

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 decontextualized 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).

ELL Frameworks Overview		
	Content Standards	To achieve the Goals and Standards, Students will:
Goal 1: Use English to effectively communicate in social settings	1-1 : Use English to participate orally in social settings	A: Share and request information
	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 in social settings	A: Practice new language, self-monitor and 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
Goal 2: Use English to achieve in all academic settings including language arts, math, science and social studies	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
	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 academic settings	A: Apply cognitive strategies
	What can I do to be a better learner and achieve in different classes?	B: Apply reading strategies C: Apply writing strategies
Goal 3: Use English in culturally appropriate ways	3-1 : Apply appropriate cultural behaviors in various settings	A: Recognize and use appropriate degrees of formality in standard English
	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 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	3-5	6-8	9-12
A. Share and request information	Beginning	<p>Beginning Indicators</p> <ul style="list-style-type: none"> a) Indicate preferences through gestures, one- and two-word responses or short phrases b) Ask and answer “yes/no” and “either/or” questions c) Initiate communication d) Express needs and feelings verbally and nonverbally 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> a) Indicate preferences through gestures, one- and two-word responses or short phrases b) Ask and answer “yes/no” and either/or questions c) Initiate communication d) Express needs and feelings verbally and nonverbally 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> a) Indicate preferences through gestures, one- and two-word responses or short phrases b) Ask and answer “yes/no” and either/or questions c) Initiate communication d) Express needs and feelings verbally and nonverbally 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> a) Indicate preferences through gestures, one- and two-word responses or short phrases b) Ask and answer “yes/no” and either/or questions c) Initiate communication d) Express needs and feelings verbally and nonverbally
	Intermediate	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> 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 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> 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 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> 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 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> 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 request information	Advanced	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <p>j) Negotiate solutions to problems or misunderstandings</p> <p>k) Ask “what if” questions</p> <p>l) Ask complex questions to obtain information</p>	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <p>k) Negotiate solutions to problems or misunderstandings</p> <p>l) Ask “what if” questions</p> <p>m) Ask complex questions to obtain information</p> <p>n) Persuade others by defending and arguing a position</p>	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <p>l) Negotiate solutions to problems or misunderstandings</p> <p>m) Ask “what if” questions</p> <p>n) Ask complex questions to obtain information</p> <p>o) Persuade others by defending and arguing a position</p>	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <p>l) Negotiate solutions to problems or misunderstandings</p> <p>m) Ask “what if” questions</p> <p>n) Ask complex questions to obtain information</p> <p>o) Persuade others by defending and arguing a position</p>

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	3-5	6-8	9-12
B. Meet Personal Needs	Beginning	Beginning Indicators a) Ask for permission b) Ask for assistance	Beginning Indicators a) Ask for permission b) Ask for assistance	Beginning Indicators a) Ask for permission b) Ask for assistance	Beginning Indicators a) Ask for permission b) Ask for assistance
	Intermediate	Beginning Indicators+ Intermediate Indicators c) Make plans for social engagements	Beginning Indicators+ Intermediate Indicators c) Make plans for social engagements	Beginning Indicators+ Intermediate Indicators c) Make plans for social engagements d) Make appointments e) Request forms and documents	Beginning Indicators+ Intermediate Indicators c) Make plans for social engagements d) Make appointments e) Request forms and documents
	Advanced			Beginning Indicators+ Intermediate Indicators f) Participate in an extra-curricular activity, club or organization	Beginning Indicators+ Intermediate Indicators f) Participate in an extra-curricular activity, club or organization g) Advocate for self and others

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
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 e) Rehearse language patterns	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	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
	Intermediate	Beginning Indicators+ Intermediate Indicators e) Plan and practice conversations	Beginning Indicators+ 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	Beginning Indicators+ 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	Beginning Indicators+ 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?

Students will:	Level	PreK-2	3-5	6-8	9-12
B. Seek support and feedback from others	Beginning	Beginning Indicators a) Indicate a lack of understanding b) Ask for the meaning of a word c) Work in cooperative groups d) Use primary language to clarify meaning and information	Beginning Indicators a) Indicate a lack of understanding b) Ask for the meaning of a word c) Work in cooperative groups d) Use primary language to clarify meaning and information	Beginning Indicators a) Indicate a lack of understanding b) Ask for the meaning of a word c) Work in cooperative groups d) Use primary language to clarify meaning and information	Beginning Indicators a) Indicate a lack of understanding b) Ask for the meaning of a word c) Work in cooperative groups d) Use primary language to clarify meaning and information
	Intermediate	Beginning Indicators+ Intermediate Indicators e) Use available technology as a resource	Beginning Indicators+ Intermediate Indicators e) Ask whether a particular word or phrase is correct f) Use available technology as a resource	Beginning Indicators+ Intermediate Indicators e) Ask whether a particular word or phrase is correct f) Use available technology as a resource	Beginning Indicators+ Intermediate Indicators e) Ask whether a particular word or phrase is correct f) Use available technology as a resource
	Advanced	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators f) Confer with peers to solve problems and make decisions	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators g) Confer with peers or adults to solve problems and make decisions	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators g) Confer with peers or adults to solve problems and make decisions	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators g) Confer with peers or adults to solve problems and make decisions

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 context to construct meaning	Beginning	Beginning Indicators a) Relate body language and gestures to spoken language b) Associate objects or symbols with spoken and written language	Beginning Indicators a) Relate body language and gestures to spoken language b) Associate objects or symbols with written labels	Beginning Indicators a) Relate body language and gestures to spoken language b) Associate objects or symbols with written labels	Beginning Indicators a) Relate body language and gestures to spoken language b) Associate objects or symbols with written labels
	Intermediate	Beginning Indicators+ Intermediate Indicators c) Use different media (written sources and technology) to increase understanding	Beginning Indicators+ Intermediate Indicators c) Use different media (written sources and technology) to increase understanding d) Identify language subtleties in various contexts	Beginning Indicators+ Intermediate Indicators c) Use different media (written sources and technology) to increase understanding d) Identify language subtleties in various contexts	Beginning Indicators+ Intermediate Indicators c) Use different media (written sources and technology) to increase understanding d) Identify language subtleties in various contexts
	Advanced	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators d) Identify language subtleties in various contexts	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators e) Analyze and draw conclusions from interactions	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators e) Analyze and draw conclusions from interactions	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators e) Analyze and draw conclusions from 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 oral and written directions	Beginning	Beginning Indicators a) Repeat modeled language b) Participate in daily classroom routines c) Follow one- or two-step directions	Beginning Indicators a) Repeat modeled language b) Participate in daily classroom routines c) Follow one- or two-step directions	Beginning Indicators a) Repeat modeled language b) Participate in daily classroom routines c) Follow one- or two-step directions	Beginning Indicators a) Repeat modeled language b) Participate in daily classroom routines c) Follow one- or two-step directions
	Intermediate	Beginning Indicators+ Intermediate Indicators d) Follow multistep directions e) Ask a teacher to restate or simplify directions	Beginning Indicators+ Intermediate Indicators d) Follow multistep directions e) Ask a teacher to restate or simplify directions	Beginning Indicators+ Intermediate Indicators d) Follow multistep directions e) Ask a teacher to restate or simplify directions	Beginning Indicators+ Intermediate Indicators d) Follow multistep directions e) Ask a teacher to restate or simplify directions
	Advanced	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators f) Explain directions to others	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators f) Explain directions to others	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators f) Explain directions to others	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators f) Explain directions to others

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 and manage interaction to accomplish tasks	Beginning	<p>Beginning Indicator</p> <ul style="list-style-type: none"> a) Participate in full-class, group and paired activities b) Take turns when speaking c) Join in group response at appropriate times d) Express opinions e) Listen to and respect the opinions of others f) Respond to basic feedback appropriately g) Request and share classroom materials 	<p>Beginning Indicator</p> <ul style="list-style-type: none"> a) Participate in full-class, group and paired activities b) Take turns when speaking c) Join in group response at appropriate times d) Express opinions e) Listen to and respect the opinions of others f) Respond to basic feedback appropriately g) Request and share classroom materials 	<p>Beginning Indicator</p> <ul style="list-style-type: none"> a) Participate in full-class, group and paired activities b) Take turns when speaking c) Join in group response at appropriate times d) Express opinions e) Listen to and respect the opinions of others f) Respond to basic feedback appropriately g) Request and share classroom materials 	<p>Beginning Indicator</p> <ul style="list-style-type: none"> a) Participate in full-class, group and paired activities b) Take turns when speaking c) Join in group response at appropriate times d) Express opinions e) Listen to and respect the opinions of others f) Respond to basic feedback appropriately g) Request and share classroom materials

Students will:	Level	PreK-2	3-5	6-8	9-12
Negotiate and manage interaction to accomplish tasks	Intermediate	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> h) Express and defend opinions i) Use personal experiences to add to a discussion j) Contribute relevant ideas to a discussion k) Distinguish among cooperative roles 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> h) Express and defend opinions i) Use personal experiences to add to a discussion j) Contribute relevant ideas to a discussion k) Distinguish among cooperative roles l) Question the opinions of others and respect their answers m) Use formal language to negotiate and reach consensus n) Listen to and incorporate feedback 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> h) Express and defend opinions i) Use personal experiences to add to a discussion j) Contribute relevant ideas to a discussion k) Distinguish among cooperative roles l) Question the opinions of others and respect their answers m) Use formal language to negotiate and reach consensus n) Listen to and incorporate feedback o) Distinguish fact from opinion during discussion 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> h) Express and defend opinions i) Use personal experiences to add to a discussion j) Contribute relevant ideas to a discussion k) Distinguish among cooperative roles l) Question the opinions of others and respect their answers m) Use formal language to negotiate and reach consensus n) Listen to and incorporate feedback o) Distinguish fact from opinion during discussion
	Advanced	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> l) Modify a statement made by a peer m) Persuade others through body language and other nonverbal social cues 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> o) Modify a statement made by a peer p) Persuade others during discussions and presentations q) Distinguish fact from opinion during discussion 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> p) Modify a statement made by a peer q) Persuade others during discussions and presentations r) Elaborate on and extend the ideas of others s) Evaluate information for relevancy 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> p) Modify a statement made by a peer q) Persuade others during discussions and presentations r) Elaborate on and extend the ideas of others s) Evaluate information for 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: 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
C. Follow the conventions of standard English	Beginning	Beginning Indicators a) Repeat words, phrases and simple sentences accurately b) Use basic language patterns accurately	Beginning Indicators a) Repeat words, phrases and simple sentences accurately b) Use basic language patterns accurately	Beginning Indicators a) Repeat words, phrases and simple sentences accurately b) Use basic language patterns accurately	Beginning Indicators a) Repeat words, phrases and simple sentences accurately b) Use basic language patterns accurately
	Intermediate	Beginning Indicators+ Intermediate Indicators c) Produce original sentences with increasing accuracy d) Initiate conversations e) Engage in extended conversations	Beginning Indicators+ Intermediate Indicators c) Produce original sentences with increasing accuracy d) Initiate conversations e) Engage in extended conversations f) Recognize the difference between standard and nonstandard English	Beginning Indicators+ Intermediate Indicators c) Produce original sentences with increasing accuracy d) Initiate conversations e) Engage in extended conversations f) Recognize the difference between standard and nonstandard English	Beginning Indicators+ Intermediate Indicators c) Produce original sentences with increasing accuracy d) Initiate conversations e) Engage in extended conversations f) Recognize the difference between standard and nonstandard English
	Advanced	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators f) Recognize and use complex syntax g) Produce increasingly complex language h) Communicate clearly and precisely i) Adjust language, as appropriate, to audience, purpose and task	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators g) Recognize and use complex syntax h) Produce increasingly complex language i) Communicate clearly and precisely j) Adjust language, as appropriate, to audience, purpose and task	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators g) Recognize and use complex syntax h) Produce increasingly complex language i) Communicate clearly and precisely j) Adjust language, as appropriate, to audience, purpose and task	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators g) Recognize and use complex syntax h) Produce increasingly complex language i) Communicate clearly and precisely j) Adjust language, as appropriate, to audience, purpose and 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 reading skills in all academic areas including math, science and social studies	Beginning	<p>Beginning Indicators</p> <ul style="list-style-type: none"> a) Activate prior knowledge b) Develop phonological and phonemic awareness in English c) Develop vocabulary d) Expand knowledge of content e) Connect prior knowledge to new information f) Demonstrate comprehension of text through gestures and simple responses g) Develop fluency h) Explore a variety of genre 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> a) Activate prior knowledge b) Develop phonological and phonemic awareness in English c) Develop vocabulary d) Expand knowledge of content e) Connect prior knowledge to new information f) Classify objects according to number, shape, color, size, function and physical characteristics g) Develop fluency h) Recognize common word parts i) Explore a variety of genre 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> a) Activate prior knowledge b) Develop phonological and phonemic awareness in English c) Develop vocabulary d) Expand knowledge of content e) Connect prior knowledge to new information f) Classify objects according to number, shape, color, size, function and physical characteristics g) Develop fluency h) Recognize common word parts i) Explore a variety of genre 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> a) Activate prior knowledge b) Develop phonological and phonemic awareness in English c) Develop vocabulary d) Expand knowledge of content e) Connect prior knowledge to new information f) Classify objects according to number, shape, color, size, function and physical characteristics g) Develop fluency h) Recognize common word parts i) Explore a variety of genre

Students will:	Level	PreK-2	3-5	6-8	9-12
Develop reading skills in all academic areas including math, science and social studies	Intermediate	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> i) Expand academic vocabulary j) Identify main idea k) Read a story and represent the sequence of events through pictures, words, music or drama l) Retell, explain and expand the text to check comprehension m) Respond to a story orally n) Answer literal and inferential questions about grade-appropriate texts 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> j) Expand academic vocabulary k) Identify main idea and supporting details l) Read a story and represent the sequence of events through pictures, words, music or drama m) Retell, explain and expand the text to check comprehension n) Select and organize relevant information o) Respond to a story orally or in writing p) Classify data and information q) Answer literal and inferential questions about grade-appropriate texts r) Increase fluency s) Recognize and use literary terms 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> j) Expand academic vocabulary k) Identify main idea and supporting details l) Read a story and represent the sequence of events through pictures, words, music or drama m) Retell, explain and expand the text to check comprehension n) Select and organize relevant information o) Respond to fiction and nonfiction text p) Classify data and information q) Answer literal and inferential questions about grade-appropriate texts r) Increase fluency s) Recognize and use literary terms t) Interpret text 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> j) Expand academic vocabulary k) Identify main idea and supporting details l) Read a story and represent the sequence of events through pictures, words, music or drama m) Retell, explain and expand the text to check comprehension n) Select and organize relevant information o) Respond to fiction and nonfiction text p) Classify data and information q) Answer literal and inferential questions about grade-appropriate texts r) Increase fluency s) Recognize and use literary terms t) Interpret text

Students will:	Level	PreK-2	3-5	6-8	9-12
Develop reading skills in all academic areas including math, science and social studies	Advanced		<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> t) Develop a critical stance u) Analyze, synthesize and construct meaning from text v) Critique and evaluate text w) Go beyond the text to enhance meaning x) Interpret and respond to text 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> u) Develop a critical stance v) Analyze, synthesize and construct meaning from text w) Critique and evaluate text x) Go beyond the text to enhance meaning y) Interpret and respond to text z) Recognize the elements of an author's craft including literary devices 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> u) Develop a critical stance v) Analyze, synthesize and construct meaning from text w) Critique and evaluate text x) Go beyond the text to enhance meaning y) Interpret and respond to text z) Evaluate the elements of an author's craft including literary devices aa) Recognize the validity of an author's arguments

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 writing skills in all academic areas including math, science and social studies	Beginning	Beginning Indicators a) Write the English alphabet accurately b) Develop handwriting skills appropriate to the English alphabet c) Copy simple sentences d) Engage in effective pre-writing activities (brainstorming, discussing, graphic organizers, etc.) e) Produce original sentences f) Write on a topic g) Attend to writing mechanics (capital letters, periods and question marks)	Beginning Indicators a) Write the English alphabet accurately b) Develop handwriting skills appropriate to the English alphabet c) Copy simple sentences d) Engage in effective pre-writing activities (brainstorming, discussing, graphic organizers, etc.) e) Produce original sentences f) Write on a topic g) Attend to writing mechanics (capital letters, periods and question marks)	Beginning Indicators a) Write the English alphabet accurately b) Develop handwriting skills appropriate to the English alphabet c) Copy simple sentences d) Engage in effective pre-writing activities (brainstorming, discussing, graphic organizers, etc.) e) Produce original sentences f) Write on a topic g) Attend to writing mechanics (capital letters, periods and question marks)	Beginning Indicators a) Write the English alphabet accurately b) Develop handwriting skills appropriate to the English alphabet c) Copy simple sentences d) Engage in effective pre-writing activities (brainstorming, discussing, graphic organizers, etc.) e) Produce original sentences f) Write on a topic g) Attend to writing mechanics (capital letters, periods and question marks)

Students will:	Level	PreK-2	3-5	6-8	9-12
Develop writing skills in all academic areas including math, science and social studies	Intermediate	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> h) Publish and share final products i) Revise, expand and edit a draft with teacher assistance j) Attend to writing mechanics (punctuation and spelling) 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> h) Publish and share final products i) Write a narrative j) Revise, expand and edit a draft with teacher assistance k) Attend to writing mechanics (punctuation and spelling) l) Develop clear ideas with supporting details and evidence m) Adjust language, as appropriate, to audience, purpose and task n) Revise, expand and edit a draft with peer input 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> h) Publish and share final products i) Write a narrative j) Revise, expand and edit a draft with teacher assistance k) Attend to writing mechanics (punctuation and spelling) l) Develop clear ideas with supporting details and evidence m) Adjust language, as appropriate, to audience, purpose and task n) Revise, expand and edit a draft with peer input o) Write for a purpose, considering the audience 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> h) Publish and share final products i) Write a narrative j) Revise, expand and edit a draft with teacher assistance k) Attend to writing mechanics (punctuation and spelling) l) Develop clear ideas with supporting details and evidence m) Adjust language, as appropriate, to audience, purpose and task n) Revise, expand and edit a draft with peer input o) Write for a purpose, 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 areas including math, science and social studies	Advanced	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <p>k) Use linguistic transitional elements (first, next, then)</p>	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <p>o) Use linguistic transitional elements (first, next, then) p) Write expository essays q) Recognize and use syntax</p>	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <p>p) Use linguistic transitional elements (first, next, then) q) Write expository and persuasive essays r) Recognize and use syntax</p>	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <p>r) Use linguistic transitional elements (first, next, then) s) Write expository and persuasive essays t) Recognize and use syntax u) Write academic research papers, synthesizing materials from different sources v) Paraphrase, quote and cite sources accurately</p>

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
C. Develop research skills in all academic areas including math, science and social studies	Beginning	Beginning Indicators a) Generate questions for gathering data b) Use appropriate visual and auditory sources c) Consult print and non-print resources in the native language when needed d) Use available technology to gather information	Beginning Indicators a) Generate questions for gathering data b) Observe and record information c) Use appropriate visual, print and auditory sources d) Consult print and non-print resources in the native language when needed e) Use available technology to gather information	Beginning Indicators a) Generate questions for gathering data b) Observe and record information c) Use appropriate visual, print and auditory sources d) Consult print and non-print resources in the native language when needed e) Use available technology to gather information	Beginning Indicators a) Generate questions for gathering data b) Observe and record information c) Use appropriate visual, print and auditory sources d) Consult print and non-print resources in the native language when needed e) Use available technology to gather information
	Intermediate	Beginning Indicators+ Intermediate Indicators e) Observe and record information	Beginning Indicators+ Intermediate Indicators f) Raise additional questions generated by research	Beginning Indicators+ Intermediate Indicators f) Raise additional questions generated by research g) Select and organize information from appropriate sources for a specific purpose	Beginning Indicators+ Intermediate Indicators 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 research skills in all academic areas including math, science and social studies	Advanced	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <p>f) Present results of a research project</p>	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <p>g) Present results of a research project</p> <p>h) Select and organize information from appropriate sources for a specific purpose</p>	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <p>h) Present results of a research project</p> <p>i) Observe and record numerical data</p> <p>j) Take notes from a text or presentation</p> <p>k) Locate and research information on academic topics from multiple sources</p> <p>l) Draw conclusions from selected sources</p> <p>m) Document and justify ideas using evidence from text</p>	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <p>h) Present results of a research project</p> <p>i) Observe and record numerical data</p> <p>j) Take notes from a text or presentation</p> <p>k) Locate and research information on academic topics from multiple sources</p> <p>l) Draw conclusions from selected sources</p> <p>m) Document and justify ideas using evidence from text</p>

Goal 2: Use English to achieve in all academic settings

Content Standard 2-3: Use strategies to become independent learners in academic settings

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
A. Apply cognitive strategies in all academic areas including math, science and social studies	Beginning	<p>Beginning Indicators</p> <p>a) Follow verbal and non- verbal cues b) Rehearse and visualize information c) Recognize the need for and seek assistance</p>	<p>Beginning Indicators</p> <p>a) Follow verbal and non-verbal cues b) Rehearse and visualize information c) Recognize the need for and seek assistance</p>	<p>Beginning Indicators</p> <p>a) Follow verbal and non-verbal cues b) Rehearse and visualize information c) Recognize the need for and seek assistance</p>	<p>Beginning Indicators</p> <p>a) Follow verbal and non-verbal cues b) Rehearse and visualize information c) Recognize the need for and seek assistance</p>
	Intermediate	<p>Beginning Indicators+ Intermediate Indicators</p> <p>d) Know when to use native language resources e) Use self-monitoring and self-correcting strategies</p>	<p>Beginning Indicators+ Intermediate Indicators</p> <p>d) Know when to use native language resources e) Use self-monitoring and self-correcting strategies f) Construct learning aids g) Develop independent study skills h) Apply study skills to prepare for tests</p>	<p>Beginning Indicators+ Intermediate Indicators</p> <p>d) Know when to use native language resources e) Use self-monitoring and self-correcting strategies f) Construct learning aids g) Develop independent study skills h) Apply study skills to prepare for tests</p>	<p>Beginning Indicators+ Intermediate Indicators</p> <p>d) Know when to use native language resources e) Use self-monitoring and self-correcting strategies f) Construct learning aids g) Develop independent study skills h) Apply study skills to prepare for tests i) Use peer teaching to enhance mutual learning</p>
	Advanced	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <p>f) Evaluate one’s own success in a completed learning task</p>	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <p>i) Evaluate one’s own success in a completed learning task</p>	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <p>i) Evaluate one’s own success in a completed learning task j) Analyze and evaluate study behaviors and learning environments</p>	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <p>j) Evaluate one’s own success in a completed learning task k) Analyze and evaluate study behaviors and learning environments</p>

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

Students will:	Level	PreK-2	3-5	6-8	9-12
Apply reading strategies in all academic areas including math, science and social studies	Intermediate	<p>Beginning Indicators+ Intermediate</p> <ul style="list-style-type: none"> j) Visualize images suggested by the text k) Make inferences from explicit information l) Make and verify hypotheses while reading m) Identify main idea n) Form an initial reaction to the text 	<p>Beginning Indicators+ Intermediate</p> <ul style="list-style-type: none"> j) Visualize images suggested by the text k) Make inferences from explicit information l) Make and verify hypotheses while reading m) Identify main idea and supporting details n) Form an initial reaction to the text o) Summarize the text p) Skim chapter headings, subheadings and highlighted material to predict and confirm q) Scan a text r) Generate key questions about a text before, during and after reading 	<p>Beginning Indicators+ Intermediate</p> <ul style="list-style-type: none"> j) Visualize images suggested by the text k) Make inferences from explicit information l) Make and verify hypotheses while reading m) Identify main idea and supporting details n) Form an initial reaction to the text o) Summarize the text p) Skim chapter headings, subheadings and highlighted material to predict and confirm q) Scan a text r) Generate key questions about a text before, during and after reading 	<p>Beginning Indicators+ Intermediate</p> <ul style="list-style-type: none"> j) Visualize images suggested by the text k) Make inferences from explicit information l) Make and verify hypotheses while reading m) Identify main idea and supporting details n) Form an initial reaction to the text o) Summarize the text p) Skim chapter headings, subheadings and highlighted material to predict and confirm q) Scan a text r) Generate key questions about a text before, during and after reading s) Take margin notes or highlight during reading

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

Goal 2: Use English to achieve in all academic settings**Content Standard 2-3: Use strategies to become independent learners in academic settings****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 writing strategies in all academic areas including math, science and social studies	Beginning	Beginning Indicators a) Construct a chart or other graphic b) Use visuals to prompt writing c) Use observations and experiences (especially family and cultural) d) Make lists	Beginning Indicators a) Construct a chart or other graphic b) Use visuals to prompt writing c) Use observations and experiences (especially family and cultural) d) Make lists	Beginning Indicators a) Construct a chart or other graphic b) Use visuals to prompt writing c) Use observations and experiences (especially family and cultural) d) Make lists	Beginning Indicators a) Construct a chart or other graphic b) Use visuals to prompt writing c) Use observations and experiences (especially family and cultural) d) Make lists

Students will:	Level	PreK-2	3-5	6-8	9-12
Apply writing strategies in all academic areas including math, science and social studies	Intermediate	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> e) Use a topic sentence as a means of writing on the topic f) Restate a prompt to establish focus g) Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences) h) Brainstorm ideas before writing i) Engage in discussion with peers j) Use graphic organizers to plan writing k) Use technology to enhance writing l) Publish and share final drafts m) Develop idea banks (journals, clippings, pictures, lists of books, films) 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> e) Use a topic sentence as a means of writing on the topic f) Restate a prompt to establish focus g) Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences) h) Brainstorm ideas before writing i) Engage in discussion with peers j) Use graphic organizers to plan writing k) Use technology to enhance writing l) Make outlines m) Use reference materials (dictionaries, thesauruses, grammar books) n) Publish and share final drafts o) Develop idea banks (journals, clippings, pictures, lists of books, films) 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> e) Use a topic sentence as a means of writing on the topic f) Restate a prompt to establish focus g) Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences) h) Brainstorm ideas before writing i) Engage in discussion with peers j) Use graphic organizers to plan writing k) Use technology to enhance writing l) Make outlines m) Use reference materials (dictionaries, thesauruses, grammar books) n) Publish and share final drafts o) Develop idea banks (journals, clippings, pictures, lists of books, films) 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> e) Use a topic sentence as a means of writing on the topic f) Restate a prompt to establish focus g) Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences) h) Brainstorm ideas before writing i) Engage in discussion with peers j) Use graphic organizers to plan writing k) Use technology to enhance writing l) Make outlines m) Use reference materials (dictionaries, thesauruses, grammar books) n) Publish and share final drafts o) Develop idea banks (journals, clippings, pictures, lists of books, films) p) Anticipate the reader's response

Students will:	Level	PreK-2	3-5	6-8	9-12
Apply writing strategies in all academic areas including math, science and social studies	Advanced	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators n) Use elaboration and specific details o) Use sequencing	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators p) Use elaboration and specific details q) Use sequencing	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators p) Use elaboration and specific details q) Use sequencing r) Use the conventions of persuasion	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators q) Use elaboration and specific details r) Use sequencing s) Use the conventions of 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. Recognize and use appropriate degrees of formality in standard English	Beginning	<p>Beginning Indicators</p> <ul style="list-style-type: none"> a) Begin to interact minimally with others in formal and informal settings b) Make requests, show gratitude, apologize and express emotions using isolated words and phrases c) Greet and take leave appropriately d) Use acceptable tone and volume e) Recognize when an utterance has been misunderstood 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> a) Begin to interact minimally with others in formal and informal settings b) Make requests, show gratitude, apologize and express emotions using isolated words and phrases c) Greet and take leave appropriately d) Use acceptable tone and volume e) Recognize when an utterance has been misunderstood f) Determine appropriate topics for interaction g) Observe and seek information about appropriate language use and behavior 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> a) Begin to interact minimally with others in formal and informal settings b) Make requests, show gratitude, apologize and express emotions using isolated words and phrases c) Greet and take leave appropriately d) Use acceptable tone and volume e) Recognize when an utterance has been misunderstood f) Determine appropriate topics for interaction g) Observe and seek information about appropriate language use and behavior 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> a) Begin to interact with others in formal and informal settings b) Make requests, show gratitude, apologize and express emotions using isolated words and phrases c) Greet and take leave appropriately d) Use acceptable tone and volume e) Recognize when an utterance has been misunderstood f) Determine appropriate topics for interaction g) Observe and seek information about appropriate language use and behavior
	Intermediate	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> f) Give and receive compliments g) Use acceptable emphasis and intonation h) Observe and seek information about appropriate language use and behavior 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> 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 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> 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 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> 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 formality in Standard English	Advanced	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <p>i) Advise peers on appropriate language use</p> <p>j) Evaluate and adjust effectiveness of communication</p>	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <p>l) Advise peers on appropriate language use</p> <p>m) Evaluate and adjust effectiveness of communication</p> <p>n) Recognize and apply the style of speech appropriate to a given situation</p> <p>o) Know when to use humor appropriately</p>	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <p>l) Advise peers on appropriate language use</p> <p>m) Evaluate and adjust effectiveness of communication</p> <p>n) Recognize and apply the style of speech appropriate to a given situation</p> <p>o) Know when to use sarcasm and humor appropriately</p> <p>p) Understand cultural factors that affect meaning</p>	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <p>l) Advise peers on appropriate language use</p> <p>m) Evaluate and adjust effectiveness of communication</p> <p>n) Recognize and apply the style of speech appropriate to a given situation</p> <p>o) Know when to use irony, sarcasm and humor appropriately</p> <p>p) Understand cultural factors that affect meaning</p> <p>q) Use appropriate language for written business and social transactions</p> <p>r) Obtain and complete application forms (driver's license, ID card, college admission)</p>

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?

Students will:	Level	PreK-2	3-5	6-8	9-12
B. Respond to and use idioms and humor appropriately	Beginning	Beginning Indicators a) Understand common idioms b) React to jokes appropriately	Beginning Indicators a) Understand common idioms b) React to jokes appropriately	Beginning Indicators a) Understand common idioms b) React to jokes appropriately	Beginning Indicators a) Understand common idioms b) React to jokes appropriately
	Intermediate	Beginning Indicators+ Intermediate Indicators c) Use common idioms d) Respond to humor in conversation and literature	Beginning Indicators+ Intermediate Indicators c) Use common idioms d) Respond to humor in conversation and literature e) React to and tell jokes appropriately	Beginning Indicators+ Intermediate Indicators c) Use common idioms d) Respond to humor in conversation and literature e) Determine when it is appropriate to tell a joke f) React to and tell jokes appropriately	Beginning Indicators+ Intermediate Indicators c) Use common idioms d) Respond to humor in conversation and literature e) Determine when it is appropriate to tell a joke f) React to and tell jokes appropriately
	Advanced	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators e) Expand knowledge of idiomatic expressions f) React to and tell jokes appropriately	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators f) Expand knowledge and use of idiomatic expressions g) Determine when it is appropriate to tell a joke h) Explain a joke or riddle	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators g) Expand knowledge and use of idiomatic expressions h) Use a variety of idioms appropriately in speech and writing i) Distinguish between sarcasm and humor and use them appropriately in a variety of contexts j) Interpret and explain a cartoon, situation comedy or joke	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators g) Expand knowledge and use of idiomatic expressions h) Use a variety of idioms appropriately in speech and writing i) Distinguish among irony, sarcasm and humor and use them appropriately in a variety of contexts j) Interpret and explain a cartoon, situation comedy or joke

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?

Students will:	Level	PreK-2	3-5	6-8	9-12
C. Use nonverbal communication appropriate to audience, purpose and setting	Beginning	<p>Beginning Indicators</p> <ul style="list-style-type: none"> a) Demonstrate knowledge of acceptable nonverbal behaviors b) Respond appropriately to gestures c) Obtain someone’s attention in an appropriate manner d) Use gestures and body language acceptable in formal and informal settings 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> a) Demonstrate knowledge of acceptable nonverbal behaviors b) Respond appropriately to gestures c) Obtain someone’s attention in an appropriate manner d) Use gestures and body language acceptable in formal and informal settings e) Be aware of and respect cultural differences related to personal space, eye contact and body language 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> a) Demonstrate knowledge of acceptable nonverbal behaviors b) Respond appropriately to gestures c) Obtain someone’s attention in an appropriate manner d) Use gestures and body language acceptable in formal and informal settings e) Be aware of and respect cultural differences related to personal space, eye contact and body language 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> a) Demonstrate knowledge of acceptable nonverbal behaviors b) Respond appropriately to gestures c) Obtain someone’s attention in an appropriate manner d) Use gestures and body language acceptable in formal and informal settings e) Be aware of and respect cultural differences related to personal space, eye contact and body language
	Intermediate	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> 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 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> f) Identify nonverbal cues that may cause misunderstanding 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> f) Identify nonverbal cues that may cause misunderstanding 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> f) Identify nonverbal cues that may cause misunderstanding

	Nothing additional for Advanced Indicators
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