

# English Language Learner Proficiency Standards



Utah State Office of Education  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, UT  
84114-42000

Patti Harrington, Ed.D.  
State Superintendent of Public Instruction

October 2007

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# Utah's Academic English Language Proficiency Standards

## K-12

### Introduction

The goal in developing Utah's English Language Proficiency Standards is to provide support for English language learners. The English Language Proficiency Standards provide guidance in the following ways: (1) Define the academic English proficiency, by grade band, for students to access the Utah Core Curricula objectives; (2) Establish criteria for Utah's Academic English Language Proficiency Assessment (UALPA).

The continuing challenge for educators is how to provide all students with an excellent and accessible education. The challenge of learning is intensified for the more than 52,000 Utah English language learners (ELLs) who must meet the core academic standards while still only having emerging academic English language skills. The English Language Proficiency Standards articulate the English language skills necessary to be successful in school.

It is important to note these expectations do not limit, but provide a range of academic pathways to achieve proficiency, and apply regardless of the grade level at which students enter Utah schools. The standards identify listening, speaking, reading, and writing skills across the proficiency levels of pre-emergent, emergent, intermediate, advanced, and fluent.

The English Language Proficiency Standards are not specific to a single type of English language instruction educational program or classroom setting (e.g., Mainstream English, English Immersion, Dual Language, Early Transition-Bilingual, and Late Transition Bilingual). Each student should receive instruction reflecting his/her proficiency in English, with meaningful access to grade-level academic content. Utah's English Language Proficiency Assessment standards do not replace the Core Curriculum. It identifies the levels of academic language acquisition of a student. However, the standards provide information about the skill level at which students can access the core curriculum. Students should have access to the general curriculum in addition to language acquisition instruction, regardless of language proficiency level. The ELL assessment standards, objectives, and expectations help the classroom teacher identify the basic skills that ELLs (as identified by their proficiency level [P, E, I, A, F]) need to access the state curriculum. These language domains/modalities (listening, speaking, reading, and writing) should be used to guide instruction for the core curriculum. Districts will determine the instructional services provided for each ELL.

## **English Language Proficiency Levels**

**Pre-Emergent (P) Level:** The student has limited or no understanding of oral or written English, and therefore will be participating by listening. The student may demonstrate comprehension by using a few isolated words or expressions of speech. The student typically draws, copies, or responds verbally in his/her native language to simple commands, statements, and questions. The student may begin to understand language in the realm of basic communication. Reading and writing are significantly below grade level. The student is identified at the P level on the UALPA.

**Emergent (E) Level:** The student understands and responds to basic social conventions, simple questions, simple directions, and appropriate-level text. In general, the student speaks, reads, and writes using single phrases or sentences with support. The student may begin to use minimal academic vocabulary with support and participate in classroom routines. The student is identified at the E level on the UALPA.

**Intermediate (I) Level:** The student understands and speaks conversational and academic English with decreasing hesitancy and difficulty. The student is developing reading comprehension and writing skills, with support. The student's English literacy skills allow for demonstration of academic knowledge. The student reads and writes independently for personal and academic purposes, with some persistent errors. The student is identified at the I level on the UALPA.

**Advanced (A) Level:** The student understands and speaks conversational and academic English language. The student demonstrates reading comprehension and writing skills, but may need continued support when engaged in complex academic tasks that require increasingly academic language. The student is identified at the A level on the UALPA, but is not proficient on the ELA CRT. The student continues to be assessed annually on the UALPA and CRT.

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**Fluent with Monitoring (F) Level:** The student is identified at the A level on the UALPA and proficient on grade level ELA CRT (district literacy assessment K-1). The student is exited from the ELL program, having achieved fluency, and is monitored for up to two years after exit. For the purpose of calculating AYP, the student scores are counted in the ELL subgroup for two years after exit. The student no longer receives federal funds. During the two-year monitoring period, the school may reevaluate student to change proficiency level as appropriate. At the conclusion of the two years, the F designation is removed.

## Language Proficiency Modality Level Descriptors

| Proficiency Level: | Pre-Emergent  | Emergent   | Intermediate   | Advanced  | Fluent  |
|--------------------|---|--|--|---|---|
| Language Domain:   |   |  |  |   |   |
| <b>Listening</b>   | Participates by listening, with limited or no understanding.                            | Participates in classroom routines, showing understanding of phrases and short sentences with support.   | Understands more complex speech and formal language, but still needs some support and repetition. Understands and participates with decreasing hesitancy and difficulty. | Has developed proficiency in academic English language.   | Participates fully in listening activities. Students at this level are functioning effectively in an environment with native English speaking peers; therefore, this proficiency level reflects achieved competence in the expectation as required of all students. |
| <b>Speaking</b>    | May respond using a few isolated words or expressions of speech.                        | Typically has minimal expressive vocabulary, but may respond with single words, short phrases, or simple sentences with support. Uses minimal academic vocabulary. | Participates actively in most social and classroom tasks using simple sentences, with some grammatical errors and limited specialized content language.                  | Participates actively in social and academic tasks.   | Has achieved English language fluency. Students at this level are functioning effectively in an environment with native English speaking peers; therefore, this proficiency level reflects achieved competence in the expectation as required of all students.      |
| <b>Reading</b>     | May construct meaning from text using non-print features (e.g., illustrations, tables). | Begins to locate specific, predictable information in simple everyday or environmental print.  | With some support, reads about various topics using different genres.  | Has developed proficiency in English language literacy skills.  | Participates by using grade-level text. Students at this level are functioning effectively in an environment with native English speaking peers; therefore, this proficiency level reflects achieved competence in the expectation as required of all students.     |
| <b>Writing</b>     | Typically draws and/or copies, or responds verbally using his/her native language.      | Writes single words and short phrases using appropriate-level text with support.   | Writes using different genres for a variety of audiences with persistent errors. Writes independently for personal and academic purposes with persistent errors.         | May need continued support when engaged in complex academic tasks that require increased academic language. | Writes classroom assignments correctly. Students at this level are functioning effectively in an environment with native English speaking peers; therefore, this proficiency level reflects achieved competence in the expectation as required of all students.     |

## Kindergarten

### Standard I: Listening – Comprehend and interpret the spoken language of others.

#### Objective 1: Identify specific purposes for listening to others and respond appropriately.

| <b>Expectations</b>   | <b>P</b>  | <b>E</b>   | <b>I</b>   | <b>A</b>   | <b>F</b>   |
|---|---|--|--|--|--|
| 1. Listen to others to gain information.  | Demonstrate understanding of pictures and symbols in the classroom using nonverbal responses. | Demonstrate understanding by following suggestions and imitating others in classroom activities. | Demonstrate comprehension of instruction by pointing, moving, circling an answer, or matching with one or two words. | Demonstrate comprehension of specific information (e.g., adjectives; negation—not, none; prepositions—under, above) by recognizing language. | Demonstrate comprehension of oral stories (e.g., main idea and some supporting details) by verbal or nonverbal response. |
| 2. Follow simple oral commands or directions.   | Listen and follow a simple classroom command that is modeled.                                 | Listen and follow simple one-step directions with support.                                       | Listen and follow simple two-step oral directions.   | Listen and follow multiple-step directions.  | Listen and respond to oral commands and directions using classroom language at grade level.                              |
| 3. Respond through gestures or one-word responses (e.g., taking turns, requesting and sharing classroom materials). | Respond to commands that are modeled with gestures or words.                                  | Respond by taking turns or sharing materials during classroom activities.                        | Respond and demonstrate comprehension of information by pointing, moving, or circling an answer.                     | Respond to simple requests with words or phrases.  | Respond to requests using classroom language at grade level.   |

## Kindergarten

### Standard I: Listening – Comprehend and interpret the spoken language of others.

#### Objective 2: Listen to peers, teachers, and others to clarify, question, and extend conjectures (e.g., supposition, guess, assumption, inference).

| Expectations  | P   | E   | I  | A  | F   |
|---|---|---|--|--|---|
| 1. Listen to the ideas of others.                       | Listen to basic language of others when visual support is provided. | Listen and understand spoken language on familiar topics with visual support.     | Listen to teachers and others to comprehend spoken language.   | Listen for understanding and purpose and comprehend and interpret the spoken language.                                 | Demonstrate comprehension by summarizing or paraphrasing classroom themes or stories.                             |
| 2. Restate ideas and/or ask questions to clarify ideas. | Repeat simple words.  | Repeat simple phrases.  | Demonstrate comprehension of a story's main characters and plot line by responding in simple sentences and/or asking simple questions. | Listen, ask, and/or respond in complete sentences to informational questions (who, what, when, where, why) about text. | Demonstrate comprehension by asking in complete sentences clarifying questions about classroom themes or stories. |
| 3. Engage in discussions with others.                   | Does not apply to Pre-Emergent K-level.                             | Listen to and imitate teachers and peers in classroom activities and discussions. | Engage in peer conversations by taking turns and asking questions.   | Engage in conversations and discussions with peers or teachers by exchanging information and asking questions.         | Initiate conversations and discussions with peers or adults.  |

## Kindergarten

### Standard II: Speaking – Formulate ideas and communicate ideas effectively to others.

#### Objective 1: Use academic language to express ideas coherently and clearly to peers, teachers, and others.

| Expectations  | P   | E  | I  | A  | F   |
|---|---|--|--|--|---|
| 1. Use academic vocabulary to describe concepts (e.g., observe, describe, compare, sort, classify) in content areas.  | Use gestures or one-word responses to communicate understanding or lack of understanding.                   | Orally label a chart or picture using academic vocabulary words after instruction. | Answer simple factual questions about familiar material with visuals after instruction and modeling. | Ask and answer factual questions about familiar material after instruction.  | Explain simple concepts using grade-level academic vocabulary.  |
| 2. Explore problems arising from classroom academic activities (e.g., identifying objects, communicating needs, and categorizing or classifying vocabulary and/or objects) and describe the results of the exploration. | Identify everyday objects described orally with visual support (e.g., classroom supplies, household items). | Orally state the uses of everyday objects and sort them with support.              | Produce phrases and short sentences to express ideas or demonstrate ideas.                           | Produce sentences to communicate basic needs, and express ideas using a wider variety of social and academic language. | Participate in conversations and academic discussions, speaking clearly and using complete sentences. |
| 3. Explain academic concepts using phrases or complete sentences incorporating correct grammatical forms (e.g., verb/subject agreement).  | Does not apply to Pre-Emergent K-level.   | Answer direct questions with gestures or single words.                             | Respond to questions or express ideas using phrases or simple sentences.                             | Respond to questions or express ideas using simple sentences.  | Respond to questions or express ideas using correct sentences.  |

## Kindergarten

### Standard II: Speaking – Formulate ideas and communicate ideas effectively to others.

#### Objective 2: Speak in a variety of situations for a variety of purposes and audiences.

| <b>Expectations</b>   | <b>P</b>  | <b>E</b>  | <b>I</b>  | <b>A</b>   | <b>F</b>  |
|---|---|---|---|--|---|
| 1. Participate in simple songs and initial social conversations using yes/no responses.     | Participate in chants, songs, and social situations with gestures and modeling. | Use common social greetings correctly with prompting and modeling (e.g. “Hello”; “Thank you”).                      | Respond to conversational questions and social greetings in simple sentences with some grammatical errors and limited specialized language. | Describe familiar experiences and interests, and respond to social greetings.  | Describe and share simple personal experiences and school-related activities, and communicate ideas in social settings.   |
| 2. Express needs and feelings verbally and nonverbally.                                     | Express feelings and needs using gestures, simple words and visuals.            | Produce one-word responses and/or gestures to answer questions and express needs and feelings.                      | Produce two or more words to express needs and feelings.  | Express likes/dislikes, and communicate ideas by using phrases or simple sentences.  | Express feelings and needs in a variety of situations using complete sentences.   |
| 3. Engage in discussions through brainstorming and sharing strategies for solving problems. | Does not apply to Pre-Emergent K-level.   | Participate in classroom brainstorming sessions and discussions using gestures and by following teacher’s modeling. | Engage in brainstorming sessions and discussions using classroom words and phrases commonly used in daily instruction.                      | Contribute to brainstorming sessions and classroom discussions with words or phrases to solve problems (e.g., negotiating roles in groups, situational activities assigned, suggestions or words given to complete assignments). | Engage in and initiate classroom discussions and brainstorming, showing problem-solving strategies and using the grade-level language of specific content areas (e.g., negotiating roles in groups, situational activities assigned, suggestions or words given to complete assignments). |

## Kindergarten

### Standard III: Reading – Comprehend and interpret concepts from text.

#### Objective 1: Decode and spell words with increased vocabulary knowledge and appropriate usage.

| Expectations  | P   | E   | I   | A   | F  |
|---|---|---|---|---|--|
| 1. Develop phonological and phonemic awareness.             | Recognize beginning sounds after direct instruction, modeling, and guidance.                      | Recognize beginning and ending sounds after direct instruction, modeling, and guidance.   | Recognize words with the same beginning consonant sounds and ending consonant sounds in a series of words.                      | Substitute initial and/or final sounds (e.g., replace first sound in <i>mat</i> with /s/, say <i>sat</i> ; replace last sound in <i>mat</i> with /p/, say <i>map</i> ). | Identify words with the same medial sounds in a series of words (e.g., long vowel sound: take, late, feet; short vowel sound: top, cat, pan; middle consonant sound: kitten, missing, lesson). |
| 2. Understand how print is organized and read.              | Recognize that printed materials are read from left to right with visual support.                 | Follow the words from left to right and from top to bottom on the printed page with support from the teacher.                       | Follow each word in a sentence, each syllable in a word, and the spacing between words by following along in a reading passage. | Demonstrate understanding of print by recognizing spacing, words, and punctuation on the printed page.  | Demonstrate understanding of print by using spacing, words, punctuation, sentences, and paging to read or follow short passages.   |
| 3. Match print to sound.                                    | Recognize sound to sound isolated phonemes (e.g., /f/, /s/, /j/, /d/, /i/) with teacher modeling. | Demonstrate understanding by matching sounds to words using visuals and teacher support.  | Demonstrate understanding by matching sounds to words using visuals and teacher support without support.                        | Use letter/sound matching when hearing words in sentences, poems, and passages.   | Use and match sounds in text to demonstrate knowledge of word parts.   |
| 4. Develop vocabulary knowledge and correct usage of terms. | Does not apply to Pre-Emergent K-level.   | Begin to understand word meanings from pictures and respond to stories nonverbally (e.g., matching objects, pointing, and drawing). | Demonstrate understanding of one-word text by matching word to picture.   | Demonstrate understanding of word meanings from one- or two-word text by responding using phrases or simple sentences.  | Identify an academic content word used correctly.  |

## Kindergarten

### Standard III: Reading – Comprehend and interpret concepts from text.

#### Objective 2: Evaluate academic language and text with understanding and fluency.

| <b>Expectations</b>  | <b>P</b>  | <b>E</b>   | <b>I</b>  | <b>A</b>   | <b>F</b>  |
|--|---|--|---|--|---|
| 1. Develop fluency when reading aloud.                                 | Match sounds to letters with visual support and modeling.   | Recognize individual sounds of letters.  | Recognize individual sounds of letters in words.  | Recognize that sounds put together make words.   | Recognize words in themes and stories.  |
| 2. Recognize numerals and other symbols in text (e.g., 4, +, =, ?, >). | Recognize a difference between numerals and other symbols with visual support.  | Recognize letters, numerals, and other symbols by naming, pointing to, matching, or circling the correct answer. | Find matching numerals and other symbols presented in different sources.  | Distinguish and sort letters, numerals, and other symbols.   | Apply letters, numerals, and other symbols in classroom activities.   |
| 3. Interpret representations, graphs, and models.                      | Recognize representations, graphs, and models with simple labeling words with assistance (e.g., interpret a weather chart with pictures). | Recognize representations, graphs, and models by naming, pointing to, matching, or circling.                     | Distinguish among representations, graphs, and models.  | Interpret representations, graphs, and models.   | Use representations, graphs, and models in classroom activities.  |
| 4. Interpret text through the using of a sequence reading strategy.    | Select pictures in sequential order in response to a story read orally with support.  | Sequence a series of pictures to tell a story.   | Match a series of pictures that tell a story with sequence words (e.g., first, then, last).   | Select one-word titles read orally to match a series of pictures.  | Sequence words, phrases, or sentences to tell a story.  |
| 5. Identify the main idea of text that is heard or read.               | Does not apply to Pre-Emergent K-level.   | Identify nonverbally the main idea from brief, simple text heard or read with visual support.                    | Identify the main idea from brief simple text heard or read with visual support by drawing a picture or using gestures or speaking. | Identify the main idea from brief, simple text heard or read with visual support by drawing a picture and using words and phrases. | Identify the main idea from brief, simple text heard or read with visual support by using words, phrases, and simple sentences. |

## Kindergarten

### Standard IV: Writing – Compose and communicate ideas through writing.

#### Objective 1: Create and use representations to organize and communicate ideas.

| <b>Expectations</b>                        | <b>P</b>   | <b>E</b>  | <b>I</b>   | <b>A</b>   | <b>F</b>  |
|--|--|---|--|--|---|
| 1. Write the alphabet accurately.          | Recognize some letters in the alphabet with visual support.                | Write some letters of the alphabet with visual support.                         | Write the letters of the alphabet using upper- or lower-case letters with support.           | Distinguish between upper- and lower-case letters with support.  | Write the alphabet using upper- and lower-case letters accurately without support.                                |
| 2. Record, graph, and report observations. | Reproduce or trace pictures based on observations of classroom activities. | Produce drawings or labels based on classroom observations with visual support. | Copy, create, or label a list of classroom materials using letters or drawings with support. | Describe steps in a process (e.g., growing seeds) using drawings, words, or phrases with invented spellings. | Record brief explanations of observations using a template, drawings, words, and phrases with invented spellings. |

## Kindergarten

### Standard IV: Writing – Compose and communicate ideas through writing.

#### Objective 2: Express ideas to peers, teachers, and others through written language.

| Expectations  | P  | E  | I   | A  | F  |
|---|--|--|---|--|--|
| 1. Write for a purpose and share products.  | Trace or copy letters posted and commonly used in the classroom after instructional support. | Trace words commonly used in the classrooms.   | Copy simple words about an event or character from a story.           | Copy simple sentences about an event or character from a story.  | Write and share copied sentences with small groups, whole class, and teachers.   |
| 2. Write original phrases and simple sentences.   | Use pictures and simple words to demonstrate ideas after instruction and with support.       | Demonstrate comprehension of a selection by using single words or creating illustrations with support. | Illustrate responses using short phrases demonstrating comprehension. | Write a response to text in phrases or simple sentences.         | Produce independent writing using grade-level content language (e.g., math, science, and language arts).               |
| 3. Explain answers to questions, prompts, and other assignments in classroom activities in writing. | Does not apply to Pre-Emergent K-level.  | Use picture prompts to create a story board.   | Draw and label a picture to respond to an oral prompt.                | Copy from a template or an example of an explanation in writing. | Write short sentences using a writing template or examples as a model. Using a writing template, copy short sentences. |

**Grades 1-2**

**Standard I: Listening – Comprehend and interpret the spoken language of others.**

**Objective 1: Identify specific purposes for listening to others’ ideas and respond appropriately.**

| <b>Expectations</b>  | <b>P</b>  | <b>E</b>  | <b>I</b>   | <b>A</b>   | <b>F</b>   |
|--|---|---|--|--|--|
| 1. Listen to the ideas of others to gain information.            | Listen and identify symbols found in the classroom according to color or other physical attributes (e.g., “Find the door; it is brown”; “Find the clock; it is round.”) after modeling. | Listen and respond with one or two words with visual support.                             | Listen and respond to a key idea guided by informational questions (e.g., who, when, where, what). | Listen, comprehend, and respond to others’ spoken language, either individually or in classroom discussions. | Answer guided questions (e.g., who, when, where, what) by identifying inferred information from listening.   |
| 2. Identify and follow simple oral directions.                   | Follow simple spoken directions with visual support and modeling (e.g., to show spatial relations: “Put the book on the table”).  | Follow simple one-step spoken directions using manipulatives.                             | Listen and respond by following simple two-step oral directions.                                   | Follow simple multiple-step oral directions.   | Identify and follow the sequence in verbal directions with little support.   |
| 3. Respond appropriately to questions, commands, and directions. | Listen and respond to one-word commands or directions.  | Listen and respond to classroom directions (e.g. “Line up for lunch”; “Go to the board”). | Listen and respond to questions using grade-level language in short phrases or simple sentences.   | Listen and respond to instructional questions using grade-level language in complete sentences.              | Respond to information questions (e.g., who, what, where, when) and follow classroom directions (e.g., taking turns, joining group responses, requesting information). |

**Grades 1-2**

**Standard I: Listening – Comprehend and interpret the spoken language of others.**

**Objective 2: Listen to peers, teachers, and others to clarify, question, and extend.**

| <b>Expectations</b>   | <b>P</b>  | <b>E</b>  | <b>I</b>  | <b>A</b>   | <b>F</b>   |
|---|---|---|---|--|--|
| 1. Listen to the words and ideas of others to clarify, question, and extend understanding.    | Listen to basic language related to social interactions with limited understanding. | Listen to words and classroom instruction with limited understanding. | Listen and respond to various genres with visual support from text and classroom instruction. | Listen and respond to the ideas and questions spoken by others.  | Listen and interpret the spoken language of others.                                |
| 2. Listen to and clarify information from classroom academic activities and express opinions. | Does not apply to Pre-Emergent 1-2 grade level.                                     | Listen to and express ideas in presentations using visual cues.       | Listen to and use information to clarify discussions and classroom presentations.             | Listen and respond to information to express ideas and opinions. | Listen to information and ask questions to clarify and express ideas and opinions. |

## Grades 1-2

### Standard II: Speaking – Formulate ideas and communicate ideas effectively to others.

#### Objective 1: Use academic language to express ideas coherently and clearly to peers, teachers, and others.

| Expectations  | P   | E   | I  | A   | F   |
|---|---|---|--|---|---|
| 1. Use academic vocabulary to describe concepts (e.g., inferred, control, temperature, misconception, distance, product, factors, variable, perimeter, environment, near, far, neighbor, community, walk, run, hop, skip, slide, balance, fast, slow, high, low, up, down). | Use gestures or one-word responses to express understanding or lack of understanding. | Describe orally an event using gestures and simple one- or two-word responses or phrases. | Explain academic concepts (e.g., size, color, shape, location, addition and subtraction) in a presentation, with limited content language. | Describe and classify academic concepts (e.g., number sentences, community, measurements, and story elements).                | Compare and contrast academic concepts (e.g., sorting, texture, communities, culture, and distance).  |
| 2. Generate and respond to questions about objects, events, and processes.  | Does not apply to Pre-Emergent 1-2 level.   | Produce phrases to communicate questions and ideas in social and academic settings.       | Produce simple sentences to communicate questions and ideas in social and academic settings, with some grammatical errors.                 | Produce more complex sentences to communicate questions and express ideas in a wider variety of social and academic settings. | Ask questions, make requests, offer opinions, and state preferences in complete sentences.            |
| 3. Explain and justify reasoning and conclusions.   | Does not apply to Pre-Emergent 1-2 level.   | Respond to questions using simple phrases and sentences.                                  | Respond to and explain academic questions using phrases or simple sentences, with limited content language and some grammatical errors.    | Share an opinion and explain the reason for the choice.   | Explain in small groups both sides of an issue, choose a side, and explain the reason for the choice. |

## Grades 1-2

### Standard II: Speaking – Formulate ideas and communicate ideas effectively to others.

#### Objective 2: Speak in a variety of situations for a variety of purposes and audiences.

| Expectations  | P   | E   | I  | A   | F   |
|---|---|---|--|---|---|
| 1. Engage in conversations with others.   | Respond to social greetings in the environment with gestures or one-word responses. | Participate in short social exchanges that have been modeled.   | Formulate ideas in social and academic interactions using short phrases or simple sentences.         | Participate in discussions with ideas and academic concepts.                                  | Discuss academic concepts to formulate ideas for a variety of purposes and audiences. |
| 2. Express needs, feelings, and ideas.  | Express feelings and needs using gestures, visuals, or one-word responses.          | Answer questions about needs, feelings, and ideas using words or short phrases.   | Express feelings and ideas in social and academic interactions in short phrases or simple sentences. | Express needs, feelings, and ideas in social and academic interactions in complete sentences. | Relate feelings about an experience by telling a story in a logical sequence.         |
| 3. Engage in discussions through brainstorming and sharing strategies for solving problems. | Does not apply to Pre-Emergent 1-2 level.   | Respond to questions using one-word responses, physical actions, or other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures). | Respond to discussions using a teacher-provided strategy for solving problems.                       | Interact with small groups for the purpose of selecting a strategy for problem solving.       | Propose a problem and provide strategies for possible solutions.                      |

## Grades 1-2

### Standard III: Reading – Comprehend and interpret concepts from text.

#### Objective 1: Decode and spell words with increased vocabulary knowledge and appropriate usage.

| Expectations  | P   | E   | I  | A   | F   |
|---|---|---|--|---|---|
| 1. Develop phonological and phonemic awareness.             | Repeat beginning sounds after direct instruction, modeling, and guidance.                   | Repeat beginning and ending sounds after direct instruction, modeling, and guidance.  | Recognize and produce words with the same beginning consonant sounds and ending consonant sounds in a series of words.                               | Identify words with the same medial sounds in a series of words (e.g., long vowel sound—take, late, feet; short vowel sound—top, cat, pan; middle consonant sound—kitten, missing). | Substitute initial and/or final sounds (e.g., replace first sound in <i>mat</i> with /s/, say <i>sat</i> ; replace last sound in <i>mat</i> with /p/, say <i>map</i> ). |
| 2. Understand how print is organized and read.              | Recognize that printed materials are read from left to right with visual support.           | Follow the words from left to right and from top to bottom on the printed page with support from the teacher.                                       | Follow each syllable in a word, each word in a sentence, and the spacing between words by following along in a reading passage with teacher support. | Demonstrate understanding of print by recognizing spacing, words, and punctuation on the printed page.  | Demonstrate understanding of print by using spacing, words, punctuation, sentences, and paging (e.g., read or follow short passages, write sentences, make a visual).   |
| 2. Match print to sound.                                    | Repeat sounds to sound out isolated phonemes (e.g., /f/, /s/, /j/, /d/, /i/) with modeling. | Demonstrate understanding by matching sounds to words using visuals and teacher support.  | Demonstrate understanding of sounds in written words with teacher support.   | Use letter/sound matching when hearing words in sentences, poems, and passages.   | Use and match sounds in text to demonstrate knowledge of word parts.  |
| 4. Develop vocabulary knowledge and correct usage of terms. | Identify common environmental print.  | Respond to stories read aloud using one or two words and nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures). | Retell stories and events using academic language in phrases (e.g., math, science, language arts) to answer questions and validate understanding.    | Demonstrate knowledge of grade-level word meanings from text using academic content language.   | Use academic vocabulary of content areas (math, science, and language arts).  |

## Grades 1-2

### Standard III: Reading – Comprehend and interpret concepts from text.

#### Objective 2: Evaluate academic language and text with understanding and fluency.

| Expectations  | P   | E   | I  | A   | F   |
|---|---|---|--|---|---|
| 1. Develop fluency when reading aloud.                      | Follow along from left to right and from top to bottom with visual support.           | Demonstrate fluency by decoding simple words.   | Demonstrate automaticity in simple words to show fluency.  | Demonstrate fluency by reading out loud to the teacher.                         | Demonstrate fluency and comprehension while reading aloud independently.                    |
| 2. Recognize numerals and other symbols in text.            | Recognize the difference between numerals and other symbols with visual support.      | Identify letters, numerals, and other symbols by naming, pointing to, matching, or circling the correct answer. | Write letters, numerals, and other symbols as prompted.  | Interpret numerals and other symbols presented in short phrases.                | Apply symbols, numbers, and letters in classroom activities.                                |
| 3. Interpret representations, graphs, and models.           | Does not apply to Pre-Emergent 1-2 level.   | Identify representations, graphs, and models by naming, pointing to, matching, or circling the correct answer.  | Interpret representations, graphs, and models with support.  | Create a graph, model, or representations.                                      | Apply representations, graphs, and models to classroom situations.                          |
| 4. Identify the components of a text that is read or heard. | Identify the main event of a story with visuals using gestures or words with support. | Identify the main event and major characters of a story with visuals using words or phrases with support.       | Identify the main event and major characters of a story with prompts and visuals using simple sentences. | Identify the main event, major characters, and setting of a story with visuals. | Identify the main event, major characters, setting, and basic plot of a story with visuals. |
| 5. Interpret text using a sequencing reading strategy.      | Respond to promptings about a story using pictures in sequence.                       | Sequence a series of pictures to tell a story.  | Sequence a series of pictures with words or phrases to tell a story.                                     | Sequence simple sentences with pictures to tell a story.                        | Sequence short sentences to tell a story.   |

**Grades 1-2**

**Standard IV: Writing – Compose and communicate ideas through writing.**

**Objective 1: Create and use representations to organize and communicate ideas.**

| <b>Expectations</b>                        | <b>P</b>   | <b>E</b>  | <b>I</b>   | <b>A</b>   | <b>F</b>   |
|--|--|---|--|--|--|
| 1. Write the alphabet accurately.          | Recognize and trace letters of the alphabet with visual support. | Write the lower-case letters of the alphabet with visual support. | Write the letters of the alphabet using upper-case letters with support. | Distinguish between upper- and lower-case letters without support. | Write the alphabet using upper- and lower-case letters accurately. |
| 2. Record, graph, and report observations. | Does not apply to Pre-Emergent 1-2 level.                        | Label graphs or pictures with assistance.                         | Label graphs or pictures.  | Create and label graphs and write word lists without support.      | Record brief explanations of observations using a template.        |

**Grades 1-2**

**Standard IV: Writing – Compose and communicate ideas through writing.**

**Objective 2: Express ideas to peers, teachers, and others through written language.**

| <b>Expectations</b>                             | <b>P</b>  | <b>E</b>  | <b>I</b>  | <b>A</b>  | <b>F</b>   |
|---|---|---|---|---|--|
| 1. Write for a purpose and share products.      | Does not apply to Pre-Emergent 1-2 level.                             | Copy words commonly used in the classrooms with assistance.                   | List the events or characters from a simplified vocabulary story read by the teacher or read independently. | Write simple sentences about an event or character from a simple story read by the teacher or read independently. | Write sentences from personal experiences and share products (e.g., small groups, whole class, and teacher). |
| 2. Write original phrases and simple sentences. | Use pictures to demonstrate ideas after instruction and with support. | Create and label illustrations that demonstrate comprehension of a selection. | Write original responses using short phrases demonstrating comprehension.                                   | Write a response to text in simple sentences demonstrating comprehension.   | Produce independent writing using grade-level content language (e.g., math, science, and language arts).     |
| 3. Explain answers in writing.                  | Does not apply to Pre-Emergent 1-2 level.                             | Draw and label a picture to respond to an oral prompt.                        | Use a template or an example of an explanation in writing as a model to create a response.                  | Write short sentences using a writing template or examples as a model.  | Explain answers in writing by responding accurately to what is written.                                      |