

KANSAS

Curricular Standards For English to Speakers of Other Languages (ESOL)

Kansas State Department of Education

Table of Contents

	Page
Committee Members	3
Introduction	4
• Background and Purpose	
• English Proficiency Assessment	
• Students with Limited Formal Schooling	
Definitions	6
Proficiency Levels	6
Overview	9
1. Listening Standard	10
2. Speaking Standard	19
3. Reading Standard	26
4. Writing Standard	48
Glossary	68
Bibliography	71

ESOL Standards Committee Members

Ellen Beckley
USD 500 – Kansas City

Stephanie Bird
USD 259 - Wichita

Tamara Bucher
USD 470 – Arkansas City

Elaine Fox
Fort Hays State University

Margarite Martinez
USD 500 – Kansas City

Kim Myers
USD 218 - Elkhart

Edith Palmberg
USD 233– Olathe

Christopher Renner
Emporia State University

Janey Robarge
USD 453 – Leavenworth

Melanie Stuart
Kansas State Department of Education

Debbie Taylor
USD 232 – DeSoto

Janice Wilkening
USD 214 – Ulysses

Veronica Williams
Kansas State Department of Education

A special thank you to the following people for their dedicated work on this project: Judi Kutzke - KSDE, Dr. Angela Parrino – Hunter College – City University of New York, the Center for Educational Testing and Evaluation at the University of Kansas, Crystal Sanhueza and Mary Bradshaw - USD 373 - Newton, Robb Scott and his TESOL students at Fort Hays State University, and the numerous members of the original ESOL Standards Committee.

Introduction

Background and Purpose

Kansas State Department of Education first began its English to Speakers of Other Languages (ESOL) standards development in 2000, using the Teachers of English to Speakers of Other Languages (TESOL) document *ESL Standards for Pre-K – 12 Students* as its basis. For two years the standards committees, comprised of ESOL practitioners and TESOL professors from across the state, wrote the ESOL standards to reflect both basic interpersonal communicative skills (BICS—social language) and cognitive academic language proficiency (CALP—academic language) while incorporating elements from the Kansas Reading, Writing, and Mathematics Standards. The initial Kansas ESOL Standards were completed in the spring of 2002.

With the enactment of No Child Left Behind (NCLB), it was necessary to revise Kansas' ESOL Standards so that the domains of listening, speaking, reading, and writing were clearly delineated and that students in grades kindergarten through twelve were represented. Moreover, under NCLB the ESOL standards needed to be aligned to the State's Reading and Writing Standards and linked to the language of the State's Science and Mathematics Standards.

In September of 2002, a new committee was formed, comprised of thirteen ESOL practitioners from across the state – representing both urban and rural districts, to review and revise Kansas' ESOL standards. After consulting with the Center for Educational Testing and Evaluation (C.E.T.E.) at the University of Kansas on the measurability of indicators, the draft document was submitted for external review in August 2003. The external reviewer critiqued the ESOL standards on their clarity, rigor, appropriate content, specificity, and measurability. The committee incorporated appropriate revisions, as suggested by the external reviewer, to further enhance the educational needs for Kansas' English Language Learners (ELLs).

The ESOL standards are structurally similar to Kansas' content standards and provide instructional strategies for the teacher. These instructional strategies are divided into the grade clusters: K-2, 3-5, 6-8, 9-12 and offer specific guidance on how to teach the corresponding indicator at the respective grade level and proficiency level. The instructional examples are not to be used as the sole method for instruction and are not intended to endorse any one specific idea or concept.

Student mastery of the indicators will not be achieved with a few isolated lessons, but with a variety of well-developed and research-based methods of instruction. It should also be noted that some of the indicators are not unique to the standard under which they fall; that is, certain indicators are interchangeable across standards. For example, the writing indicator “uses common nouns” could be applied to speaking, as well. Kansas ESOL Standards are based on several published works in the field of second language acquisition, found in the bibliography.

Kansas English Language Proficiency (ELP) Assessment

The Kansas English Language Proficiency (ELP) Assessment is given yearly to all ELLs in grades kindergarten through twelve and measures their growth in the domains of listening, speaking, reading, writing, and comprehension. The ELP Assessment is directly aligned to the Kansas ESOL Standards and was developed by C.E.T.E. through consultation with Kansas ESOL practitioners. Under NCLB, schools and districts receiving Title III funding are held accountable for meeting Annual Measurable Achievement Objectives (AMAOs) for their ELLs both making progress and attaining proficiency on the ELP Assessment.

Students With Limited Formal Schooling (LFS)

Students with limited formal schooling (LFS) are generally recent arrivals to the United States, whose backgrounds differ significantly from the school environment they are entering. This includes students whose schooling has been interrupted for a variety of reasons, including war, poverty, or patterns of migration, as well as students coming from remote rural settings. These students may exhibit pre- or semi-literacy in a native language, perform significantly below grade level, and have a lack of awareness of the organization and culture of school. Although many LFS students are at the beginning level of oral proficiency, some may have reached the intermediate level. Although not fully skilled in the academic domain, these students possess valuable life skills that can serve as a basis for academic learning. Instruction for this group should be modeled on an individual instructional plan that focuses on literacy skill development. Lessons should expand receptive vocabulary and work at developing reading strategies.

Definitions

Standard: A general statement of what a student should know and be able to do in each of the domains of listening, speaking, reading, and writing.

Benchmark: A specific statement of what a student should know and be able to do in each of the domains of listening, speaking, reading, and writing.

Indicator: A statement of the knowledge or skills which a student demonstrates in order to meet the benchmark. Indicators are critical to understanding the standards and benchmarks and are intended to be met by all students. The indicators listed under each benchmark are not listed in priority order, nor should the list be considered as all-inclusive.

▲: An indicator that is selected for state assessment.

X: An indicator that is not selected for state assessment.

Proficiency Levels

Three proficiency levels are identified for each indicator but it is important to note that there is considerable range within each level. The majority of ELLs will spend the most time at the intermediate level. Some indicators cross all three proficiency levels, whereas, others are only found at one or two of the proficiency levels. For example, because the reading indicator “identifies letters of the alphabet” is a beginning level skill, it is not necessary to include it at the intermediate and advanced proficiency levels. The writing indicator “applies use of voice that is appropriate to purpose and audience” is an advanced skill and, therefore, is not included at the beginning and intermediate levels of English proficiency.

English Proficiency Level Descriptions

The following rubric may be used to help practitioners gauge the skill levels of their ELLs in the domains of listening, speaking, reading, and writing:

(Modified from guidelines issued by the North Carolina Department of Education)

Proficiency Level	Beginner		Intermediate		Advanced	
	Non Proficient - Low	High	Low	High	Low	High
Listening	Zero to very limited ability in understanding spoken English.	Understands simple questions and statements on familiar topics. Often requires restatements in graphic terms or at a lower rate.	Understands most questions and conversations on familiar topics spoken distinctively at normal speed; requires occasional restatement or clarification.	Understands most informal questions, statements, and conversations at normal speed. Comprehends lectures on familiar topics with some difficulty.	Understands most conversations and most lectures on familiar topics at normal speed.	Understands academic topical conversations and most lectures without difficulty.
Speaking	Zero to very limited ability in speaking English.	Asks and answers questions to satisfy routine daily speaking needs on very familiar topics. Speaking vocabulary expresses the most elementary needs.	Handles with confidence but not facility most daily speaking tasks. Can handle limited academic language and will need help for most tasks. Vocabulary is limited.	Participates effectively and sometimes hesitantly in social and academic conversations. Makes occasional errors in idioms and structure.	Speaks English in most situations. Comprehension is quite complete for a normal rate of speech. Makes occasional errors in idioms and structure obscuring meaning.	Uses the language fluently on all levels normal to school related needs. Understands and participates in almost any conversations within the range of experience with a high degree of fluency.

Proficiency Level	Beginner		Intermediate		Advanced	
	Non Proficient - Low	High	Low	High	Low	High
Reading (instructional level may not be grade level)	Zero to very limited ability in reading English.	Reads and understands simple narrative and descriptive text. Vocabulary for comprehension is limited to simple elementary needs (names, addresses, dates, short information pieces). Comprehension requires rereading and checking. Material understood rarely exceeds single phrases.	Understands simple material (messages, greetings, popular advertising, letters, and invitations). Can guess at unfamiliar vocabulary if highly contextualized. Understands short discourse on familiar topics. Misinterpretations still occur with complex material. May have to read material several times and may need clarification.	Reads simple printed material within a familiar context. Can read uncomplicated prose on familiar subjects in frequently used sentence patterns. Reads the facts but cannot draw inferences.	Understands most factual information in non-technical prose as well as some discussion on concrete topics related to special events. Able to read for information and description, to follow sequence of events, and to react to that information. Able to separate, locate, and interpret main ideas and details.	Reads standard newspaper items addressed to the general reader, routine correspondence reports and technical materials. Gains new knowledge from materials in unfamiliar topics in areas of a general nature. Can interpret hypotheses, support opinion, and conjectures. Able to “read between the lines.” May be unable to appreciate nuances or style.
Writing	Zero to very limited ability in writing English	Copies isolated words or short phrases. Writes simple memorized materials. Frequently misspells words.	Composes short paragraphs or takes simple notes on very familiar topics. Evidence of good control of basic sentence construction and inflections (subject/verb agreement) and straight-forward syntactic constructions in present, past, and future tense though errors occasionally occur.	Takes notes in some detail on familiar topics and responds to personal questioning using elementary vocabulary and common structures. Expresses fairly accurately present and future tense. Produces some past verb forms, but not always accurately or with correct usage.	Writes simple social correspondence, takes notes, writes summaries, and describes factual topics. Makes common errors in spelling and punctuation. Shows control of most common conventions. Joins sentences in limited discourse. Difficulty in producing complex sentences. Paragraphs are reasonably unified and coherent.	Uses written English in most exchanges. Writes short papers and expresses statement of position, points of view and arguments. Good control of structure, spelling, and vocabulary is present. Uses complex and compound sentences and structures to express ideas clearly and coherently. Has some problems tailoring writing to a variety of audiences and styles.

Overview of the ESOL Standards

Standard 1: The student listens to spoken English to develop communicative competence in social and academic language use.

Benchmark 1: The student uses English to process and construct meaning. There are eleven indicators for this benchmark.

Standard 2: The student speaks in English in socially and academically appropriate ways.

Benchmark 1: The student uses English to convey meaning in spoken form. There are seven indicators for this benchmark.

Standard 3: The student reads a variety of texts in English to achieve academic success in the content areas.

Benchmark 1: The student uses word analysis strategies to decode accurately. There are nine indicators for this benchmark.

Benchmark 2: The student uses vocabulary skills to develop fluency. There are six indicators for this benchmark.

Benchmark 3: The student uses comprehension skills to acquire knowledge. There are seventeen indicators for this benchmark.

Standard 4: The student writes narrative, expository, technical, and persuasive text in English to achieve academic success in the content areas.

Benchmark 1: The student uses ideas and content in writing. There are two indicators for this benchmark.

Benchmark 2: The student uses organization in writing. There are four indicators for this benchmark.

Benchmark 3: The student uses voice in writing. There are three indicators for this benchmark.

Benchmark 4: The student uses word choice in writing. There are nine indicators for this benchmark.

Benchmark 5: The student uses sentence fluency in writing. There are four indicators for this benchmark.

Benchmark 6: The student uses conventions in writing. There are seven indicators for this benchmark.

Benchmark 7: The student uses the writing process. There is one indicator for this benchmark.

STANDARD 1: LISTENING

Standard 1: The student listens to spoken English to develop communicative competence in social and academic language use.
Benchmark 1: The student uses English to process and construct meaning.
Indicator: At the end of each development level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
1. Beginning Level interacts with an adult or peer in a formal or informal setting using appropriate register.	X	The teacher assists the students to... K-2: role-play between two learners. Compare and contrast the level of formality in the two situations (e.g., student wears a fireman’s hat while giving fire drill instructions vs. baseball cap to discuss a game). 3-5: listen to sound recordings of a student presentation to their peers versus a student presentation to adults. Compare and contrast the level of formality. 6-8: listen to sound recordings of a student presentation to their peers while sitting informally in a circle and the same presentation to their peers while standing at a podium. Listen to the same presentation to adults while sitting informally around a table and then to adults while standing at a podium. Compare and contrast level of formality. 9-12: listen to sound recordings of a student presentation to their peers while sitting informally in a circle and the same presentation to their peers while standing at a podium. Listen to the same presentation to adults while sitting informally around a table and then to adults while standing at a podium. Compare and contrast level of formality.
Intermediate Level participates in social conversation with peers and adults on familiar topics by asking and answering questions and soliciting information.	X	K-2: share pictures of family activities and answer questions. 3-5: identify their favorite/least favorite foods from the monthly school lunch menu that is read to them. Ask and answer questions relating their choices to the food pyramid. 6-8: identify their favorite/least favorite foods. Ask and answer questions relating their choices to the food pyramid. 9-12: evaluate their food choices by listening to examples of menus from fast-food restaurants and the school cafeteria. Compare those choices to the food pyramid.
Advanced Level (No indicator for this proficiency level.)		
2. Beginning Level (▲) follows simple one and two step directions.	K-12	K-2: listen and follow instructions on how to make chocolate milk. 3-5: listen and follow instructions on how to make a sandwich. 6-8: listen and follow instructions on how to head their papers. 9-12: listen and follow instructions on how to head their papers.
Intermediate Level (▲) follows simple three and four step directions.	K-12	K-2: listen to instructions and make a peanut butter and jelly sandwich. 3-5: listen to instructions and make no-bake cookies, applesauce, or stone soup. 6-8: listen to instructions and create a family coat of arms, a map, or a mandala. 9-12: listen to instructions and set a table, play a card game, or draw a map.
Advanced Level (▲) follows complex multi-step directions.	K-12	K-2: listen to instructions and plant a bean/flower in a cup. 3-5: listen to and follow instructions for an art project, game, or care for a classroom pet. 6-8: listen to instructions and demonstrate how to open a school locker or wrap a gift. 9-12: listen and follow instructions for creating origami.

Standard 1: The student listens to spoken English to develop communicative competence in social and academic language use.

Benchmark 1: The student uses English to process and construct meaning.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
3. Beginning Level identifies the segments of spoken words.	X	The teacher assists the students to... K-2: listen to words and raise their hands when they hear words with specific endings (e.g., ing, er, est). 3-5: identify the number of syllables (1-3) in a word by clapping. 6-8: listen to words and identify word syllables by writing the first syllable in the first column, second syllable in a second column (e.g., text-book or ta-ble). 9-12: listen to 2-3 syllable words and complete a cloze activity with word segments (e.g., “microscope” micro_____ [student writes in “scope”]; “pentagon” pen_____gon [student must write in “ta”]).
Intermediate Level identifies the segments of spoken words.	X	K-2: listen to the teacher say words or short sentences and raise their hands when they hear words with a specific ending (e.g., ing, er, est). 3-5: listen to words and indicate the syllables by cutting word cards, drawing lines, or writing the words in syllables. 6-8: listen to words and identify word syllables by writing the first syllable in the first column, second syllable in a second column (e.g., text-book or ta-ble). Add columns for three syllable words with prefixes and suffixes. Students can dictate to each other for practice. 9-12: listen to 2-3 syllable words within a sentence and complete a cloze activity with word segments (e.g., “The scientist needs a microscope to see the bacteria.” _____teria [student writes in “bac”]; “The defense department is located at the Pentagon.” depart_____ [student must write in “ment”]).
Advanced Level identifies the segments of spoken words.	X	K-2: listen to words/sentences and raise their hand when they hear words with a specific ending (e.g., ing, ed, er, est, plural, suffix). 3-5: listen to a word and identify word syllables by selecting the correct syllables on tiles or cards from among a large selection and putting them together to create the whole word. 6-8: listen to a word and identify word syllables by selecting the correct syllables on tiles or cards from among a large selection and putting them together to create the whole word. 9-12: listen to two similar words from the same root word (e.g., inductive and production) and select the correct syllables on tiles/cards from among a large selection, and put them together to create each word.

Standard 1: The student listens to spoken English to develop communicative competence in social and academic language use.

Benchmark 1: The student uses English to process and construct meaning.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
4. Beginning Level distinguishes rhyming from non-rhyming words.	X	The teacher assists the students to... K-2: listen to a script/poem and indicate when they recognize rhymes (e.g., raising hands, clapping, standing up, thumbs up). 3-5: listen to a script/poem and indicate when they recognize rhymes (e.g., raising hands, clapping, standing up, thumbs up). 6-8: listen to pairs of words and identify those that rhyme from those that do not rhyme (e.g., Number from 1-10 and indicate rhyming pairs with check mark or X next to each number). 9-12: listen to pairs of words and identify those that rhyme from those that do not rhyme (e.g., Number from 1-10 and indicate rhyming pairs with check mark or X next to each number).
Intermediate Level distinguishes minimal sound pairs.	X	K-2: listen to minimal pairs of words and indicate which are “same” or “different” (e.g., house/house” – same; “cherry/sherry” – different). 3-5: correlate words with pictures of minimal pairs on cards (e.g., ship, sheep, mitt, meat, peel, pill) by calling out words and students place a marker on the correct pictures. Student “wins” when they have identified the words correctly. Play pronunciation Bingo. 6-8: identify the correct word of a minimal pair (e.g., boat-vote; berry-very, bat-vat). Put numbers one or two above each word in the pair. Pronounce one word of the pair. Indicate which word they hear by writing/circling the number of the word. 9-12: listen to the teacher read sentences containing minimal pairs. Underline the word they hear (e.g., /th/ vs. /t/: How do you spell math?”/”mat”? Answer: MATH or MAT).
Advanced Level (No indicator for this proficiency level.)		
5. Beginning Level recognizes the concept of words by isolating individual words in spoken sentences.	X	K-2: play a game of “Simon Says” with body parts (e.g; “Simon says raise your hand; wave your hand”). 3-5: listen for color words in a paragraph and keep a tally of how many they hear (also shapes, number words, names of animals). 6-8: listen to a story problem and identify the words that indicate the correct operation (e.g., Mary had 5 ornaments. Jose had 12 ornaments. How many <u>in all</u> ?). 9-12: identify individual words in a story. Teacher writes 4-6 words on paper/board/overhead and recites a story that contains some of the words. Students circle the words as they hear them.
Intermediate Level (No indicator for this proficiency level.)		
Advanced Level (No indicator for this proficiency level.)		

Standard 1: The student listens to spoken English to develop communicative competence in social and academic language use.

Benchmark 1: The student uses English to process and construct meaning.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
<p>6. Beginning Level (▲) identifies initial or ending sounds.</p>	<p>K-12</p>	<p>The teacher assists the students to...</p> <p>K-2: indicate by raising their hands which words begin or end with the same sound (e.g., (1) Boat, bear, dog, bus. (2) car, door, school, chair). 3-5: complete a phrase using a word with the same initial/ending sound (e.g., I have a big, beautiful _____ (banana, baby, building, bus). For ending sounds, find a picture in a picture dictionary with the same ending sound as the words given by the teacher (e.g., “farmer” – student points to cracker, hammer, or chair). 6-8: use a picture dictionary to find words that begin and end with the same sounds as words given by the teacher. 9-12: select the correct beginning or ending sound (e.g., Teacher holds up two letter cards, such as a b and p, and says “basket”. Identify the “b” as the beginning sound).</p>
<p>Intermediate Level (▲) identifies initial, medial, or ending sounds.</p>	<p>K-12</p>	<p>K-2: say the letter of the beginning/medial/ending sound in a list of words read aloud. 3-5: identify words read aloud from a series of words in a row (e.g., row #1 contains ray, lay, day. Teacher calls out “lay” and student indicates the correct word). 6-8: use a picture dictionary to find words that have the same medial sound as the words given by the teacher (e.g., sled – students find pen, pet, tent, fence). Use same format for beginning and ending sounds. 9-12: discriminate between similar initial and ending sounds (e.g., “bat-pat, bath-bath, pan-pan”). Identify the pair that is different. For ending sounds (e.g., tire-tire, real-rear, pill-pill) identify the pair that is different.</p>
<p>Advanced Level (No indicator for this proficiency level.)</p>		

Standard 1: The student listens to spoken English to develop communicative competence in social and academic language use.

Benchmark 1: The student uses English to process and construct meaning.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
7. Beginning Level (No indicator for this proficiency level.)		
Intermediate Level recognizes the differences of intonation with questions, exclamations, commands, and statements.	X	<p>K-2: distinguish between questions and statements by listening to the change in teacher’s voice. Point to the symbol “?” when they hear a question or to a period when they hear a statement.</p> <p>3-5: distinguish between statements, questions, commands, and exclamations. Circle the appropriate symbol after hearing each read aloud. (?.!)</p> <p>6-8: listen to a short dialogue and indicate whether the speaker is asking a question, making a statement, giving a command, or exclaiming (by circling punctuation marks, holding up punctuation cards, using whiteboards).</p> <p>9-12: listen to a short dialogue and indicate whether the speaker is asking a question, making a statement, giving a command, or exclaiming (by circling punctuation marks, holding up punctuation cards, using whiteboards).</p>
Advanced Level recognizes the differences of intonation with information questions, exclamations, commands, and statements.	X	<p>K-2: distinguish between questions, exclamations, commands, and statements by listening to the change in teacher’s voice. Point to the correct symbol after each is read.</p> <p>3-5: articulate the difference in meaning when the same sentence is read with emphasis on different words (e.g., I like my job [statement]. I like MY job [I may not like yours]. I LIKE my job [I didn’t say I didn’t like it]. I like my job. [I don’t know about you, but I do]. I like my job? [What gave you that idea?]).</p> <p>6-8: articulate the difference in meaning when the same sentence is read with emphasis on different words (e.g., I like my job [statement]. I like MY job [I may not like yours]. I LIKE my job [I didn’t say I didn’t like it]. I like my job [I don’t know about you, but I do.] I like my job? [What gave you that idea?]).</p> <p>9-12: articulate the difference in meaning when the same sentence is read with emphasis on different words (e.g., I like my job [statement]. I like MY job [I may not like yours]. I LIKE my job [I didn’t say I didn’t like it]. I like my job [I don’t know about you, but I do.] I like my job? [What gave you that idea?]).</p>

Standard 1: The student listens to spoken English to develop communicative competence in social and academic language use.

Benchmark 1: The student uses English to process and construct meaning.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
8. Beginning Level (No indicator for this proficiency level.)		
Intermediate Level (▲) demonstrates ability to correct language by recognizing obviously incorrect forms and structures.	K-12	<p>K-2: correct mistakes in grammar (e.g., The girl is/The girls are). Teacher displays picture and reads a sentence about the picture. Students raise their hand when hearing incorrect form and state correct form.</p> <p>3-5: correct mistakes in grammar (e.g., The boy is/ The boys are). Teacher displays picture and reads a sentence about the picture. Students raise their hand when hearing incorrect form and state correct form.</p> <p>6-8: correct mistakes in grammar (e.g., The boy sits / The boys sit). Teacher reads a sentence. Students respond with an “okay” or by writing the correct form.</p> <p>9-12: correct mistakes in grammar (e.g., There is/ There are). Teacher reads a sentence. Students respond with an “okay” or by writing the correct form.</p>
Advanced Level (▲) demonstrates ability to correct language by recognizing subtle errors in forms and structures.	K-12	<p>K-2: correct mistakes in grammar (e.g., She was/ They were). Teacher displays picture and reads a sentences about the picture. Students raise their hand when hearing incorrect form and state correct form.</p> <p>3-5: correct mistakes in grammar (e.g., Team is/Teams are). Teacher displays picture and reads a sentence about the picture. Students respond with okay or by writing the correct form.</p> <p>6-8: rewrite statements into questions (e.g., The boy <input type="text" value="likes"/> chocolate ice cream. Does the boy <input type="text" value="like"/> chocolate ice cream? She <input type="text" value="came"/> by bus. Did she <input type="text" value="come"/> by bus?).</p> <p>9-12: rewrite statements into questions (e.g., The boy <input type="text" value="likes"/> chocolate ice cream. Does the boy <input type="text" value="like"/> chocolate ice cream? She <input type="text" value="came"/> by bus. Did she <input type="text" value="come"/> by bus?).</p>
9. Beginning Level (▲) identifies the main idea of a short and simple passage.	K-12	<p>K-2: identify the picture that best depicts the main event of a short story read aloud.</p> <p>3-5: identify the picture that best depicts the main event of a short story read aloud.</p> <p>6-8: identify a statement that best describes the main idea of a short passage.</p> <p>9-12: identify a statement that best describes the main idea of a short passage.</p>
Intermediate Level (▲) identifies the main idea of a short passage.	K-12	<p>K-2: choose an appropriate title for a selection read aloud.</p> <p>3-5: choose the best title (fairly obvious) for a selection read aloud.</p> <p>6-8: choose the best title (less obvious) for a selection read aloud.</p> <p>9-12: write a statement identifying the main idea.</p>
Advanced Level (▲) identifies the main idea of a long grade-appropriate passage.	K-12	<p>K-2: articulate the main idea in their own words.</p> <p>3-5: articulate the main idea in their own words.</p> <p>6-8: articulate the main idea in their own words.</p> <p>9-12: articulate the main idea in their own words.</p>

Standard 1: The student listens to spoken English to develop communicative competence in social and academic language use.

Benchmark 1: The student uses English to process and construct meaning.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
10. Beginning Level draws conclusions from short and simple passages.	X	K-2: identify how a character feels after listening to several statements (e.g., Jose is crying. His mother is in the hospital. He doesn't want to play. How does Jose feel? Sad, because he misses his mother; lonely because she is gone). 3-5: identify what a character should do after listening to several statements (e.g., Maria lost her lunch money. She is very hungry. Maria is at school. What should Maria do? 1. Ask her teacher for help; 2. Call her mother to bring money/lunch). 6-8: articulate what will happen next when given a set of circumstances (e.g., The sun is shining brightly. An ice cube is on the sidewalk. What will happen? The ice cube will melt). 9-12: articulate what will happen next when given a set of circumstances (e.g., Dark clouds are rolling in. The wind is starting to blow. Light sprinkles of rain are falling. What conclusion can you draw? A storm is coming).
Intermediate Level (▲) makes inferences and draws conclusions from short passages.	K-12	K-2: conclude what will happen (e.g., Dad is putting suitcases in the car. Mom is packing lunches. The children are putting pillows and toys in the car. Conclusion: The family is going on a trip/vacation/to see someone). 3-5: conclude what will happen after listening to a short story with the ending left off (e.g., Teacher reads a chapter in a book and students give ideas about what the family will pack). 6-8: infer/draw conclusions about whales after listening to a passage on Humpback whales. 9-12: identify character traits of Helen Keller after hearing a passage about her life.
Advanced Level (▲) makes inferences and draws conclusions from long grade-appropriate passages.	K-12	K-2: draw conclusions about sand dollars after listening to a passage about finding them on the beach. 3-5: conclude what will happen after listening to a grade-appropriate story. Respond with individual ideas about what might happen in the end. 6-8: make inferences about rocks based on physical characteristics described in text read aloud. 9-12: support a position on the Underground Railroad after listening to a passage about the conductors of the Underground Railroad.

Standard 1: The student listens to spoken English to develop communicative competence in social and academic language use.

Benchmark 1: The student uses English to process and construct meaning.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
11. Beginning Level (▲) identifies key details from short and simple passages.	K-12	K-2: articulate details after listening to a story about Christopher Columbus (e.g., How many ships did he have? What country was he from?). 3-5: identify important information from a telephone conversation. 6-8: identify important details needed to solve a simple multiplication story problem. 9-12: identify important details from a short passage about American Indians in Kansas.
Intermediate Level (▲) identifies key details from short passages.	K-12	K-2: choose pictures that depict important details after listening to a passage about animals. 3-5: complete a graphic organizer after listening to a short passage about the Pilgrims. 6-8: complete an outline after listening to a short passage about ancient Egypt. 9-12: complete an outline after listening to a short passage about photosynthesis.
Advanced Level (▲) identifies key details from long grade-appropriate passages.	K-12	K-2: put picture cards in correct sequence after listening to a passage on pumpkins, butterflies, the four seasons. 3-5: sequence statements from a passage about the Pony Express. 6-8: create an outline after listening to a passage about the Lewis and Clark explorations. 9-12: create a timeline about the key events of the Civil War period while listening to such a passage.

STANDARD 2: SPEAKING

Standard 2: The student speaks in English in socially and academically appropriate ways.

Benchmark 1: The student uses English to convey meaning in spoken form.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
1. Beginning Level uses appropriate common greetings and simple phrases.	X	K-2: greet other students and teachers with appropriate words: "Hello". Use polite expressions like "Thank you" and "You're welcome." 3-5: respond to greetings with correct/polite response "I'm fine, thank you." 6-8: respond appropriately to misunderstandings "Excuse me" or "Please repeat that." 9-12: greet other students with common expressions used by age group "What's up?"
Intermediate Level uses appropriate greetings with a variety of responses.	X	K-2: greet other students and the teacher with sentences, questions and phrases: "It's snowing outside." Use phrases and sentences to express gratitude and regret. "Thank you for helping me, and I'm sorry." 3-5: respond to greetings with questions about school, home, and family: "Is your mother picking you up from school?" 6-8: respond to greetings with questions and statements about activities, classes, homework, friends: "Let's go to the movies." "Did you finish your homework?" 9-12: greet and respond to others according to situation and audience (more formal with adults less formal with peer group). "How are you today?" "What's going on?"
Advanced Level uses appropriate voice tone and register based on purpose, audience, and subject matter.	X	K-2: tell about their summer vacation and present information to parents about their class science project. 3-5: give oral book report in class to peers and present information to community members about school recycling project. 6-8: present report on content area subject to a group of peers and explain use of school computer-assisted math programs to parents. 9-12: give a campaign speech at a school assembly and give a presentation to middle school students about ROTC.

Standard 2: The student speaks in English in socially and academically appropriate ways.

Benchmark 1: The student uses English to convey meaning in spoken form.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
2. Beginning Level orally communicates basic needs by asking questions appropriate to the situation.	X	The teacher assists the students to... K-2: ask simple questions and make simple statements to communicate needs: "May I get a drink?" 3-5: ask simple questions and make simple statements to communicate needs: "I don't know." "May I have a pencil." "I didn't get that paper." 6-8: articulate health problems in simple phrases and sentences: "My stomach hurts." 9-12: ask simple questions to determine the feelings of others and make simple statements to express feelings: "Are you sad?" "I'm worried about my friend."
Intermediate Level (▲) responds to needs by asking questions appropriate to the situation.	K-12	K-2: express needs appropriate to a situation and ask questions to gain information: "I need a drink." "May I be a helper after recess?" 3-5: express needs appropriate to situations and ask questions for understanding: "I need more paper." "Why does Mary have two pieces and I have one?" 6-8: express needs appropriate to situation and ask questions for clarification: "I need help with this problem." "How is this problem different?" 9-12: express needs appropriate to a situation and ask questions in order to meet those needs: "I need more money. How can I get more money myself?" "Do I have the time to work after school?" "I need a ride to the game. Who can I call for a ride?"
Advanced Level (▲) responds to needs by asking higher-level questions (inferential) appropriate to the situation.	K-12	K-2: state needs and ask for assistance with some detail (e.g., art project request: kinds and colors of paper and crayons). 3-5: respond to need for information about an assignment by asking questions about due dates and length of assignment. 6-8: respond to need to understand an algebra problem by asking questions about what is known and what is not known. 9-12: respond to need to clarify information about writing a research paper by asking questions about preparing a bibliography and citing sources.

Standard 2: The student speaks in English in socially and academically appropriate ways.

Benchmark 1: The student uses English to convey meaning in spoken form.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
3. Beginning Level initiates social conversations.	X	<p>The teacher assists the students to...</p> <p>K-2: ask and answer simple yes/no questions: "Do you like...?"</p> <p>3-5: ask and answer simple questions: "What do you want?"</p> <p>6-8: ask and answer simple yes/no information questions to clarify disagreements and misunderstandings: "Are you mad?"</p> <p>9-12: ask and answer simple yes/no and information questions about social events and school activities: "When is the dance?" "Are you going to the dance?"</p>
Intermediate Level negotiates social conversations by restating and paraphrasing.	X	<p>K-2: indicate understanding of statements and questions by restating them in first person: "Yes, I want a drink of water."</p> <p>3-5: indicate understanding of do's and don'ts (rules) by restating and/or paraphrasing (e.g., rules of a game, classroom rules).</p> <p>6-8: indicate understanding of thoughts and feelings expressed by others by restating and/or paraphrasing them. "You like that teacher because she smiles at you."</p> <p>9-12: indicate understanding of opinion/ ideas expressed by others by restating and/or paraphrasing them. "You think America is a great country because of all the immigrants."</p>
Advanced Level negotiates and initiates social conversations by questioning and soliciting information.	X	<p>K-2: ask other students and friends about the games and other activities at a birthday party.</p> <p>3-5: ask friends about the date, time and place of the class skating party.</p> <p>6-8: ask friends and acquaintances questions about what they are wearing to the school dance.</p> <p>9-12: ask phone numbers and addresses of friends and acquaintances in order to arrange a social engagement (e.g., going to a movie, the mall, or a concert).</p>

Standard 2: The student speaks in English in socially and academically appropriate ways.

Benchmark 1: The student uses English to convey meaning in spoken form.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
4. Beginning Level uses basic grammatical forms.	X	The teacher assists the students to... K-2: use a specific word in a sentence (e.g., use “green” – The grass is green). 3-5: use simple sentences with correct subject/verb agreement (e.g., The girl sits down). 6-8: use simple sentences with correct subject/verb agreement (e.g., The dog barks. The dog barked yesterday). 9-12: use simple sentences with correct subject/verb agreement (e.g., The girls play together. The girls played yesterday).
Intermediate Level (▲) uses basic grammatical forms.	K-12	K-2: use simple sentences with correct subject/verb agreement (e.g., The ball bounces. The ball bounced to you). 3-5: use present tense, future tense and past tense in speech with subject/verb agreement. 6-8: use present tense, past tense, future tense, subject pronouns and object pronouns in speech. 9-12: use subject and object pronouns, present, past, future and present perfect, most irregular past tense verbs and irregular plural nouns in speech.
Advanced Level (▲) uses correct grammatical forms, approximating native speakers of the same age.	K-12	K-2: use pronouns (e.g., John dropped his pencil. <u>He</u> needs another one). 3-5: use adjectives and adverbs in speech (e.g., The nice teacher speaks slowly). 6-8: use irregular plurals in speech (e.g., The deer run freely in the forest). 9-12: use conditional grammar in speech (e.g., If I wanted a new coat, I would buy one).
5. Beginning Level (▲) retells simple stories.	K-12	K-2: use picture prompts to retell a short story. 3-5: use picture prompts to retell a short story. 6-8: retell a short story after hearing or reading it. 9-12: retell a short story after hearing or reading it.
Intermediate Level (▲) retells stories with a beginning, middle, and end.	K-12	K-2: use picture prompts to retell a story in correct sequence. 3-5: use word card prompts to retell a story in correct sequence. 6-8: retell basic plot of a book in chronological order from beginning to end. 9-12: retell the basic plot of a book and/or summarize basic information from textbook chapters.
Advanced Level (▲) retells stories in greater detail including characters, setting, and plot.	K-12	K-2: retell a short story in a group, sharing information about the setting and the characters. 3-5: participate in a skit that dramatizes a story, acting as the narrator who introduces the characters and setting and retells the events. 6-8: give an oral book report in class that introduces the characters and setting and retells the plot. 9-12: summarize orally the plot of a story or book, giving details about character and setting.

Standard 2: The student speaks in English in socially and academically appropriate ways.

Benchmark 1: The student uses English to convey meaning in spoken form.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
6. Beginning Level (▲) responds to questions using appropriate simple words or phrases.	K-12	The teacher assists the students to... K-2: answer basic interview questions: "What's your name?" 3-5: answer interview questions about daily habits and activities with words and phrases. 6-8: answer questions about content area subjects with simple phrases and words. What is the green substance in plants? Chlorophyll. 9-12: answer questions about specialized content area subjects with simple phrases and words (e.g., biology, physics, earth science, chemistry, vs science).
Intermediate Level (▲) responds to questions using appropriate complete sentences.	K-12	K-2: answer questions about self and family in complete sentences: "My brother is 3 years old." 3-5: answer questions about school activities, personal likes and dislikes in complete sentences. 6-8: answer questions about material read in textbooks or content material discussed in class in complete sentences. 9-12: answer questions about content area material and other subjects from books, TV, newspapers, magazines, radio and internet sources in complete sentences.
Advanced Level (▲) responds to questions using well-developed sentences or phrases.	K-12	K-2: answer questions about the weather with descriptive words and well-developed sentences. 3-5: answer questions about a science project with descriptive adjectives and adverbs and compound sentences. 6-8: answer questions about the Lewis and Clark Expedition in compound and complex sentences. 9-12: answer questions about the causes and effects of the Civil War with compound and complex sentences showing relationships and interrelationships.

Standard 2: The student speaks in English in socially and academically appropriate ways.

Benchmark 1: The student uses English to convey meaning in spoken form.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
7. Beginning Level (▲) identifies simple objects, actions, shapes and colors in a picture.	K-12	K-2: name colors, shapes, actions and simple objects in a picture: tree, house, runs, circle, red. 3-5: name pictures of common animals, methods of transportation, basic geometric shapes, foods, immediate family members and body parts. 6-8: name pictures of people in common occupations (e.g., policeman, teacher), types of weather, clothing for seasons. 9-12: name objects in rooms (e.g., stove, table in a kitchen; books, shelves in a library), and objects in buildings (e.g., cashier, carts, food in grocery store; stamps, letters, boxes in a post office).
Intermediate Level (▲) tells what is happening in a picture using simple sentences.	K-12	K-2: describe what is happening in a picture using complete sentences. 3-5: create dialogue for a picture. 6-8: tell a story from a picture, including who, what, where, when and how. 9-12: use a picture, graph, political cartoon or other type of illustration to tell what is happening or what happened.
Advanced Level (▲) tells a complete story about a picture or sequence of pictures.	K-12	K-2: use a series of three-six pictures to tell a story in complete sentences. 3-5: use a comic strip with words deleted to tell a story about what is happening, through dialogue, and what will happen next. 6-8: use a page from a comic book (words deleted) to tell what is happening, predict what will happen and identify consequences. 9-12: use a series of graphs, charts and other types of illustrations to tell what is happening and predict what the consequences might be.

STANDARD 3: READING

DRAFT

Standard 3: The student reads a variety of texts in English to achieve academic success in the content areas.

Benchmark 1: The student uses word analysis strategies to decode accurately.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
1. Beginning Level (▲) identifies letters of the alphabet.	K-12	K-2: point to the letter the teacher says from the alphabet chart. 3-5: hold up the letter the teacher says from the alphabet flash cards. 6-8: review with a partner words that contain unfamiliar letters and sounds. Work in pairs on the pronunciation of the words. 9-12: create crossword puzzles and complete crossword puzzles created by peers on thematic units, including math, science, and social studies.
Intermediate Level (No indicator for this proficiency level.)		
Advanced Level (No indicator for this proficiency level.)		
2. Beginning Level (▲) uses letter-sound correspondences to identify beginning words.	K-12	K-2: manipulate letter cards to sound out and spell words. 3-5: build a word using letter manipulatives, replacing initial or ending letter(s) to make a new word. 6-8: identify the correct word from their BINGO cards. 9-12: find words within a passage or text containing letters which students are having difficulty with pronouncing. Keep a journal or personal dictionary with the unfamiliar words.
Intermediate Level (▲) applies knowledge of letter-sound correspondences to identify intermediate words.	3-12	3-5: recognize words with which the students are having difficulty. The teacher uses a whole group setting to identify the letters and their sounds. 6-8: read a sentence and use the letter sound correspondence and context to recognize a word (e.g., The class read the <u>selection</u> from the book). 9-12: read a sentence and use the letter sound correspondence and context to recognize a word (e.g., The <u>sponsor</u> of the club called a meeting).
Advanced Level (▲) applies knowledge of word structure to identify advanced words.	3-12	3-5: use syllabication and pronunciation of the letters as an unfamiliar word is being read. 6-8: read a sentence and use word structure to recognize a word (e.g., The guest speaker shared his knowledge of <u>archaeology</u> when presenting his findings on dinosaurs). 9-12: read a sentence and use word structure to recognize a word (e.g., The guest speaker shared his knowledge of <u>careers</u> when discussing a student's ability and his career choices).

Standard 3: The student reads a variety of texts in English to achieve academic success in the content areas.

Benchmark 1: The student uses word analysis strategies to decode accurately.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
3. Beginning Level combines syllables within simple words.	X	K-2: divide words into segments by pausing at the syllable breaks in words (e.g., puppy, tummy, eye, mouth). 3-5: name the segments and combine syllables of a simple word (e.g., measure, happy). 6-8: name the segments and combine syllables of a simple word (e.g., speaker, locker). 9-12: name the segments and combine syllables of a simple word (e.g., instrument, microscope).
Intermediate Level identifies, segments, and combines syllables within 2-3 syllable words.	X	K-2: name the segments and combine syllables (e.g., shadow, tongue, plastic, workbook). 3-5: name the segments and combine syllables (e.g., develop, country). 6-8: name the segments and combine syllables (e.g., research, equation). 9-12: name the segments and combine syllables (e.g., continent, career).
Advanced Level identifies, segments, and combines syllables within multi-syllabic words.	X	K-2: name the segments and combine syllables within a multi-syllabic word (e.g., computer, television). 3-5: name the segments and combine syllables within a multi-syllabic word (e.g., cafeteria, evaporate). 6-8: name the segments and combine syllables within a multi-syllabic word (e.g., hypothesis, bibliography). 9-12: name the segments and combine syllables within a multi-syllabic word (e.g., constitutional, alliteration).

Standard 3: The student reads a variety of texts in English to achieve academic success in the content areas.

Benchmark 1: The student uses word analysis strategies to decode accurately.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
<p>4. Beginning Level (▲) identifies word families (e.g., at, <u>cat</u>, <u>bat</u>, <u>eigh</u>, <u>sleigh</u>, <u>weigh</u>).</p>	<p>K-12</p>	<p>The teacher assists the students to...</p> <p>K-2: make cards with words from specific word families being studied and review the words and pronunciation. Practice the words with a partner. 3-5: make cards with words from specific word families being studied and review the words and pronunciation. Practice the words with a partner. 6-8: make their own word cards using new unfamiliar vocabulary words with familiar words. Work in pairs to learn the new words. 9-12: identify unfamiliar words. Once the words are identified and checked for understanding, make a word search using the new words and share the word search with a partner to complete.</p>
<p>Intermediate Level (▲) identifies word families and distinguishes rhyming from non-rhyming words.</p>	<p>K-12</p>	<p>K-2: prepare word cards that contain rhyming and non-rhyming words on each card. Once pronunciation of the words has been learned, play a memory type game searching for rhyming word card pairs. 3-5: prepare word cards that contain rhyming and non-rhyming words on each card. Play a memory type game searching for rhyming word card pairs. 6-8: look for pictures in magazines or newspapers for pictures from which words rhyme. Paste the pictures onto paper and write the word for that picture. 9-12: write words related to a given topic which rhymes. Once the words have been checked by the teacher for correct spelling, the students write a poem using the words listed.</p>
<p>Advanced Level (No indicator for this proficiency level.)</p>		

Standard 3: The student reads a variety of texts in English to achieve academic success in the content areas.

Benchmark 1: The student uses word analysis strategies to decode accurately.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
5. Beginning Level (▲) identifies the initial and final sounds of a word.	K-12	K-2: cut out pictures from a magazine. The teacher collects the pictures and writes the initial and final letter sound of the picture so that the entire class can see the correlation of initial and final sounds. 3-5: identify words from words with similar initial sounds to complete the blanks in a comic strip. 6-8: identify words from words with similar initial and final sounds to complete the blanks in a comic strip. 9-12: identify words from words with similar initial and final sounds to complete the blanks in a comic strip.
Intermediate Level (▲) identifies the initial, medial, and final sounds of a word.	K-12	K-2: cut out pictures from a magazine. The teacher collects the pictures and writes the initial, medial, and final letter sound of the picture so that the entire class can see the correlation of initial and final sounds. 3-5: identify words from words with similar initial, medial, and final sounds to complete the blanks in a comic strip. 6-8: identify words from words with similar initial, medial and final sounds to complete the blanks in a comic strip. 9-12: identify words from words with similar initial, medial and final sounds to complete a cloze passage.
Advanced Level (No indicator for this proficiency level.)		
6. Beginning Level demonstrates the concept of word by dividing sentences into individual words.	X	K-2: select the correct divisions between words placed in a pocket chart (e.g., Thedogruns). The teacher reviews the rules as the class ensures all spaces have been accounted for. 3-5: select the correct divisions between words placed in a pocket chart (e.g., Thegirlwearstheskirt). The teacher reviews the rules as the class ensures all spaces have been accounted for. 6-8: select the correct divisions between words placed in a pocket chart (e.g., Nextperiodislunch). The teacher reviews the rules as the class ensures all spaces have been accounted for. 9-12: select the correct divisions between words placed in a pocket chart (e.g., Theclasswenttothegymtohearaspeaker). The teacher reviews the rules as the class ensures all spaces have been accounted for.
Intermediate Level (No indicator for this proficiency level.)		
Advanced Level (No indicator for this proficiency level.)		

Standard 3: The student reads a variety of texts in English to achieve academic success in the content areas.

Benchmark 1: The student uses word analysis strategies to decode accurately.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
7. Beginning Level (No indicator for this proficiency level.)		The teacher assists the students to...
Intermediate Level identifies prefixes, suffixes and root words (e.g., pre-, re-, -er, -ness).	X	<p>3-5: identify the meaning of the unfamiliar prefix, suffix, or root word by repeating and re-teaching the concept in various ways. When given a word with a prefix or suffix, recognize the meaning of the word (e.g., unhappy).</p> <p>6-8: identify the meaning of the unfamiliar prefix, suffix, or root word by repeating and re-teaching the concept in various ways. When given a word with a prefix or suffix, recognize the meaning of the word (e.g., devalue, disenchanted, happiness).</p> <p>9-12: identify the meaning of the unfamiliar prefix, suffix, or root word by repeating and re-teaching the concept in various ways. When given a word with a prefix or suffix, recognize the meaning of the word (e.g., disappoint, appropriateness).</p>
Advanced Level demonstrates understanding of prefixes, suffixes, and roots (e.g., anti-, fore-, -tion, -ous, employ, view).	X	<p>3-5: find other words in various texts that contain the same prefixes, suffixes, or roots being taught. Once words have been found, write the words onto cards to practice with a partner.</p> <p>6-8: write the unfamiliar prefix, suffix, or root word onto an index card. On another index card, write the meaning or the definition of the concept. Later a memory-type game can be played using the cards.</p> <p>9-12: keep a log of words with the same prefixes, suffixes, and root words. Write down the definitions of the words to look for consistencies within the definitions.</p>
8. Beginning Level blends initial letter sounds with common vowel spelling patterns to read words.	X	<p>3-5: decode words with CVC pattern after the teacher has modeled the lesson.</p> <p>6-8: decode words with CVC and CVCe pattern after the teacher has modeled the lesson. The teacher will add the words to the classroom word wall.</p> <p>9-12: decode words with CVC and CVCe pattern after the teacher has modeled the lesson. The teacher will add the words to the classroom word wall.</p>
Intermediate Level blends initial letter sounds with irregular vowel spelling patterns to read words.	X	<p>3-5: decode words with vowel variants (e.g., ow, ou, au). The teacher models how to make a pinwheel of words using these vowel variants (e.g., flower, flour, auburn).</p> <p>6-8: decode words with vowel variants (e.g., ou, tain,). The teacher models how these words are spelled and used throughout the content areas (e.g., through, though, fountain, mountain).</p> <p>9-12: decode words with vowel variants (e.g., tion, ain, auru). The teacher models how these words are spelled and used throughout the content areas (e.g., emancipation, proclamation, ammunition, mountain, apatosaurus , dryosaurus).</p>
Advanced Level (No indicator for this proficiency level.)		

Standard 3: The student reads a variety of texts in English to achieve academic success in the content areas.

Benchmark 1: The student uses word analysis strategies to decode accurately.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
9. Beginning Level (▲) recognizes words such as compound words, base words, and inflections (e.g., backpack, like, -s, -es, and -ing).	3-12	The teacher assists the students to... 3-5: identify base words with "-ed" and "-ing" and their meanings by teacher modeling the concept through word cards or writing words ending in "-ed" and "-ing". The teacher shows students a word. The students select an ending for the word and check the word wall to verify if it's correct. 6-8: identify base words with "-ed" and "-ing" and their meanings by teacher modeling the concept through word cards or writing words ending in "-ed" and "-ing". The teacher shows students a word. The students select an ending for the word and check the word wall to verify if it's correct. 9-12: identify grade-appropriate base words with "-ed" and "-ing" and their meanings by teacher modeling the concept through word cards or writing words ending in "-ed" and "-ing". The teacher then selects words above grade level for students to check their meaning and ensure learning of the endings is taking place.
Intermediate Level (▲) recognizes words such as compound words, base words, and inflections (e.g., railroad, aim, tall, -ed, -er, -est).	3-12	3-5: look for three pictures of similar objects. Working in pairs, paste the pictures onto a page and identify which of the pictures is small, smaller, and smallest. (This process is completed for several different objects per paired students). 6-8: look for three pictures of similar objects. Working in pairs, paste the pictures onto a page and identify which of the pictures is small, smaller, and smallest. (This process is completed for several different objects per paired students). 9-12: go on a scavenger hunt around the school looking for three items which can fall into a category of small, smaller, smallest; tall, taller, tallest; short, shorter, shortest. Once finished, present their findings to the class.
Advanced Level (▲) recognizes words such as compound words, base words, and inflections (e.g., steamboat, forget, wealth, -en, -ier, -iest).	3-12	3-5: look for three pictures of similar objects. Working in pairs, paste the pictures onto a page and identify which of the pictures is heavier vs. heaviest. (This process is completed for several different objects per paired students). 6-8: look for three pictures of similar objects. Working in pairs, paste the pictures onto a page and identify which of the pictures is wealthier vs. wealthiest; and fallen vs. small, and harden vs. hard. (This process is completed for several different objects per paired students). 9-12: go on a scavenger hunt around the school looking for three items which can fall into a category of heavier vs. heaviest; prettier vs. prettiest. Once finished, present their findings to the class.

Standard 3: The student reads a variety of texts in English to achieve academic success in the content areas.

Benchmark 2: The student uses vocabulary skills to develop fluency.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
<p>1. Beginning Level (▲) demonstrates comprehension of simple vocabulary in context.</p>	<p>K-12</p>	<p>K-2: identify a picture that corresponds with the written word (e.g., school, bus girl). Draw a picture of the word onto one card and the word to the picture on another card. When extra time allows, play memory and self-check their understanding. 3-5: draw a picture that corresponds to a sentence being read (e.g., The plant has green leaves). 6-8: learn vocabulary throughout the content areas and draw a picture that corresponds to a sentence being read using the vocabulary from the content areas (e.g., The square has four sides). 9-12: learn vocabulary throughout the content areas and write a story that corresponds to a sentence being read using the vocabulary from the content areas (e.g., Rain is part of the water cycle).</p>
<p>Intermediate Level (▲) demonstrates comprehension of intermediate vocabulary in context.</p>	<p>K-12</p>	<p>K-2: identify a picture that corresponds with a written word (e.g., categories of animals). 3-5: identify a picture that corresponds with a written sentence (e.g., land formations – river, land, lake). 6-8: answer comprehension questions that correspond with a written sentence (e.g., aquatic life – shark, eel, crustacean). 9-12: answer comprehension questions that correspond with a written paragraph (e.g., living organisms – cells, plants, animals).</p>
<p>Advanced Level (▲) demonstrates comprehension of advanced vocabulary in context.</p>	<p>K-12</p>	<p>K-2: identify a picture that corresponds with a written word. 3-5: write the new vocabulary word on one card and the definition onto another card. Work in pairs to play match game. 6-8: write the new vocabulary word on a piece of paper. Working in pairs, explain the word to another student using clue words (without giving the definition), while the other student tries to draw a picture for the word. 9-12: the teacher uses the definitions of the unfamiliar vocabulary words to play a <i>Jeopardy</i> game or <i>Who Wants to be a Millionaire</i> game with the students using only the definitions. The student must come up with the answer/unfamiliar word.</p>

Standard 3: The student reads a variety of texts in English to achieve academic success in the content areas.

Benchmark 2: The student uses vocabulary skills to develop fluency.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
2. Beginning Level (▲) identifies basic sight words.	K-12	The teacher assists the students to... K-2: use flash cards to learn pre-primer containing sight words from the Dolch list (e.g., the, to, and, he, a, I, you). 3-5: use flash cards containing words from the Dolch list to learn pre-primer and primer sight words (e.g., must, pretty). 6-8: use flash cards containing words from the Dolch list to learn pre-primer through first grade sight words (e.g., round, fly, live, old, him, her). 9-12: use flash cards containing words from the Dolch list to learn all basic sight words.
Intermediate Level (▲) identifies intermediate sight words.	K-12	K-2: use flash cards from the Dolch list to learn pre-primer and primer sight words (e.g., house, dog, water, fire). 3-5: use flash cards from the Dolch list to learn pre-primer through first grade sight words (e.g., old, young, milk, swim). 6-8: use flash cards from the Dolch list to learn most of the sight words. 9-12: use flash cards from the Dolch list to learn all of the sight words, as well as other common sight words.
Advanced Level (▲) identifies advanced sight words.	K-12	K-2: use flash cards from the Dolch list to learn most of the sight words. 3-5: use flash cards from the Dolch list to learn all basic sight words. 6-8: use flash cards from the Dolch list to learn all basic sight words, as well as other common sight words. 9-12: use flash cards from the Dolch list to learn all basic sight words, as well as other common sight words.
3. Beginning Level (No indicator for this proficiency level.)		
Intermediate Level (▲) identifies the correct usage from multiple-meanings words.	3-12	3-5: connect targeted vocabulary with different pictures illustrating contexts to fit different meanings of the same word (e.g., The ducks swim. The girl ducks her head). 6-8: use context and prediction skills to identify the relevant meaning of any word with more than one possible meaning (e.g., The man will run for president. The boy will run to the store). 9-12: insert the same word in different contexts to show understanding of multiple meanings across a series of cloze reading passages (e.g., The fly is on the window. The boy will fly the kite).
Advanced Level (▲) identifies the correct usage from multiple-meanings words.	3-12	3-5: use illustrations to help select the relevant meaning of words with more than one possible meaning. 6-8: insert the same word in different contexts to show understanding of multiple meanings across a series of cloze reading passages. 9-12: revise the text to create a context supporting alternative meanings of the same words.

Standard 3: The student reads a variety of texts in English to achieve academic success in the content areas.

Benchmark 2: The student uses vocabulary skills to develop fluency.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
4. Beginning Level (▲) identifies simple synonyms and antonyms.	3-12	3-5: distinguish between simple synonyms and antonyms by choosing the appropriate word for a sentence (e.g., hot/cold “The soup is ____; it burned me.”). 6-8: distinguish between simple synonyms and antonyms by choosing the appropriate word for a sentence (e.g., happy/sad “The boy is ____ because he lost his lunch ticket.”). 9-12: distinguish between simple synonyms and antonyms by choosing the appropriate word for a sentence (e.g., early/late “Don’t be ____ to class!”).
Intermediate Level (▲) identifies intermediate synonyms and antonyms.	3-12	3-5: distinguish between intermediate level synonyms and antonyms by choosing the appropriate word for a sentence (e.g., rapidly/slowly “The boy ran to the bus ____ because he was late.”). 6-8: distinguish between intermediate level synonyms and antonyms by choosing the appropriate word for a sentence (e.g., handsome/ugly “The boy is ____ so the girls like him.”). 9-12: distinguish between intermediate level synonyms and antonyms by choosing the appropriate word for a sentence (e.g., angelic/devilish “Sometimes the student is ____ and is disruptive in class.”).
Advanced Level (▲) identifies difficult synonyms and antonyms.	3-12	3-5: distinguish between difficult level synonyms and antonyms by choosing the appropriate word for a sentence (e.g., intellectual/uneducated “The student is so ____ that he always makes perfect scores.”). 6-8: rewrite selected words from a paragraph replacing those words with either a synonym or antonym. 9-12: use a thesaurus to find synonyms and antonyms for a given list of words.
5. Beginning Level (No indicator for this proficiency level.)		
Intermediate Level identifies and understands simple idioms and figures of speech in written text.	X	3-5: identify proper meaning from multiple choices (e.g., take a seat = sit down). 6-8: insert recently learned idioms correctly in a cloze passage (e.g., beat around the bush). 9-12: maintain a journal notebook listing literal and figurative meanings for new idioms and figures of speech (e.g., paint the town red = go to many places).
Advanced Level identifies and understands idioms and figures of speech in written text.	X	3-5: rewrite a text, substituting non-idiomatic vocabulary for targeted idioms and figures of speech (e.g., The teacher asked a question and the boy <u>hesitated</u> because he didn’t know the answer (for “beat around the bush”). 6-8: edit a passage, substituting idiomatic expressions for literal vocabulary where appropriate (e.g., Please <u>take a seat</u> . Please <u>sit down</u> .). 9-12: write a short story incorporating targeted idioms and figures of speech.

Standard 3: The student reads a variety of texts in English to achieve academic success in the content areas.

Benchmark 2: The student uses vocabulary skills to develop fluency.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
6. Beginning Level (No indicator for this proficiency level.)		
Intermediate Level (▲) identifies and understands analogies in written text.	3-12	3-5: recognize similes in a passage and draw pictures to demonstrate analogous relationships (e.g., The daisy is as yellow as the sun.). 6-8: recognize similes and metaphors in a passage and convert similes to metaphors and vice-versa. 9-12: pick out similes and metaphors in a passage and chart them, listing what is being compared and the characteristics they share.
Advanced Level (▲) identifies and understands analogies in written text.	3-12	3-5: construct statements using similes based on information in a passage. 6-8: construct statements using similes and metaphors based on information in a passage. 9-12: write a poem or short story incorporating similes, metaphors, and extended metaphors for a class book.

Standard 3: The student reads a variety of texts in English to achieve academic success in the content areas.

Benchmark 3: The student uses comprehension skills to acquire knowledge.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
1. Beginning Level (▲) identifies the basic sequence of events in stories read, using key words or phrases.	3-12	3-5: use 3-5 picture cards with key words/phrases on each. Put cards in correct sequence. 6-8: use 5-7 picture cards with key words/phrases on each. Put cards in correct sequence. 9-12: use 5-7 picture cards with key phrases on each. Put cards in correct sequence.
Intermediate Level (▲) identifies the sequence of events in stories read, using key words or phrases.	3-12	3-5: use 3-5 cards with key words/phrases on each depicting beginning, middle, and end of story and/or simple sentences. Put in correct sequence. 6-8: use 5-7 cards with key words/phrases on each depicting beginning, middle, and end of story and/or simple sentences. Put in correct sequence. 9-12: put simple sentences in correct sequence.
Advanced Level (▲) analyzes structures of text for chronological ordering.	3-12	3-5: highlight sequential vocabulary (e.g., first, next, then, finally, last) to justify the ordering or pieces of text. 6-8: use context clues, dates, and/or phrases to put paragraphs in correct sequence (e.g., the water cycle or how to make a pizza). 9-12: use context clues to determine sequence of events (e.g., small groups read a paragraph from a short story, science expository, or social studies event and use clues to put in order).
2. Beginning Level uses prior knowledge to anticipate meaning and makes sense of text across grade levels.	X	K-2: predict the missing word, using picture clues, from a story. 3-5: predict the missing word, using picture clues, from a story while referring to a simple word bank. 6-8: predict the missing word, using picture clues, and refer to a word bank for possible choices. 9-12: work in a group to make predictions, using picture clues, about a text using a KWL chart.
Intermediate Level uses prior knowledge to anticipate meaning and make sense of text across grade levels.	X	K-2: discuss the illustrations of a book to make predictions about the story. 3-5: discuss the title and illustrations of a book to predict what the book is about. 6-8: work in small groups making predictions about text, based on title and illustrations. 9-12: work independently to make predictions about a text using a KWL chart.
Advanced Level uses prior knowledge to anticipate meaning and make sense of text across grade levels.	X	K-2: use prior knowledge using picture clues to make and confirm predictions. 3-5: use prior knowledge from picture and familiar cognates to make and confirm predictions. 6-8: provide missing labeled words (e.g., nouns, verbs, adjectives) and explain how they determined their answer when given a cloze passage from an unfamiliar text. 9-12: construct questions using prior knowledge before, during, and after reading to confirm predictions.

Standard 3: The student reads a variety of texts in English to achieve academic success in the content areas.

Benchmark 3: The student uses comprehension skills to acquire knowledge.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
3. Beginning Level retells stories using simple words, phrases, and sentences.	X	The teacher assists the students to... K-2: use pictures or manipulatives (e.g., flannelboard) to retell a story. 3-5: use simple words, phrases, or sentences to re-enact a story. 6-8: retell a story through pictures labeled with simple words/phrases. 9-12: retell a story through pictures labeled with simple sentences.
Intermediate Level paraphrases and summarizes text to recall, inform, or organize ideas.	X	K-2: use a simple graphic organizer to recall important information in order to retell a story. 3-5: use a graphic organizer to organize important points in a text in order to retell a story. 6-8: create a graphic organizer to summarize important information in order to retell a story. 9-12: create a graphic organizer to summarize main ideas and supporting details in order to retell a story.
Advanced Level paraphrases and summarizes text to recall, inform, or organize ideas.	X	K-2: develop an organizer that includes important elements by modeling the concept to retell or role-play a story. 3-5: develop an outline that includes important elements of a text to retell or role-play a story. 6-8: create an outline including main ideas and supporting details to organize and summarize information from the text. 9-12: create an outline including main ideas and supporting details to organize and summarize information from the text.

Standard 3: The student reads a variety of texts in English to achieve academic success in the content areas.

Benchmark 3: The student uses comprehension skills to acquire knowledge.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
4. Beginning Level (▲) responds to stories by answering questions using simple words or phrases (e.g., who, what, when, where, and how).	3-12	3-5: use one or two-word answers to respond to the teacher’s questions about a story. Use illustrations for support. 6-8: use a word web created by the teacher/class to answers questions about a story and say the words aloud. 9-12: use a graphic organizer with pictorial clues to answer questions about a story.
Intermediate Level (▲) responds to stories by answering questions using phrases or simple sentences (e.g., who, what, when, where, and how).	3-12	3-5: respond to inquiries from the teacher during a read aloud by using appropriate 3-4 word phrases or simple sentences. 6-8: read a short story with a partner. Partners take turns reading the story and asking questions answering with appropriate short phrases or simple sentences. 9-12: read a selection in Literature, Social Studies, or Science to prepare a set of study questions for a peer. Participate in a discussion using appropriate phrases and simple sentences when answering the student-generated questions.
Advanced Level (▲) responds to stories by answering questions using key ideas, factual information, and details with well-developed sentences.	3-12	3-5: read a short story or passage and work in a cooperative group to produce a series of questions about the text. 6-8: read a short story or passage and work in a cooperative group to discuss a series of questions. The shared responses should be well-developed, factual, and grammatically correct. 9-12: read and discuss a selection of expository text and develop both literal and inferential questions related to the text. The questions are then distributed to students to answer with factual information from the text with well-developed responses.
5. Beginning Level (▲) understands and follows simple 1-2 step directions.	3-12	3-5: understand written directions in the classroom (e.g., place finished work here). 6-8: understand simple two-step written direction on an assignment. 9-12: understands simple-posted classroom rules.
Intermediate Level (▲) understands and follows simple 3-4 step written directions.	3-12	3-5: read a three-step direction on how to properly wash hands as part of a science lesson. 6-8: read a four-step direction on how to perform a series of math problems to reach a solution. 9-12: read a series of instructions (e.g., carpentry assignment, recipe, origami) to complete a task successfully.
Advanced Level (▲) understands and follows complex multiple-step written directions.	3-12	3-5: read multi-step directions to complete a task successfully (e.g., creating a diorama, origami, recipe). 6-8: read multi-step directions to complete a task successfully (e.g., conduct a science experiment, assemble a bookcase for the classroom). 9-12: read multi-step directions to complete a task successfully (e.g., assemble a computer cart for the classroom).

Standard 3: The student reads a variety of texts in English to achieve academic success in the content areas.

Benchmark 3: The student uses comprehension skills to acquire knowledge.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
6. Beginning Level uses appropriate resources (e.g., picture dictionary, dictionary, glossary) to define the meaning of unfamiliar words.	X	The teacher assists the students to... 3-5: develop their own picture dictionary to help understand key-word vocabulary. 6-8: highlight unfamiliar words in a short story or paragraph and keep a personal dictionary using the words. Work in groups using dictionaries or glossaries to help understand the meaning of the unfamiliar words. 9-12: highlight the unfamiliar words from a short story and use dictionaries and/or glossaries to look up the definitions, pronunciations, and root words for each. Use bilingual and translating dictionaries to help with comprehension.
Intermediate Level uses appropriate resources (e.g., dictionary, glossary, thesaurus) to define the meaning of unfamiliar words.	X	3-5: look for root words, prefixes, and suffixes to guess meaning of unfamiliar words and then use a dictionary to check or verify the correct meaning. Keep a personal dictionary of the unfamiliar words. 6-8: look for bold or italicized words in text and use the glossary to define meaning. Use a dictionary for more clarification. 9-12: predict the meaning of unfamiliar words and then use a dictionary, glossary, or thesaurus to verify the correct meaning.
Advanced Level uses appropriate resources (e.g., dictionary, glossary, thesaurus, computer) to define the meaning of unfamiliar words.	X	3-5: maintain a personal dictionary of unfamiliar words with definitions for each core subject area. 6-8: maintain a list of course-specific words and definitions in a personal dictionary. Use a dictionary if they require a more thorough definition than provided in the glossary. 9-12: maintain a personal dictionary of unfamiliar words and definitions and multiple meanings for each core subject area. Update the dictionary as new words are introduced.
7. Beginning Level (▲) identifies the main idea of a short and simple passage.	K-12	K-2: circle the picture that corresponds to the main idea of a short passage. 3-5: complete a simple chart identifying the main idea of a short passage. 6-8: complete a graphic organizer identifying the main idea of a short passage. 9-12: underline the sentences that best define the main idea of a short passage.
Intermediate Level (▲) identifies the main idea of a short passage.	K-12	K-2: use a story map in a small group setting to identify main idea. 3-5: select the main idea from different choices written on the board. 6-8: complete a graphic organizer identifying the main idea of a short passage. 9-12: select two possible titles for the passage.
Advanced Level (▲) identifies the main idea of a long, grade-appropriate passage.	K-12	K-2: give a title and draw a picture illustrating the main idea of the passage. 3-5: write or tell in his/her own words the main idea of the passage. 6-8: select "best title" from multiple-choice selections. 9-12: select two possible titles for the passage.

Standard 3: The student reads a variety of texts in English to achieve academic success in the content areas.

Benchmark 3: The student uses comprehension skills to acquire knowledge.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
8. Beginning Level identifies the title, author, and illustrator.	X	K-2: point to the title, author, and illustrator from a BIG book. 3-5: point to the title, author, and illustrator from a book of their choice. 6-8: underline the title, author, and illustrator from a textbook. 9-12: circle the title, author, and illustrator from a textbook.
Intermediate Level identifies basic text features such as title, table of contents, and chapter headings.	X	K-2: underline the title, table of contents, and chapter headings from a book. 3-5: circle the title, table of contents, and chapter headings from a book. 6-8: match text features with their definitions on a worksheet. 9-12: match text features with their definitions on a worksheet.
Advanced Level identifies and uses text features such as table of contents, index, and glossary to locate and organize information.	X	K-2: complete a worksheet identifying text features from selected books. 3-5: complete a worksheet identifying text features and their uses from content textbooks. 6-8: role-play the text features and their purposes (e.g., Student says “I am the Table of Contents and I help readers know what is in the book”). 9-12: explain the purpose for text features in a short essay.
9. Beginning Level (No indicator for this proficiency level.)		
Intermediate Level identifies and analyzes story, plot, setting, character, point of view, problem and resolution.	X	3-5: analyze the story, plot, setting, point of view, and problem and solution in small groups through teacher modeling. 6-8: analyze the story, plot, setting, point of view, and problem and solution by completing a T-chart. 9-12: analyze the story, plot, setting, point of view, and problem and solution in small group discussion and complete a graphic organizer individually.
Advanced Level identifies and analyzes story, plot, setting, character, point of view, problem and resolution.	X	3-5: identify the character, setting, and plot in a whole group setting using a graphic organizer. 6-8: analyze the story, plot, setting, point of view, and problem and solution in small group discussion and complete a worksheet individually. 9-12: give an oral report analyzing the story, plot, setting, point of view, and problem and solution after completing a graphic organizer.

Standard 3: The student reads a variety of texts in English to achieve academic success in the content areas.

Benchmark 3: The student uses comprehension skills to acquire knowledge.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
10. Beginning Level (▲) draws inferences and conclusions from short and simple passages.	3-12	The teacher assists the students to... 3-5: answer questions in pairs about the passage (e.g., We think..., We noticed...). 6-8: act out inferences and conclusions (e.g., Student, acting like main character, says "I'm happy with the future." 9-12: create an original ending to the story and share in groups.
Intermediate Level (▲) draws inferences and conclusions from short passages.	3-12	3-5: use prior knowledge (in a group) to make inferences and draw conclusions based on what the author has written and support a different ending to the story. 6-8: work with a partner to answer questions using prior knowledge to make inferences based on what the author has written and draw conclusions based on evidence from the text. 9-12: answer questions individually, using prior knowledge to make inferences based on what the author has written and draw conclusions based on evidence from the text.
Advanced Level (▲) draws inferences and conclusions from a long, grade-appropriate passages.	3-12	3-5: read and make inferences and conclusions from an assigned passage, in a small group and report back to the class. As a class, write a letter to the author asking why s/he chose that particular ending to the story. 6-8: read and make inferences and conclusions from an editorial in the local newspaper, in a small group write a letter to the editor responding to the editorial. 9-12: read and make inferences and conclusions about the feelings and actions of a character in an historical novel. Present a short portrayal of the character and define their point of view.
11. Beginning Level monitors own reading and self-corrects.	X	K-2: know when an error in reading has taken place by modeling the re-reading process. 3-5: understand when errors in reading have taken place by modeling the re-reading and explaining that a good reader self-corrects errors. 6-8: understand when errors in reading have taken place and accept the need to reread. 9-12: understand when errors in reading have taken place and accept the need to reread.
Intermediate Level monitors own reading and self-corrects.	X	K-2: chart their progress by following teacher assigned guidelines. 3-5: chart their progress by following teacher assigned guidelines. 6-8: chart their progress by following teacher assigned guidelines. 9-12: chart their progress by following teacher assigned guidelines.
Advanced Level monitors own reading and self-corrects.	X	K-2: chart their progress in a reading journal by following teacher assigned guidelines during sustained silent reading. 3-5: chart their progress in a reading journal by following teacher assigned guidelines during sustained silent reading. 6-8: chart their progress in a reading journal by following teacher assigned guidelines during sustained silent reading. 9-12: chart their progress in a reading journal by following teacher assigned guidelines during sustained silent reading.

Standard 3: The student reads a variety of texts in English to achieve academic success in the content areas.

Benchmark 3: The student uses comprehension skills to acquire knowledge.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
12. Beginning Level distinguishes between fiction and non-fiction.	X	K-2: read simple sentences and circle what is fiction vs. non-fiction (e.g., boy with wings, boy without wings). 3-5: read simple sentences and discuss the difference of non-fiction and fiction. Use a Venn diagram to illustrate the results of the sentences. 6-8: read simple sentences and discuss the difference of non-fiction and fiction. Use a Venn diagram to illustrate the results of the sentences. 9-12: read simple sentences from a social studies book and a tall tales book and discuss the difference of non-fiction and fiction. Use a Venn diagram to illustrate the results of the sentences.
Intermediate Level distinguishes between fiction and non-fiction.	X	K-2: discuss the differences of non-fiction and fiction as a class. Read different stories (e.g., fairy tales and true stories) and report to the class which category the story is in. 3-5: complete a chart categorizing different stories and what characterizes it as fiction/non-fiction. 6-8: compete in a “Is it fiction or non-fiction?” game. 9-12: compete in a “Is it fiction or non-fiction?” game.
Advanced Level distinguishes between fiction and non-fiction.	X	K-2: illustrate and write two short stories, one fiction and one non-fiction. After reading the stories to the class, discuss the reason the story fits into the category of fiction or non-fiction. 3-5: illustrate and write two short stories, one fiction and one non-fiction. Convert stories into a puppet show to present to the class. 6-8: illustrate and write two short stories, one fiction and one non-fiction. After reading the stories to the class, discuss the reason the story fits into the category of fiction or non-fiction. 9-12: illustrate and write two short stories, one fiction and one non-fiction. After reading the stories to the class, discuss the reason the story fits into the category of fiction or non-fiction.

Standard 3: The student reads a variety of texts in English to achieve academic success in the content areas.

Benchmark 3: The student uses comprehension skills to acquire knowledge.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
13. Beginning Level (No indicator for this proficiency level.)		
Intermediate Level identifies different literary forms.	X	3-5: read various literary forms (e.g., poems, plays, fiction, non-fiction) throughout the year. After every literature piece is read and discussed, it is listed on a classification chart under the correct category. 6-8: read various literary forms (e.g., poems, plays, fiction, non-fiction) throughout the year. After every literature piece is read and discussed, it is listed on a classification chart under the correct category. 9-12: read various literary forms (e.g., poems, plays, fiction, non-fiction) throughout the year. After every literature piece is read and discussed, it is listed on a classification chart under the correct category.
Advanced Level identifies different literary forms.	X	3-5: label the literary form next to a sample on a worksheet (e.g., student writes “play” next to a sample from a play). 6-8: label the literary form next to a sample on a worksheet (e.g., student writes “play” next to a sample from a play). 9-12: label the literary form next to a sample on a worksheet (e.g., student writes “play” next to a sample from a play).

Standard 3: The student reads a variety of texts in English to achieve academic success in the content areas.

Benchmark 3: The student uses comprehension skills to acquire knowledge.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
14. Beginning Level (No indicator for this proficiency level.)		
Intermediate Level identifies purposes for reading, (e.g., to find out, to understand, to interpret, to enjoy, to solve problems).	X	3-5: read different passages and decide which pieces are read for different reasons (e.g., a fiction book is for enjoyment; a science book is for learning). 6-8: read different sections and articles in the local newspaper and decide which pieces are read for different reasons (e.g., the classifieds are read to find out something; letter to the editors may be used to understand a point of view). 9-12: read different sections and articles in the local newspaper and decide which pieces are read for different reasons (e.g., the classifieds are read to find out something; letter to the editors may be used to understand a point of view).
Advanced Level identifies purposes for reading (e.g., to find out, to understand, to interpret, to enjoy, to solve problems).	X	3-5: read different passages and decide which pieces are read for different reasons (e.g., a fiction book is for enjoyment; a science book is for learning). 6-8: read different sections and articles in the local newspaper and decide which pieces are read for different reasons (e.g., the classifieds are read to find out something; letter to the editors may be used to understand a point of view). A small classroom paper will be created to demonstrate different purposes for reading. 9-12: read different sections and articles in the local newspaper and decide which pieces are read for different reasons (e.g., the classifieds are read to find out something; letter to the editors may be used to understand a point of view). A small classroom paper will be created to demonstrate different purposes for reading.

Standard 3: The student reads a variety of texts in English to achieve academic success in the content areas.

Benchmark 3: The student uses comprehension skills to acquire knowledge.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
15. Beginning Level (No indicator for this proficiency level.)		
Intermediate Level identifies how style, tone, and mood contribute to the effect of the text.	X	K-2: read a selection and discuss character's feelings, voice, and mood of the story through use of the T-Chart. 3-5: read a selection and discuss character's feelings, voice, and mood and develop a T-Chart in a group setting. 6-8: read a pre-selected text that defines a certain style, tone, or mood. Discuss the findings and respond through a class chart. 9-12: read a pre-selected text that defines a certain style, tone, or mood. Discuss the findings and respond through an individual chart.
Advanced Level identifies how style, tone, and mood contribute to the effect of the text .	X	K-2: read a selection and discuss character's feelings, voice, and mood of the story through use of the T-Chart. 3-5: read a selection and discuss character's feelings, voice, and mood and develop a T-Chart in a group setting. 6-8: read selections chosen by the teacher that define certain style, tone, or mood. Discuss and respond together the results of their reading. A class chart or individual artwork could be produced and displayed. 9-12: read selections chosen by the teacher that define certain style, tone, or mood. Discuss and respond together the results of their reading. A class chart or individual artwork could be produced and displayed.
16. Beginning (No indicator for this proficiency level.)		
Intermediate (▲) distinguishes fact and opinion in various texts.	3-12	3-5: use a diagram or chart to speculate what is true and what is opinion in small groups. 6-8: explain why a sentence/paragraph/story is fact or opinion (e.g., Because it starts with "I think"). 9-12: explain why a sentence/paragraph/story is fact or opinion (e.g., Because it starts with "I think").
Advanced (▲) distinguishes fact and opinion in various texts.	3-12	3-5: underline ten facts and circle ten opinions from a magazine. 6-8: underline ten facts and circle ten opinions from a local newspaper. 9-12: highlight and print ten facts and ten opinions from the internet on a historical event.

Standard 3: The student reads a variety of texts in English to achieve academic success in the content areas.

Benchmark 3: The student uses comprehension skills to acquire knowledge.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
17. Beginning Level (No indicator for this proficiency level.)		
Intermediate Level identifies varied reading sources such as diaries, journals, textbooks, newspapers, letters, and electronic texts.	X	3-5: label varied reading sources when presented with copies of pages taken from the various genres. 6-8: compete in a “What type of Reading Source?” game. Teacher shows an example of a reading source and in teams, students identify the type of source. 9-12: compete in a “What type of Reading Source?” game. Teacher shows an example of a reading source and in teams, students identify the type of source.
Advanced Level identifies varied reading sources such as diaries, journals, textbooks, newspapers, letters, and electronic texts.	X	3-5: write examples of a reading source (e.g., letter, diary entry) about a topic selected by the teacher. 6-8: write examples of a reading source (e.g., letter, diary entry) about a topic selected by the teacher. 9-12: write examples of a reading source (e.g., letter, diary entry) about a topic selected by the teacher.

STANDARD 4: WRITING

Standard 4: The student writes narrative, expository, technical, and persuasive text in English to achieve academic success in the content areas.

Benchmark 1: The student uses ideas and content in writing.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
1. Beginning Level (▲) writes words, phrases, or 1-2 sentences related to a picture.	3-12	3-5: use large magazine photos depicting a single object, event, or person. Student groups discuss photo details and students write 1-2 sentences and share with their group. 6-8: write three details to describe an object from the picture (e.g., books, magazines). 9-12: write five details to describe an object from a textbook (e.g., science, social studies).
Intermediate Level (▲) writes 3-5 sentences related to a picture or a prompt.	3-12	3-5: choose a picture from a book they are reading and write 3-5 sentences describing the picture and the details in it. 6-8: discuss different cartoons, choose one and write 3-5 sentences explaining the meaning of it. 9-12: write a 3-5 sentence description of a picture in a social studies or science textbook.
Advanced Level (▲) writes a paragraph with a clear beginning, middle, and end with details to support a main idea - related to a prompt.	3-12	3-5: retell in writing a familiar story or event (e.g., personal, fairytale) using correct sequence of events, including beginning, middle, and end. 6-8: create a classroom cookbook by having students write the steps to make their favorite dessert. 9-12: write a science lab report detailing the process of an experiment.
2. Beginning Level (No indicator for this proficiency level.)		
Intermediate Level (No indicator for this proficiency level.)		
Advanced Level writes compositions which contain elements including setting, sequence of events and character.	X	3-5: write 3-5 paragraphs describing what they saw during a class trip or school assembly. 6-8: write 3-5 paragraphs about their favorite holiday and what they do to celebrate it. 9-12: write 3-5 paragraphs about someone who is important in their life and why.

Standard 4: The student writes narrative, expository, technical, and persuasive text in English to achieve academic success in the content areas.
Benchmark 2: The student uses organization in writing.
Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
1. Beginning Level clarifies and classifies information.	X	The teacher assists the students to... K-2: use pictures to classify appropriate seasonal clothing. 3-5: use a graphic organizer to classify geometric shapes as polygon/non-polygon. 6-8: use a graphic organizer to classify products as natural or agricultural resources. 9-12: use a graphic organizer to clarify differences between the topography of students' native country compared to Kansas.
Intermediate Level clarifies and classifies information.	X	K-2: observe and describe though pictures or words the plant life cycle. 3-5: use a graphic organizer to compare the traditional story of Cinderella to various cultural versions (e.g., The Egyptian Cinderella, The Rough-Faced Girl). Write a paragraph using the comparisons). 6-8: review a variety of paragraphs that are disorganized. As a class, find the errors and talk about ways to fix those errors. In small groups, discuss and rewrite the paragraph so that ideas are clear. 9-12: use a graphic organizer to classify expository text as fact or opinion.
Advanced Level clarifies and classifies information.	X	K-2: label and classify common items by their shape (e.g., clock -circle, chalkboard -rectangle). 3-5: use a variety of graphic organizers to help students organize their thoughts about a book. Write a paragraph based on the ideas in the graphic organizers. 6-8: use a graphic organizer to classify the differences between producers and consumers and their similarities. Use a bubble chart/web to clarify the main idea and details of a narrative piece of prose. 9-12: write a process paper in science (e.g., how to create a chemical reaction between vinegar and baking soda).
2. Beginning Level (No indicator for this proficiency level.)		
Intermediate Level (▲) uses sequence and transitional words correctly (e.g., first, then, next, after).	3-12	3-5: write directions for completing a task (e.g., getting dressed, playing a game) using transitional words. 6-8: develop a time line of stages of an insect's life. Write in paragraph form an expository text describing the stages. 9-12: write directions for a multi-step process (e.g., programming a VCR, opening a can with a manual opener, setting up a tent).
Advanced Level (▲) uses sequence and transitional words correctly (e.g., therefore, however, previously).	3-12	3-5: write a paper explaining how to do something (e.g., fix a flat tire on a bicycle, make a peanut butter sandwich, make a piñata). Divide into small groups and create three CLOZE sentences, leaving blanks that could be filled in with sequence or transitional words. 6-8: write a paragraph that explains what happened as a result of an experiment. Write a paragraph to tell a new student the procedure for getting a lunch in the school cafeteria. 9-12: write a letter to the editor of the school/local newspaper regarding a school/community issue. Offer a multi-step solution to the issue.

Standard 4: The student writes narrative, expository, technical, and persuasive text in English to achieve academic success in the content areas.
Benchmark 2: The student uses organization in writing.
Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
3. Beginning Level (No indicator for this proficiency level.)		
Intermediate Level (No indicator for this proficiency level.)		
Advanced Level writes compositions which include introductory, supporting, and concluding paragraphs.	X	3-5: work as a group to generate a graphic organizer on a familiar subject (e.g., why they should get an extra recess). Use graphic organizer to formulate a personal narrative. 6-8: write a personal narrative on an assigned subject (e.g., life in the US, value of education). 9-12: write a persuasive text on an assigned subject giving personal reflection with support for their position.
4. Beginning Level (No indicator for this proficiency level.)		
Intermediate Level writes using a variety of text structures (e.g., compare/contrast, descriptive, cause-effect, and problem solution).	X	3-5: write an essay about a school problem and offer a solution. 6-8: use a graphic organizer to write observations comparing the properties of frozen water and room temperature water. 9-12: write a story problem to find the average local temperature for the past five years.
Advanced Level writes using a variety of text structures (e.g., compare/contrast, descriptive, cause-effect, and problem solution).	X	3-5: tell about a time they were embarrassed in public – what behavior caused the embarrassment and the effect it had on the student. 6-8: write a story that describes a visit to space including when and where they went, who was part of their crew, and the events that happened on their mission. 9-12: write a one-page composition that contrasts the American way of life with the life of a person from another country.

Standard 4: The student writes narrative, expository, technical, and persuasive text in English to achieve academic success in the content areas.
Benchmark 3: The student uses voice in writing.
Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
1. Beginning Level (No indicator for this proficiency level.)		
Intermediate Level writes with the ability to reflect personal experience.	X	K-2: copy pattern sentences, inserting personal information where appropriate (e.g., “I like dogs.”). 3-5: brainstorm as a class and write descriptive terms of favorite places or events. 6-8: write sentences to describe their favorite game and why. 9-12: describe a career in which they’re interested and why.
Advanced Level writes with the ability to reflect personal experience.	X	K-2: write short descriptions of a recent holiday celebration. 3-5: write personal reflection of a class presentation, film, or field trip. 6-8: write a paragraph describing the desirable qualities in a friend. 9-12: write a detailed paragraph about a school or home rule they would like to change and why (e.g., school dress code, open campus lunch, curfew or chores).
2. Beginning Level (No indicator for this proficiency level.)		
Intermediate Level uses personal expression that contains evidence of originality and liveliness.	X	3-5: describe how the day’s weather makes them feel. 6-8: write a description of a family experience including dialogue. 9-12: write descriptive brochures advertising their country of origin.
Advanced Level uses personal expression, which might include humor, and contains evidence of originality and liveliness.	X	3-5: write a descriptive paragraph on what kind of animal they would be and why. 6-8: write a commercial for a favorite product. 9-12: write an “interview” with a famous historical figure.

Standard 4: The student writes narrative, expository, technical, and persuasive text in English to achieve academic success in the content areas.
Benchmark 3: The student uses voice in writing.
Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
3. Beginning Level (No indicator for this proficiency level.)		
Intermediate Level (No indicator for this proficiency level.)		
Advanced Level applies use of voice that is appropriate to purpose and audience.	X	3-5: interview an adult in the building and write a 1-2 paragraph essay that introduces that adult. 6-8: read “Tuck Everlasting” and write a short essay that tells why they would want to be young forever. 9-12: write business and personal letters using appropriate register for each.

Standard 4: The student writes narrative, expository, technical, and persuasive text in English to achieve academic success in the content areas.
Benchmark 4: The student uses word choice in writing.
Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
1. Beginning Level (▲) uses common nouns.	K-12	K-2: label pictures of common objects. 3-5: write pattern sentences correctly substituting common noun labels (e.g., “This is a <u>book</u> .” “This is a <u>pencil</u> .”). 6-8: label familiar objects from the classroom. 9-12: write simple sentences to identify common objects (e.g., “This is a pencil.” “I like school.”).
Intermediate Level (▲) uses common and proper nouns.	3-12	3-5: write sentences about a classmate using both common and proper nouns (e.g., The boy is Meng. He is from China). 6-8: write a personal narrative of life in their hometown using names of people, places, and things. 9-12: write a personal narrative of life in Kansas using names of people, places, and things.
Advanced Level (▲) uses common and proper nouns.	3-12	3-5: write a paragraph about a classmate using both common and proper nouns (e.g., The boy is Meng. He is from China). 6-8: summarize a narrative text listing characters and setting. 9-12: summarize an expository text listing topic and details.
2. Beginning Level (▲) uses simple adjectives (e.g., big, pink).	K-12	K-2: label pictures with the appropriate color words (e.g., “ <u>red</u> flower,” “ <u>blue</u> car”). 3-5: write number words (e.g., “seven,” “one hundred”). 6-8: classify objects by physical properties and write simple adjectives to describe the characteristics used to classify (e.g., “small, hard, round” vs. “big, soft, square”). 9-12: list common attributes comparing dissimilar common objects (e.g., “yellow, straight pencil” vs. “red, round apple”).
Intermediate Level (▲) uses adjectives and adverbs, including comparatives.	3-12	3-5: label items in a picture and add an adjective or adverb to make more vivid descriptions. 6-8: write descriptions of family members specifically practicing comparative forms (e.g., “Father is bigger than I”). 9-12: write simple lab reports describing comparative results from single variable experiments (e.g., “Sample A turned red more quickly than Sample B.”).
Advanced Level (▲) uses descriptive words and phrases including adverbs, possessive adjectives, comparatives/superlatives (e.g; big, bigger, biggest, and modifiers; e.g., much, more, less, few).	3-12	3-5: write paragraphs describing their family. The emphasis in the writing would be on extending the student’s use of descriptive phrases (e.g., My mother is much taller than my father). 6-8: write paragraphs describing the relationships of animals in a food chain. The emphasis in the writing would be on extending the student’s use of descriptive phrases. 9-12: write paragraphs describing two biomes’ characteristics and how those characteristics influence biological adaptations.

Standard 4: The student writes narrative, expository, technical, and persuasive text in English to achieve academic success in the content areas.

Benchmark 4: The student uses word choice in writing.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
<p>3. Beginning Level (▲) uses simple prepositions (e.g., to, on, in).</p>	<p>K-12</p>	<p>K-2: use appropriate prepositions to complete cloze activities related to a picture prompt. 3-5: write simple instructions for classmates to follow on a treasure hunt through the school or playground (e.g., “Go <u>to</u> the tree.”). 6-8: write simple phrases describing the physical relative location of objects in a picture (e.g., “The tree is <u>by</u> the car.”). 9-12: write sentences describing the location of common objects (e.g., the pencil is on the desk).</p>
<p>Intermediate Level (▲) uses high-frequency prepositional phrases (e.g., in the house, to school, on the bus).</p>	<p>3-12</p>	<p>3-5: write a series of simple instructions for classmates to follow; e.g., “Sit <u>next to</u> Anna. Put the pencil <u>in</u> the trashcan.”). 6-8: write a series of simple instructions for classmates to follow (e.g., “<u>Turn on</u> the light.” “Put the tape <u>beside</u> the scissors.” “Walk <u>down</u> the hall.”) 9-12: write locations of countries relative to one another on a wall map (e.g., “Canada is <u>above</u> the United States.” “Germany is <u>by</u> Austria.”).</p>
<p>Advanced Level (▲) uses a greater variety of prepositions in phrases (e.g., around the school).</p>	<p>3-12</p>	<p>3-5: write three “hints” describing the location of their desk (e.g., it is between Jose’s and Maria’s and next to the window). 6-8: write directions from the classroom to a specific place within the school using prepositions and prepositional phrases (e.g., turn left out of the classroom, walk straight to the nurse’s office, go around the corner to the right...to find the janitor’s closet). 9-12: create a coordinate map of the school and write directions using prepositions to locate specific locations in the building.</p>

Standard 4: The student writes narrative, expository, technical, and persuasive text in English to achieve academic success in the content areas.
Benchmark 4: The student uses word choice in writing.
Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
4. Beginning Level (▲) uses simple, high-frequency verbs (e.g., to, sit, run, eat).	K-12	K-2: write verbs depicted in simple illustrations. 3-5: play a game of verb charades by first writing verbs on slips of paper, then taking turns drawing a slip and acting out the verb written. 6-8: write a series of simple sentences describing the actions of another student (e.g., “Ana <u>is walking</u> . Ana <u>is jumping</u> .”). 9-12: watch a 2-minute video clip and list characters’ actions using verbs.
Intermediate Level (▲) uses varied verbs (e.g., enjoy, seem, reply).	3-12	3-5: write simple present, simple past, and present perfect forms of verbs depicted through a series of comic book illustrations. 6-8: write descriptive sentences describing the sequence of actions in a short film sample. 9-12: write descriptive sentences describing the sequence of events in an event learned in a content area class.
Advanced Level (▲) uses synonymous verb forms (e.g., yell/scream, perform/act).	6-12	6-8: rewrite a given sentence as many times as possible, using a different verb for each new sentence. 9-12: rewrite a given paragraph replacing underlined verbs with an alternate verb that won’t change the meaning of the sentence.
5. Beginning Level (▲) uses simple synonyms and antonyms.	3-12	3-5: write single-word synonyms or antonyms in response to a picture. 6-8: write pattern sentences correctly substituting synonyms and antonyms in response to a picture. 9-12: edit a paragraph substituting synonyms and antonyms for underlined words.
Intermediate Level (▲) uses synonyms and antonyms.	3-12	3-5: write a series of sentences describing preferences among given samples (e.g., “I like <u>cold</u> milk, not <u>hot</u> milk.”). 6-8: write original sentences contrasting two objects correctly using synonyms and antonyms (e.g., a cup of warm cocoa and a glass of cold milk, the student may write, “This is <u>hot</u> . That is <u>cold</u> . This is <u>dark</u> . That is <u>clear</u> .”). 9-12: write five different original sentences describing a picture (e.g., If given a picture of a dark room, the student may write, “The room is dark. There are no lights in the room. The room is not lighted. The lights are turned off in the room. It is black inside the room.”).
Advanced Level (▲) uses complex synonyms and antonyms (e.g., cramped, spacious).	3-12	3-5: write four different original sentences describing the same stimulus (e.g., The room is dim, the room is not bright; the weather is gloomy; the day is dreary). 6-8: write four different original sentences describing the same stimulus (e.g., The room is dim, the room is not bright; the weather is gloomy; the day is dreary). 9-12: write a paragraph or series of paragraphs describing a scene or setting in detail.

Standard 4: The student writes narrative, expository, technical, and persuasive text in English to achieve academic success in the content areas.
Benchmark 4: The student uses word choice in writing.
Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
6. Beginning Level (▲) uses subject and object pronouns.	K-12	<p>The teacher assists the students to...</p> <p>K-2: write correct subject and object pronouns in pattern sentences given a picture (e.g., “<u>I</u> is a ball. <u>She</u> is a girl.”). 3-5: write pattern formulaic substituting subjects and objects with pronouns (e.g., Tom threw the ball to Maria becomes, “<u>He</u> threw <u>it</u> to <u>her</u>.”). 6-8: edit sentences substituting subjects and objects with pronouns. 9-12: edit sentences substituting subject and object pronouns for given nouns.</p>
Intermediate Level (▲) uses subject, object, and possessive pronouns.	K-12	<p>K-2: edit sentences substituting subject, object, and possessive pronouns. 3-5: edit sentences substituting subject, object, and possessive pronouns. 6-8: write comprehension questions and answers following a class reading using subject, object, and possessive pronouns. 9-12: write comprehension questions and answers following a content-area class reading using subject, object, and possessive pronouns.</p>
Advanced Level (▲) uses all pronouns forms (e.g., demonstrative, relative).	3-12	<p>3-5: write questions and responses after a classroom reading using all appropriate pronoun forms. 6-8: write questions and responses after a classroom reading using all appropriate pronoun forms. 9-12: write a summary of a classroom reading using all appropriate pronoun forms.</p>
7. Beginning Level (▲) uses definite article “the”.	K-12	<p>K-2: labels objects using “the” (e.g., the dog). 3-5: labels objects using “the” (e.g., the bookbag). 6-8: labels objects using “the” (e.g., the tree). 9-12: labels objects using “the” (e.g., the map).</p>
Intermediate Level (▲) uses definite and indefinite articles.	K-12	<p>K-2: complete a CLOZE passage using “a”, “an”, or “the” (e.g., “<u>The</u> school is <u>a</u> building.”). 3-5: complete a CLOZE passage using “a”, “an”, or “the” (e.g., “<u>An</u> animal I like is <u>the</u> bear.”). 6-8: complete a CLOZE passage using “a”, “an”, or “the” (e.g., “<u>The</u> USA is <u>a</u> country in North America.). 9-12: complete a CLOZE passage using “a”, “an”, or “the” (e.g., “<u>The</u> sun is <u>a</u> star in our galaxy.).</p>
Advanced Level (▲) uses definite and indefinite articles.	K-12	<p>K-2: write a paragraph about the classroom using definite and indefinite articles. 3-5: write a paragraph about Kansas correctly incorporating all articles. 6-8: write a math word problem correctly incorporating all articles. 9-12: write a paragraph about the planets correctly incorporating all articles.</p>

Standard 4: The student writes narrative, expository, technical, and persuasive text in English to achieve academic success in the content areas.
Benchmark 4: The student uses word choice in writing.
Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
8. Beginning Level (▲) uses regular plurals correctly.	K-12	K-2: add the letter “s” to singular nouns to form plurals. 3-5: write the plural form in response to a word verbally given by the teacher (e.g., Teacher says “finger”; student writes “fingers.”). 6-8: write the plural form in response to a word verbally given by the teacher (e.g., Teacher says “locker”; student writes “lockers.”). 9-12: write the plural form in response to a word verbally given by the teacher (e.g., Teacher says “game”; student writes “games.”).
Intermediate Level (▲) uses regular and irregular plurals correctly.	3-12	3-5: rewrite sentences changing singular nouns to plurals in sentence form (e.g., The boy is playing. The boys <u>are</u> playing.). 6-8: rewrite sentences changing singular nouns to irregular plurals (e.g., The child is bouncing a ball. The children are bouncing balls.). 9-12: identify and correct improper plural usage in a given sentence (e.g., The boy’s <u>foots</u> were swollen.).
Advanced Level (▲) uses regular and irregular plurals correctly.	3-12	3-5: rewrite sentences changing singular nouns to irregular plurals (e.g., The <u>goose</u> is flying.). 6-8: identify and correct improper plural usage in a given sentence (e.g., The boy’s <u>foots</u> were swollen.). 9-12: use a given list of singular nouns, students will correctly use the plural form when writing a short story.

Standard 4: The student writes narrative, expository, technical, and persuasive text in English to achieve academic success in the content areas.

Benchmark 4: The student uses word choice in writing.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
9. Beginning Level (No indicator for this proficiency level.)		
Intermediate Level (▲) uses prefixes and suffixes correctly.	3-12	3-5: use pre-, re-, -er, and -ness correctly in writing (e.g., The preschooler had a nice teacher.). 6-8: underline prefixes and suffixes from a given list of words (e.g., employ <u>er</u> , <u>b</u> ilingual). 9-12: underline prefixes and suffixes from a given list of words (e.g; <u>g</u> overnment, <u>e</u> quation).
Advanced Level (▲) uses prefixes and suffixes correctly.	3-12	3-5: write sentences using prefixes and suffixes added to a given list of base words (e.g., <i>like</i> -likeable). 6-8: write sentences using prefixes and suffixes added to a given list of base words (e.g., <i>employ</i> -employer). 9-12: write sentences using prefixes and suffixes added to a given list of base words (e.g. <i>revolt</i> - revolution).

Standard 4: The student writes narrative, expository, technical, and persuasive text in English to achieve academic success in the content areas.
Benchmark 5: The student uses sentence fluency in writing.
Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
1. Beginning Level (▲) writes simple sentences in correct word order.	K-12	The teacher assists the students to... K-2: line up in correct word order while holding word cards (e.g., cards read- <i>big, house, The, is</i> – students line up to form- <i>The house is big.</i>). 3-5: arrange the word cards to create a complete sentence, write the sentence (e.g., cards read- <i>pencil, bag, is, in, The, the.</i> Student writes- <i>The pencil is in the bag.</i>) 6-8: brainstorm lists of words and phrases for “who,” “doing what,” and “where.” Use their lists to create simple sentences (e.g., “who” boy, “doing what”-dancing, “where” on the table- student writes- <i>The boy is dancing on the table.</i>) 9-12: edit and revise sentences with incorrect word order (e.g., <i>The planet third earth is.</i> Edited to read, <i>Earth is the third planet.</i>)
Intermediate Level (▲) writes simple sentences with varied lengths in correct word order (e.g., declarative, interrogative, and imperative forms).	3-12	3-5: rewrite simple questions to form a statement (e.g., <i>Who is the man? The man is ____.</i>) 6-8: write a sentence using subject and predicate (e.g., <i>The man is sitting at the table. Take the book and put it on the shelf.</i>) 9-12: write a sentence reflecting on a personal belief (e.g., <i>Pink is my favorite color. I like to go swimming in the summer.</i>)
Advanced Level (▲) writes complete compound and/or complex sentences in correct word order.	3-12	3-5: rewrite two sentences to form a single sentence (e.g., <i>The house is big. The house is white. The house is big and white.</i>) 6-8: write multi-step instructions on how to solve a simple equation (e.g., <i>First solve for the exponents; then add the products.</i>) 9-12: summarize a paragraph from a science book in 1-2 sentences.
2. Beginning Level (▲) writes grammatically correct simple sentences using and/or.	3-12	3-5: create a given sentence from a cut up sentence strip that contain the words “and/or”. 6-8: connect related short sentences using word cards with “and/or”. 9-12: combine pairs of simple sentences to make compound sentences.
Intermediate Level (▲) writes grammatically correct simple, compound and complex sentences, using conjunctions (e.g., since, because, if, but, while).	3-12	3-5: connect related short sentences written on sentence strips using word cards with “and”, “or”, “but.” 6-8: brainstorm simple sentences on a given topic. Pair related sentences and practice writing compound sentences by combining the sentences with an appropriate conjunction. 9-12: relate pairs of sentences that they rewrite as compound sentences.
Advanced Level (▲) writes complex and/or compound sentences using two conjunctions and/or relative pronouns.	3-12	3-5: write sentences comparing their home country to the United States. 6-8: work in pairs to merge two sentences that each contain proper nouns. 9-12: write a sentence comparing two television shows.

Standard 4: The student writes narrative, expository, technical, and persuasive text in English to achieve academic success in the content areas.

Benchmark 5: The student uses sentence fluency in writing.

Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
3. Beginning Level uses subject/verb agreement in phrases and simple sentences.	X	K-2: use a variety of subject/verb word strips to make simple sentences, emphasizing agreement. 3-5: write simple subject/verb pattern sentences emphasizing agreement. 6-8: complete a 4-5 sentence cloze exercise emphasizing agreement. 9-12: edit a 4-5 sentence passage looking for errors in agreement.
Intermediate Level (▲) uses subject/verb agreement in sentences.	3-12	3-5: practice substituting correct subject/verb strips to form sentences with correct agreement. 6-8: edit a paragraph of text that contains errors in subject/verb agreement. 9-12: analyze a piece of students' writing and edit searching for errors in agreement.
Advanced Level (▲) uses correct subject/verb agreement with varied tenses.	3-12	3-5: complete a 4-5 sentence cloze exercise emphasizing agreement and varied tense. 6-8: edit a paragraph of text that contains errors in subject/verb agreement and tense. 9-12: write a paragraph comparing what they did at school today and on the same day the previous week, emphasizing errors in agreement and tense.

Standard 4: The student writes narrative, expository, technical, and persuasive text in English to achieve academic success in the content areas.
Benchmark 5: The student uses sentence fluency in writing.
Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
4. Beginning Level (▲) uses simple present and present progressive verb tenses.	3-12	Instructional Examples K-2: use targeted verb forms by modeling pattern sentences on sentence strips (e.g., The dog barks. The dog is barking.). 3-5: use targeted verb forms and write a sentence using a picture prompt (e.g., a picture of a child playing with a ball, the student writes sentences such as: "The boy plays ball." or "The boy is playing ball.".) 6-8: write a 3-5 sentence paragraph that tells what the student's favorite sport/CD/activity currently is using targeted verb form (e.g., My hobby is cheering. I cheer at the games. The best part is jumping high.). 9-12: write sentences about what is happening from a video clip (e.g., The boy has a balloon. The balloon is red. The boy is running).
Intermediate Level (▲) uses simple verb tenses and auxiliary verbs (e.g., simple past, future with will and going to, past progressive).	K-12	K-2: use targeted verb forms by creating root word cards, simple past card (-ed) and having class make simple past verbs by combining the two and students copy to a journal page (e.g., play + -ed = played). 3-5: write 3-5 sentences describing the student's activities for that week using the targeted verb forms (e.g., I <u>studied</u> for the test. I <u>was studying</u> all week. I <u>will study</u> tonight.). 6-8: write a math story problem and underline the targeted verb forms (e.g., Bob <u>had</u> 21 baseball cards. Yesterday he <u>purchased</u> 3 new cards. Today he <u>will trade</u> Sam 6 cards for a model airplane. How many cards <u>will</u> Bob <u>have</u> after the trade? 9-12: analyze a paragraph written by the student and edit for errors of targeted verb forms.
Advanced Level (▲) uses all tenses.	K-12	K-2: practice targeted verb forms by completing a classroom CLOZE passage written on poster paper (e.g., Last night the dog bark/barked at a noise in the street. This morning he was bark/barking at a bird. Now he is bark/is barking at the mailman. If he bark/barks again tonight, my dad will be mad!). 3-5: write a two paragraph essay using targeted verb forms describing what producers and consumers are and do. 6-8: write a three paragraph essay using targeted verb forms describing functions of the human body. 9-12: analyze a three paragraph essay written by the student and edit for errors in targeted verb forms.

Standard 4: The student writes narrative, expository, technical, and persuasive text in English to achieve academic success in the content areas.
Benchmark 6: The student uses conventions in writing.
Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
1. Beginning Level (▲) traces and copies letters, shapes, digits.	K-12	K-2: practice making letters, shapes, and digits by imaginary writing in the air. 3-5: practice letter, shape, and digit formation by tracing and copying using crayons. 6-8: write letters, shapes, and digits on the board by copying teacher model. 9-12: write letters, shapes, and digits on the board by copying teacher model.
Intermediate Level (No indicator for this proficiency level.)		
Advanced Level (No indicator for this proficiency level.)		
2. Beginning Level (▲) writes letters and digits legibly.	K-12	K-2: practice letter formation by tracing letters in sand tables and/or the air. 3-5: practice tracing over correctly formed letters with different colors of pens or crayons. 6-8: practice formation of letters on handwriting paper. 9-12: copy correctly formed letters of alphabet on handwriting paper.
Intermediate Level (No indicator for this proficiency level.)		
Advanced Level (No indicator for this proficiency level.)		
3. Beginning Level (▲) spaces appropriately between words.	K-12	K-2: use a tongue depressor to check their spacing between words when writing sentences. 3-5: use a finger to check spacing between words when writing. 6-8: use the width of a pencil or pen to check the width of the spacing between the words in their writing. 9-12: use the width of a pencil or pen to check the width of the spacing between the words in their writing.
Intermediate Level (No indicator for this proficiency level.)		
Advanced Level (No indicator for this proficiency level.)		

Standard 4: The student writes narrative, expository, technical, and persuasive text in English to achieve academic success in the content areas.
Benchmark 6: The student uses conventions in writing.
Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
4. Beginning Level (▲) uses periods and question marks correctly.	K-12	The teacher assists the students to... K-2: sort sentence strips as statements or questions. Add appropriate end punctuation to the sentence strips 3-5: sort sentence strips as statements or questions. Add appropriate end punctuation to the sentence strips 6-8: complete missing punctuation from a passage from a content textbook. 9-12: complete missing punctuation from a passage from a content textbook.
Intermediate Level (▲) uses correct ending punctuation and commas (e.g., lists, dates, and cities to states).	3-12	3-5: edit group dictated writing for capitalization and punctuation. 6-8: circle their capitalization and punctuation when editing, and check their work against examples showing correct usage. 9-12: keep lists of rules for capitalization and punctuation in a writing folder, and refer to the list when editing their own work.
Advanced Level (▲) uses commas in all instances, correct ending punctuation, apostrophes in possessives and contractions and quotation marks.	3-12	3-5: group-write (dictate) a conversation, then appropriately place commas and quotation marks. 6-8: write dialog between story characters to practice appropriate use of commas and quotation marks. 9-12: practice re-writing using apostrophes to show possession after being given a list of phrases (e.g., “the house of Jose” becomes “Jose’s house”).

Standard 4: The student writes narrative, expository, technical, and persuasive text in English to achieve academic success in the content areas.
Benchmark 6: The student uses conventions in writing.
Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
5. Beginning Level (▲) capitalizes proper nouns and the first word of a sentence.	K-12	The teacher assists the students to... K-2: write stories in groups, correctly identifying words to be capitalized. 3-5: edit and re-write sentences using capitals. 6-8: check and correct capitalization when peer-editing short (3-5 sentences) writing assignments. 9-12: re-write sentences containing incorrect capitalization.
Intermediate Level (▲) uses correct capitalizations.	K-12	K-2: correct simple sentences by placing capitals where they belong. 3-5: write simple sentences using correct capitalization. 6-8: correct complex sentences for capitalization of proper nouns. 9-12: write complex sentences using proper nouns.
Advanced Level (▲) uses correct capitalizations.	K-12	K-2: correct sentences by placing capitals where they belong. 3-5: write compound/complex sentences using proper nouns. 6-8: write paragraphs using proper nouns. 9-12: write a short story using proper nouns, including names of cities, states, and dates.
6. Beginning Level (No indicator for this proficiency level.)		
Intermediate Level (▲) uses appropriate paragraph format (indentation and alignment).	K-12	K-2: use finger as a mark for indenting first sentence of a paragraph. 3-5: write paragraphs using the appropriate format through the use of posted examples and modeling. 6-8: compare two versions of the same short essay--one using appropriate paragraph format and one with no paragraph format. Discuss how paragraphs make reading easier and help readers to identify related ideas. 9-12: compare two versions of the same short essay--one using appropriate paragraph format and one with no paragraph format. Discuss how paragraphs make reading easier and help readers to identify related ideas.
Advanced Level (▲) uses appropriate paragraph format (indentation and alignment).	K-12	K-2: learn the process of setting margins and tabs on a computerized document. 3-5: write paragraphs using the appropriate format through the use of posted examples, modeling, and peer editing. 6-8: compare two versions of the same five paragraph essay --one using appropriate paragraph format and one with no paragraph format. Discuss how paragraphs make reading easier and help readers to identify related ideas. 9-12: compare two versions of the same five paragraph essay --one using appropriate paragraph format and one with no paragraph format. Discuss how paragraphs make reading easier and help readers to identify related ideas.

Standard 4: The student writes narrative, expository, technical, and persuasive text in English to achieve academic success in the content areas.
Benchmark 6: The student uses conventions in writing.
Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples
7. Beginning Level (▲) attempts to spell new words phonetically.	K-12	The teacher assists the students to... K-2: write words with correct beginning and ending letters. 3-5: write words with correct beginning, ending, and some medial letters. 6-8: write words with correct beginning, ending, and most medial letters. 9-12: write words with correct beginning, ending, and most medial letters.
Intermediate Level (▲) spells high frequency words correctly.	K-12	K-2: use a word wall of high frequency words. 3-5: use a list of “Words I Can Spell” (high frequency words) when writing and editing. 6-8: use a list of “Words I Can Spell” (high frequency words) when writing and editing. 9-12: use a list of “Words I Can Spell” (high frequency words) when writing and editing.
Advanced Level (▲) spells most words correctly.	K-12	K-2: use the Dolch list (level appropriate) and knowledge of letters and sounds to write words correctly. 3-5: use the Dolch list (level appropriate) and knowledge of letters, sounds, and spelling rules to write words correctly. 6-8: use the Dolch list (level appropriate) and knowledge of letters, sounds, and spelling rules to write words correctly. 9-12: use the Dolch list (level appropriate) and knowledge of letters, sounds, spelling rules and exceptions to the rules to write content vocabulary correctly.

Standard 4: The student writes narrative, expository, technical, and persuasive text in English to achieve academic success in the content areas.
Benchmark 7: The student uses the writing process.
Indicator: At the end of each developmental level...

▲ = ASSESSED X = NOT ASSESSED

Knowledge Base Indicators The student...	Grades Assessed	Instructional Examples The teacher assists the students to...
1. Beginning Level uses models and teacher assistance to learn to organize ideas.	X	K-2: use a graphic organizer to collect ideas and write a group story about a shared experience. 3-5: use a graphic organizer to collect ideas and write a group story about a shared experience. 6-8: use a graphic organizer to collect ideas and write a group story about a shared experience. 9-12: use a graphic organizer to collect ideas and write individual sentences about a shared experience.
Intermediate Level practices the basic steps of the writing process.	X	K-2: use graphic organizer with ideas to write a rough draft independently. Teacher assists with revising and editing. 3-5: use graphic organizer with ideas to write a rough draft independently. Teacher assists with revising and editing. 6-8: use graphic organizer with ideas to write a rough draft independently. Teacher assists with revising and editing. 9-12: use graphic organizer with ideas to write a rough draft independently. Teacher and peers assist with revising and editing.
Advanced Level uses all steps of the writing process, including independent revising and editing.	X	K-2: create a story about their family. 3-5: create their own storybook. 6-8: write their autobiography. 9-12: write a persuasive essay about a current issue.

Glossary of Terms

Academic Language: See **CALP: Cognitive Academic Language Proficiency.**

BICS: Basic Interpersonal Communicative Skills. Also known as **Conversational** or **Social Language.** Face to face communication skills, including pronunciation, grammar and vocabulary, that are used in everyday activities. Research indicates that students need approximately two to three years in order to be able to understand and talk in context-rich situations.

CALP: Cognitive Academic Language Proficiency. Also known as **Academic Language.** Language proficiency associated with schooling, and the abstract language abilities required for academic work. A more complex, conceptual, linguistic ability that includes analysis, synthesis and evaluation. Research indicates that students need approximately five to seven years to use the second language in order to learn, read, and write academic materials such as history and science.

Cloze Activity: An activity based upon written text in which some words are left out and blanks are inserted. Students must then choose appropriate words to complete the written text.

Communicative Competence: The ability to use any form of language appropriate to the demands of social situations. The components of communicative competence include linguistic knowledge, cultural knowledge, and interaction skills.

Conversational Language: See **BICS: Basic Interpersonal Communicative Skills.**

Decoding: In learning to read, decoding is the deciphering of the sounds and meanings of letters, combinations of letters, whole words, and sentences of text. Sometimes decoding refers only to being able to read a text without necessarily understanding the meaning of that text. (Baker, C. and S.P. Jones, 1998)

Descriptive Text: Also referred to as **Description.** One of the four traditional forms of composition in speech and writing that gives a verbal picture of character and event, including the setting in which they occur.

Dolch List: One of several high frequency reading word lists. This list of 220 high frequency words is often used in beginning reading programs. It was first published by Edward W. Dolch, Ph.D., in 1948.

Expository Text: Also known as **Exposition.** One of the four traditional forms of composition in speech and writing that is intended to set forth or explain.

Figurative Language: Also known as **Figures of Speech.** Expressions with a meaning other than or beyond the literal. Figurative language includes hyperbole, irony, metaphor, simile, personification, symbol, idioms, and understatement.

Formulaic Sentences/Paragraphs: Writing that follows a formula or pattern.

Genre: 1. A category used to classify literary works, usually by form, technique, or content. 2. Any type of discourse that possesses typified, distinguishable conventions of form, style, or content in recurring contexts.

Graphic Organizer: A visual display of text information. Examples include Venn diagrams, cause-effect charts, and attribute charts.

Idioms: See **Figurative Language**.

Inflection: An operation by which an affix is added to a word to add a particular grammatical function to the word without changing the category of the word. For example, *-s* may be added to a noun to indicate that the noun is plural.

Intonation: Changes in fundamental frequency during the course of an utterance. This change may tell the listener whether the sentence is a question or a statement, or that more information will follow. Intonation may also signal differences in meaning or in attitude.

Language Proficiency: An individual's competence in using a language for basic communication and for academic purposes. May be categorized as stages of language acquisition.

Literary Element: 1. A part of a literary work, such as plot, image, setting, mood, subject, theme, character, suspense, tone, style, voice, flashback, and foreshadowing. 2. The essential components of a literary work, commonly include theme, plot, setting, characterization, structure, and language.

Minimal Sound Pairs: Two words in which only one phoneme differs. For example, "pen" and "ten" are minimal sound pairs since only the initial phoneme differs.

Modal: A modal auxiliary precedes a verb, does not carry tense, and does not carry meaning by itself. Common modals include may, might, can, could, would, and shall.

Narrative Text: Also known as **Narration**. One of the four traditional forms of composition in speech and writing that tells a story or gives an account of something, dealing with sequences of events and experiences, though not necessarily in strict order.

Persuasive Text: Also known as **Argumentation**. One of the four traditional forms of composition in speech and writing that develops or debates a topic in a logical and persuasive way.

Phonetic Transcription: Method of writing down speech sounds using only phonemes with no diacritical marks.

Register: Perceptually distinct regions of vocal quality that may change voluntarily or involuntarily. For example, “What’s up?” is informal register and “How do you do?” is formal register.

Social Language: See **BICS: Basic Interpersonal Communicative Skills.**

Story Structure: Also known as **Story Grammar; Story Schema.** The pattern of organization in narration that characterizes a particular type of story, usually in simplified terms such as problem, action, goal, setting, and outcome.

Syntax: 1. The study of how sentences are formed and of the grammatical rules that govern their formation. 2. The pattern or structure of word order in sentences, clauses and phrases.

Text Structure: The various patterns of ideas that are embedded in the organization of text. Common patterns of text structure are expository, cause-effect, compare-contrast, problem-solution, description, and sequence. (Harris, T.L. and R.E. Hodges, 1995)
Compare to **Story Structure.**

Bibliography

- Altwerger, B. and Ivener, B. (1994). Self-Esteem: Access to Literacy in Multicultural and Multilingual Classrooms. In *Kids Come in All Languages: Reading Instruction for ESL Students*. Newark, DE: International Reading Association.
- August, D. and K. Hakuta, eds. (1997). *Improving Schooling for Language-Minority Children: A Research Agenda*.
- Barnitz, J. G. (1985). *Reading Development of Non-Native Speakers of English: Research and Instruction*. Washington, DC: Center for Applied Linguistics: ERIC Clearinghouse. Ed. No. 256182.
- Chamot, A.U., & O'Malley, J.M. (1994) *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*.
- Chang, J., Hung, D. and Tseng, O. (1992). Miscue Analysis of Chinese Children's Reading Behavior at the Entry Level. In *Journal of Chinese Linguistic* 20: 119 – 158.
- Collier, V.P. (1987). *Age and Rate of Acquisition of Second Language for Academic Purposes*. *TESOL Quarterly*, 21 (4), 617-641
- Collier, Virginia P. and Thomas, Wayne P. (1996-2001). *A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement- Final Report: Project 1.1*. Center for Research on Education, Diversity & Excellence (CREDE).
- Conner, U. and Kaplan, R. (1987). *Writing Across Languages: Analysis of L2 Text*. Reading, MA: Addison Wesley Publishing Co.
- Cummins, J. (1981). *Schooling and Language Minority Students: A Theoretical Framework*.
- Echevarria, J. & Graves, A. (2003). *Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities*.
- Garcia, E. and Padilla, R. (1985). Effects of Language Transfer on Bilingual Proficiency. In *Advances in Bilingual Education Research*. Tucson, AZ: University of Arizona Press.
- Greene, J. (1998). *A Meta-Analysis of the Effectiveness of Bilingual Education*. Austin, TX: The Tomás Tiverá Policy Institute. Available online:

- Hamayan, E. (1993). Current Trends in ESL Curriculum. In *English as a Second Language Teacher Resource Handbook: A Practical Guide for K-12 ESL Programs*. Thousand Oaks, CA: Crowin Press, Inc.
- Hodes, P. (1981). Reading: A Universal Process. In *Learning to Read in Different Languages*. Washington, DC: Center for Applied Linguistics.
- O'Malley, J. and Valdez-Pierce, L. (1996). *Authentic Assessments for English Language Learners*. Reading, MA: Addison Wesley Publishing Co.
- Snow, C., Burns, S. and Griffin, P. (Eds.). (1998). *Preventing Reading Difficulties in Young Children*. National Research Council. Washington, DC: National Academy Press.
- Swain, M. (1993). Cognitive Academic Language Needs of Culturally and Linguistically Diverse Students. In *Policy and Practice in the Education of Culturally and Linguistically Diverse Students*. Alexandria, VA: Teachers of English to Speakers of Other Languages.