotions using isolated words and phrases</li> <li>c) Greet and take leave appropriately</li> <li>d) Use acceptable tone and volume</li> <li>e) Recognize when an utterance has been misunderstood</li> <li>f) Determine appropriate topics for interaction</li> <li>g) Observe and seek information about appropriate language use</li> </ul>	<ul> <li>a) Begin to interact with others in formal and informal settings</li> <li>b) Make requests, show gratitude, apologize and express emotions using isolated words and phrases</li> <li>c) Greet and take leave appropriately</li> <li>d) Use acceptable tone and volume</li> <li>e) Recognize when an utterance has been misunderstood</li> <li>f) Determine appropriate topics for interaction</li> <li>g) Observe and seek information about appropriate language use and</li> </ul>	
		Destruction To Produce	and behavior	and behavior	behavior	
	iate	Beginning Indicators+ Intermediate Indicators	Beginning Indicators+ Intermediate Indicators	Beginning Indicators+ Intermediate Indicators	Beginning Indicators+ Intermediate Indicators	
	Intermediate	<ul> <li>f) Give and receive compliments</li> <li>g) Use acceptable emphasis and intonation</li> <li>h) Observe and seek information about appropriate language use and behavior</li> </ul>	<ul> <li>h) Give and receive compliments</li> <li>i) Use acceptable emphasis and intonation</li> <li>j) Rephrase an utterance when it has been misunderstood</li> <li>k) Initiate and maintain appropriate casual conversation</li> </ul>	<ul> <li>h) Give and receive compliments</li> <li>i) Use acceptable emphasis and intonation</li> <li>j) Rephrase an utterance when it has been misunderstood</li> <li>k) Initiate and maintain appropriate casual conversation</li> </ul>	h) Give and receive compliments i) Use acceptable emphasis and intonation j) Rephrase an utterance when it has been misunderstood k)Initiate and maintain appropriate casual conversation	

Students will:	Level	PreK-2	3-5	6-8	9-12
Recognize and use appropriate degrees of	-	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators
formality in Standard English	Advanced	<ul> <li>i) Advise peers on appropriate language use</li> <li>j) Evaluate and adjust effectiveness of communication</li> </ul>	l)Advise peers on appropriate language use m)Evaluate and adjust effectiveness of communication n)Recognize and apply the style of speech appropriate to a given situation o)Know when to use humor appropriately	Advise peers on appropriate language use     Evaluate and adjust effectiveness of communication     Recognize and apply the style of speech appropriate to a given situation     Know when to use sarcasm and humor appropriately     Understand cultural factors that affect meaning	<ol> <li>nAdvise peers on appropriate language use</li> <li>Evaluate and adjust effectiveness of communication</li> <li>Recognize and apply the style of speech appropriate to a given situation</li> <li>Know when to use irony, sarcasm and humor appropriately</li> <li>Understand cultural factors that affect meaning</li> <li>Use appropriate language for written business and social transactions</li> <li>Obtain and complete application forms (driver's license, ID card, college admission)</li> </ol>

Goal 3: Use English in culturally appropriate ways						
Content Standard 3-1: Apply appropriate cultural behaviors in various settings Student Question: How can I be sure that what I say and do are appropriate and acceptable?						
Student Questi Students will:		v can I be sure that what I sa PreK-2	ay and do are appropriate an	nd acceptable? 6-8	9-12	
B. Respond to	Level	Beginning Indicators	Beginning Indicators	Beginning Indicators	Beginning Indicators	
and use idioms		Deginning Indicators	beginning mulcators	beginning indicators	beginning indicators	
and humor	Beginning	a) Understand common	a) Understand common	a) Understand common	a) Understand common	
appropriately	uu	idioms	idioms	idioms	idioms	
арргорписту	egi	b) React to jokes	b) React to jokes	b) React to jokes	b) React to jokes	
	В	appropriately	appropriately	appropriately	appropriately	
		Beginning Indicators+	Beginning Indicators+	Beginning Indicators+	Beginning Indicators+	
		Intermediate Indicators	Intermediate Indicators	Intermediate Indicators	Intermediate Indicators	
		c) Use common idioms	c) Use common idioms	c) Use common idioms	c) Use common idioms	
	ate	d) Respond to humor in	d) Respond to humor in	d) Respond to humor in	d) Respond to humor in	
	sipa	conversation and	conversation and	conversation and	conversation and	
	l m.	literature	literature	literature	literature	
	Intermediate		e) React to and tell jokes	e) Determine when it is	e) Determine when it is	
	In		appropriately	appropriate to tell a	appropriate to tell a joke	
				joke	f) React to and tell jokes	
				f) React to and tell jokes	appropriately	
				appropriately		
		Beginning Indicators+	Beginning Indicators+	Beginning Indicators+	Beginning Indicators+	
		Intermediate Indicators+	Intermediate Indicators+	Intermediate Indicators+	Intermediate Indicators+	
	   <del> </del>	Advanced Indicators	Advanced Indicators	Advanced Indicators	Advanced Indicators	
	Advanced	e) Expand knowledge of	f) Expand knowledge and	g) Expand knowledge and	g) Expand knowledge and use	
	var	idiomatic expressions	use of idiomatic	use of idiomatic	of idiomatic expressions	
	₽ <b>q</b>	f) React to and tell jokes	expressions	expressions	h) Use a variety of idioms	
	,	appropriately	g) Determine when it is	h) Use a variety of idioms	appropriately in speech and	
			appropriate to tell a	appropriately in speech	writing	
			joke	and writing	i) Distinguish among irony,	
			h) Explain a joke or riddle	i) Distinguish between	sarcasm and humor and use	
				sarcasm and humor and	them appropriately in a	
				use them appropriately	variety of contexts	
				in a variety of contexts	j) Interpret and explain a	
				j) Interpret and explain a	cartoon, situation	
				cartoon, situation	comedy or joke	
				comedy or joke		

Goal 3: Use English in culturally appropriate ways						
Content Standard 3-1: Apply appropriate cultural behaviors in various settings						
		can I be sure that what I say				
Students will:	Level	PreK-2	3-5	6-8	9-12	
C. Use		Beginning Indicators	Beginning Indicators	Beginning Indicators	Beginning Indicators	
nonverbal communication appropriate to audience, purpose and setting	Beginning	<ul> <li>a) Demonstrate knowledge of acceptable nonverbal behaviors</li> <li>b) Respond appropriately to gestures</li> <li>c) Obtain someone's attention in an appropriate manner</li> <li>d) Use gestures and body language acceptable in formal and informal settings</li> </ul>	<ul> <li>a) Demonstrate knowledge of acceptable nonverbal behaviors</li> <li>b) Respond appropriately to gestures</li> <li>c) Obtain someone's attention in an appropriate manner</li> <li>d) Use gestures and body language acceptable in formal and informal settings</li> <li>e) Be aware of and respect cultural differences related to personal space, eye contact and body language</li> </ul>	<ul> <li>a) Demonstrate knowledge of acceptable nonverbal behaviors</li> <li>b) Respond appropriately to gestures</li> <li>c) Obtain someone's attention in an appropriate manner</li> <li>d) Use gestures and body language acceptable in formal and informal settings</li> <li>e) Be aware of and respect cultural differences related to personal space, eye contact and body language</li> </ul>	<ul> <li>a) Demonstrate knowledge of acceptable nonverbal behaviors</li> <li>b) Respond appropriately to gestures</li> <li>c) Obtain someone's attention in an appropriate manner</li> <li>d) Use gestures and body language acceptable in formal and informal settings</li> <li>e) Be aware of and respect cultural differences related to personal space, eye contact and body language</li> </ul>	
		Beginning Indicators+ Intermediate Indicators	Beginning Indicators+ Intermediate Indicators	Beginning Indicators+ Intermediate Indicators	Beginning Indicators+ Intermediate Indicators	
	Intermediate	e) Be aware of and respect cultural differences related to personal space, eye contact and body language	f) Identify nonverbal cues that may cause misunderstanding	f) Identify nonverbal cues that may cause misunderstanding	f) Identify nonverbal cues that may cause misunderstanding	
		f) Identify nonverbal cues that may cause misunderstanding				

Nothing additional for Advanced Indicators