North Middlesex
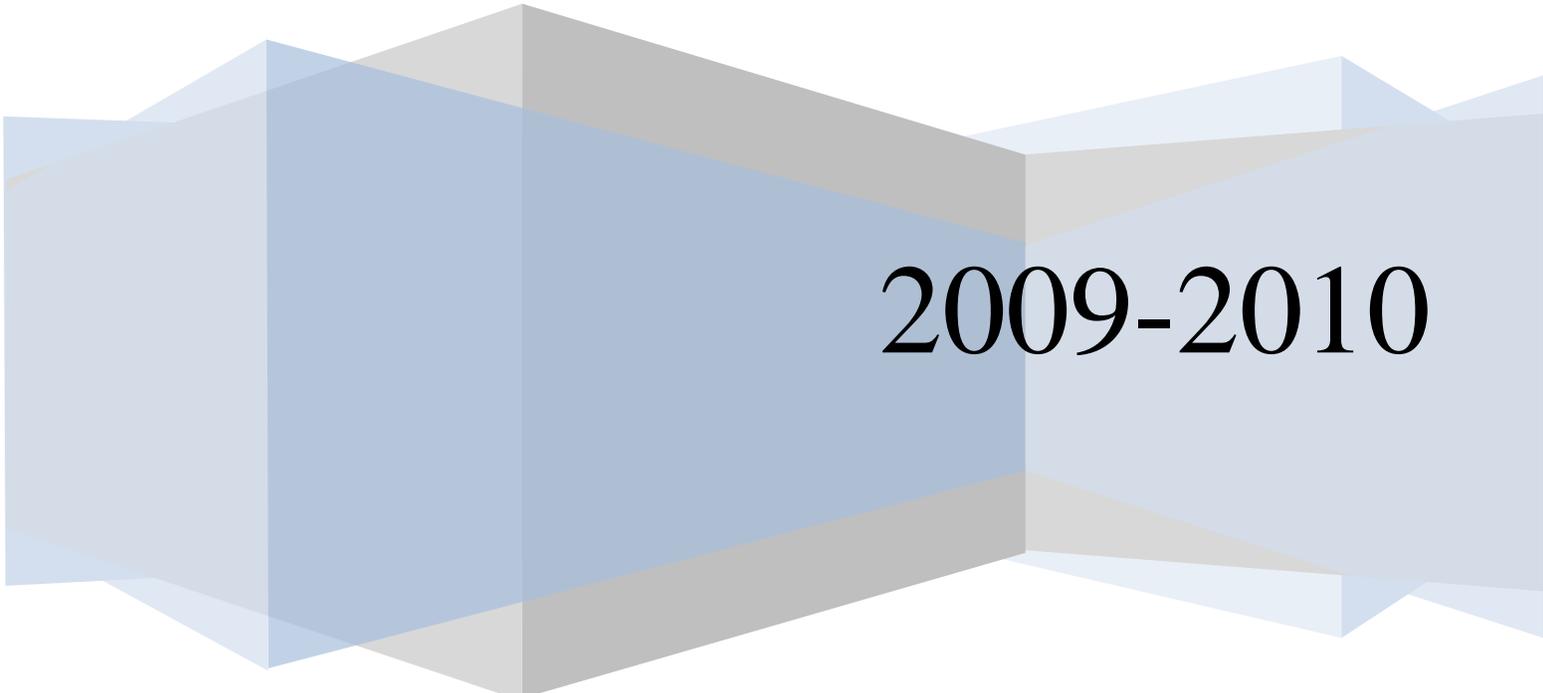# Regional School District

English Language
Learner Curriculum

**Student Learning Outcomes,
Scope and Sequence,
and
Student Profiles
Grades K-12**

2009-2010

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SCOPE AND SEQUENCE K-2, BEGINNING, EI, INTERMEDIATE, AND TRANSITIONING

GRADE SPAN K–2: BEGINNING

Listening

S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
Comprehension
Demonstrate comprehension of everyday words and phrases, using pictures, actions, and/or objects. (S.1.1)
Demonstrate comprehension of words that express basic personal needs (such as *transportation, housing*); personal likes and dislikes; personal information (such as *age, address, family*); and school-related information (such as *teacher's name, schedule, routines*). (S.1.2)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
Comprehension
Demonstrate comprehension of everyday expressions used in interpersonal interactions (such as *"Hi, how are you?," "See you later"*). (S.2.1)
Demonstrate comprehension of words, phrases, and sentences used in social interactions related to everyday topics (such as *family, social, school*). (S.2.2)
Demonstrate comprehension of simple oral requests. (S.2.3)

Culturally Appropriate Language
Identify nonverbal cues (such as *gestures, facial expressions, body postures*) that connote different meanings depending on their cultural or social context. (S.2.12)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Comprehension
Demonstrate comprehension of oral directions that include visual cues. (S.3.1)
Demonstrate comprehension of one-step oral directions. (S.3.2)
Demonstrate understanding when simple information is given. (S.3.3)
Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues. (S.3.4)

Culturally Appropriate Language
Identify and follow classroom expectations and conventions (such as *raising hand, taking turns*). (S.3.23)

Strategies
Identify whom to consult for assistance. (S.3.27)

Speaking

S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
Communication
Express basic personal needs and information (such as *health, food, clothing, weather, recreation*) and school-related information, using spoken words and phrases. (S.1.4)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
Communication
Express confusion (such as *"I don't get it"*). (S.2.8)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Communication
Express confusion. (S.3.13)

Reading

R.2 Beginning to Read in English ~ Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

Reading Readiness

Demonstrate awareness of and readiness for reading for meaning. (R.2.1)

Concepts of Print

Recognize that printed text has specific form and carries meaning. (R.2.3)

Phonemic Awareness

Demonstrate that phonemes exist and can be isolated and manipulated. (R.2.4)
Demonstrate knowledge of English phonemes and their relationships to familiar words. (R.2.5)

Phonics/Letter-Sound Knowledge

Apply letter-sound knowledge to connect meaning with printed words. (R.2.6)

Features of Written English

Demonstrate understanding of selected features of written English. (R.2.9)

Writing

W.5 Media ~ Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.

Using and Analyzing Media

Work collaboratively with peers when using technology in the classroom. (W.5.3)

GRADE SPAN K–2: EARLY INTERMEDIATE

Listening

S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

Comprehension

Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects. (S.1.3)

Increasing Word Knowledge

Predict the meanings of unknown compound words (such as *daydream, snowman*), using knowledge of individual words. (S.1.9)

Strategies

Clarify meanings of words, using beginning and bilingual dictionaries. (S.1.11)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.

Communication

Demonstrate comprehension of interpersonal conversations when spoken to slowly and with frequent repetitions. (S.2.4)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.

Comprehension
Identify a main event from a story that is heard. (S.3.5)
Identify the characters and setting of a story that is heard. (S.3.7)
Demonstrate comprehension of simple sentences, including statements, questions, and commands, when spoken slowly, and with repetitions as needed. (S.3.10)

Strategies
Identify verbal and nonverbal cues to determine when to focus attention. (S.3.26)
Connect new information to prior knowledge. (S.3.28)

Culturally Appropriate Language
Demonstrate comprehension of agreed-upon rules (such as *taking turns*) for small-group decision making. (S.3.45)

Speaking
S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
Communication
Classify previously learned words by content themes or topics (such as Gr. 3–5 science plant structures: *roots, leaves, stem, bark*; Gr. 9–12 math patterns: *iterative, linear, recursive*; Gr. 6–8 history/social science geography terms: *region, tropics, rain forest, tundra*). (S.1.6)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
Communication
Ask and answer concrete questions about familiar content. (S.2.5)
Describe people, places, and things, using some detail. (S.2.6)
Make simple oral requests and grant permission. (S.2.7)
Recount prior experiences and events of interest, using familiar sentences. (S.2.9)
Employ words, phrases, and sentences in social interactions related to everyday topics. (S.2.10)

Culturally Appropriate Language
Employ appropriate volume of voice in each of various contexts. (S.2.13)

Pronunciation
Demonstrate understanding of differences in English intonation patterns (such as *rising intonation in "yes-no" questions*). (S.2.14)

Grammar/Syntax
Use basic grammar patterns in speaking to produce familiar statements, questions, and commands. (S.2.16)

Strategies
Observe and imitate how others speak and behave in various settings. (S.2.19)
Request help, feedback, and clarification. (S.2.20)

Communication
Express agreement/disagreement. (S.2.25)
Request opinions, preferences, and wishes orally from peers. (S.2.26)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Communication
Give one-step directions. (S.3.11)
Make and respond to oral requests. (S.3.12)
Retell events in a simple or familiar story using relevant words and phrases. (S.3.16)
Respond briefly to questions on academic content. (S.3.18)

Culturally Appropriate Language
Use appropriate words, phrases, and expressions to interact with peers and adults. (S.3.24)

Grammar/Syntax
Use familiar phrases and statements when speaking with basic grammar patterns. (S.3.25)

Culturally Appropriate Language
Participate in small-group activities, playing a specified role. (S.3.44)
Participate orally in class activities, using appropriate words, phrases, and expressions. (S.3.46)

S.4 Presentation ~ Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
Plan, rehearse, and orally present information about personal experiences or interests, using visual cues as needed. (S.4.1)
Maintain focus on a topic during an oral presentation. (S.4.4)
Make informal oral presentations that have recognizable organization (such as *sequence, summary*). (S.4.6)

Reading

R.1 Vocabulary and Syntax in Print ~ Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.
Word Context
Use context to determine the meanings of words. (R.1.3)

Text Structure
Apply knowledge of text structures to comprehend text. (R.1.5)

R.2 Beginning to Read in English ~ Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.
Sight Vocabulary
Read and understand high-frequency and familiar words and phrases. (R.2.2)

Word Context
Apply knowledge of word context to gain meaning from text. (R.2.8)

R.3 Comprehension ~ Students will read English fluently and identify facts and evidence in order to interpret and analyze text.
Main Ideas and Details
Identify main idea(s) or important information in a literary or an informational text. (R.3.1)

Learner Strategies
Identify and apply strategies to enhance comprehension of texts. (R.3.6)

R.5 Informational/Expository Text ~ Students will identify and analyze purposes, structures, and elements of nonfiction English texts.
Text Features
Use knowledge of text features to determine the purpose and meaning of a text. (R.5.2)

Graphic Features
Use knowledge of common graphic features to determine the purpose and meaning of text. (R.5.3)

Writing

W.1 Prewriting ~ Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.
Planning to Write
Plan ideas for writing in a way that makes sense for an identified purpose and audience. (W.1.1)

Increasing Vocabulary
Write lists of words and phrases needed to accomplish an assigned writing task. (W.1.2)
W.2 Writing ~ Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.
    Writing a Story
Write a story that has a beginning, middle, and end. (W.2.4)

W.3 Editing ~ Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.
Spelling
Spell familiar words correctly when editing. (W.4.2)

GRADE SPAN K–2: INTERMEDIATE

Listening

S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
Comprehension
Demonstrate understanding of academic content words and phrases in selected concept-based categories. (S.1.13)
Demonstrate comprehension of frequently used synonyms and antonyms. (S.1.14)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
Comprehension
Demonstrate comprehension of explanations or instructions, when clarification is given. (S.2.21)
Demonstrate comprehension during most interpersonal interactions, when clarification is given. (S.2.22)

Culturally Appropriate Language
Identify formal and informal oral language, including slang. (S.2.32)

Pronunciation
Demonstrate comprehension of basic differences in meaning produced by intonation patterns in English (*such as rising or falling intonation in tag questions: "You're from Concord, aren't you?"*) (S.2.34)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Comprehension
Identify the beginning, middle, and end of a story that is heard. (S.3.6)
Demonstrate comprehension of oral questions on academic content that require short answers. (S.3.8)
Identify important information about academic content, using prior knowledge and/or visual cues as needed. (S.3.9)
Demonstrate comprehension of oral, multiple-step directions. (S.3.29)
Demonstrate comprehension of oral questions that are based on academic content. (S.3.30)

Demonstrate comprehension of oral word problems on math content. (S.3.31)
Demonstrate comprehension of the main points of classroom discussions. (S.3.32)
Identify details that support a main idea in a literary or informational text that is heard. (S.3.33)
Identify facts that answer the listeners' questions in a literary or informational text that is heard. (S.3.34)
Identify the topics and organization structures of lecture-style presentations. (S.3.35)
Demonstrate comprehension of specific information heard in an academic context. (S.3.36)
Demonstrate comprehension of classroom discussions and interactions when clarification is given. (S.3.37)

Speaking

S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
Communication
Employ vocabulary essential for grade-level content learning. (S.1.5)
Express personal intent using spoken words and phrases (such as *requesting information, agreeing, giving permission*). (S.1.16)
Classify previously learned academic content words and phrases into concept-based categories. (S.1.17) (for specific examples in each grade span, please refer to the ELPBO)
Participate in limited discussions using appropriate and adequate words and phrases. (S.1.18)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
Communication
Ask and answer questions (such as *Who? When? Why?*). (S.2.23)
Express one's own opinions, preferences, and wishes related to familiar topics. (S.2.24)
Express and respond to compliments, gratitude, and apologies. (S.2.27)
Express imagination and creativity through activities such as storytelling and games. (S.2.28)
Respond during interpersonal discussions and interactions. (S.2.29)
Express uncertainty. (S.2.51)

Culturally Appropriate Language
Gain the attention of others by speaking in culturally and age-appropriate ways. (S.2.11)
Initiate conversations, attend to speakers, take turns, and close conversations in culturally appropriate ways. (S.2.30)
Use culturally acceptable gestures, distances, and body language in familiar settings. (S.2.31)
Demonstrate awareness of listener's perspective (such as *responding to listener's questions or facial cues*) when speaking and interacting. (S.2.33)

Pronunciation
Demonstrate understanding of word stress patterns in spoken English. (S.2.15)
Communicate intended meanings utilizing English intonation patterns (such as in *questions, statements, exclamations*). (S.2.36)

Grammar/Syntax
Narrate stories with a beginning, middle, and end. (S.2.37)
Construct original oral statements, using basic and complex sentence structures. (S.2.38)

Cultural Perspectives
Describe patterns of social behavior that represent community norms. (S.2.39)
Identify and describe differing behavior norms of various communities (such as *peers, family, neighborhood, region*). (S.2.40)
Compare aspects or features of various cultural communities (as presented in *print, visual art, films,* and *videos*). (S.2.41)

Strategies
Rehearse ways of speaking (such as *formal/informal*) that are appropriate to audience and purpose. (S.2.43)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
> *Communication*
Ask and respond to questions to clarify information. (S.3.14)
Ask and respond to questions (*who? what? where? when?*) based on a text that is heard. (S.3.15)
Restate a main event from a story that is heard. (S.3.17)
Retell steps of a process in logical order. (S.3.19)
Retell the beginning, middle, and end of a story that is heard. (S.3.20)
Compare and contrast information orally. (S.3.21)
Make predictions or inferences based on a story or information that has been heard. (S.3.22)
Participate in reaching consensus in groups. (S.3.38)
Describe how two things within a given academic content are alike or different. (S.3.40)
State a position and support/justify it. (S.3.42)
Participate in classroom discussions and activities, when frequent clarification is given. (S.3.43)

Grammar/Syntax
Express original statements in classroom discussions, using basic and complex sentence structures related to academic topics. (S.3.47)

Strategies
Ask questions to clarify meaning in an academic context. (S.3.48)
Explain the thinking processes used (such as *solving math story problems, using the scientific process*) in academic content areas. (S.3.51)

S.4 Presentation ~ Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
Plan, rehearse, and orally present information in a brief report, using visual cues. (S.4.2)
Plan, rehearse, and orally present information on planned activities or cultural topics. (S.4.3)
Use teacher-developed assessment criteria to prepare oral presentations. (S.4.5)
Give formal oral presentations that focus on specified academic content, using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, eye contact, and appropriate volume and intonation. (S.4.7)
Rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience. (S.4.8)

Reading

R.1 Vocabulary and Syntax in Print ~ Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.
Essential Vocabulary
Read and understand previously learned essential vocabulary words. (R.1.1)

Word Analysis
Apply knowledge of word analysis to expand comprehension of vocabulary found in text. (R.1.2)

Sentence Structure
Apply knowledge of the basic parts of speech (*noun, verb, adjective, adverb*) and simple sentence structures to comprehend text. (R.1.4)

R.2 Beginning to Read in English ~ Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.
Word Analysis
Apply word analysis to decode printed words, both known and unknown. (R.2.7)

R.3 Comprehension ~ Students will read English fluently and identify facts and evidence in order to interpret and analyze text.
Main Ideas and Details
Identify details that support main idea(s) in a literary or an informational text. (R.3.2)
Summarize information from a literary or an informational text that is read. (R.3.3)

R.4 Literary Elements and Techniques ~ Students will identify and analyze text elements and techniques of written English as used in various literary genres.
Characteristics of Genres
Apply knowledge of general characteristics of a literary genre as a strategy for reading. (R.4.1)

Fiction
Analyze the elements of plot, character, and setting in stories. (R.4.3)

Myth and Traditional Narrative
Recognize nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths as traditional literature. (R.4.5)

Dramatic Literature
Demonstrate understanding that dialogue develops the plot and characters of a play. (R.4.7)

R.5 Informational/Expository Text ~ Students will identify and analyze purposes, structures, and elements of nonfiction English texts.
Organization
Use knowledge of common organizational structure (chronological order) to determine meaning of text. (R.5.4)

Text Analysis
Summarize main ideas and supporting details. (R.5.5)

Writing
W.1 Prewriting ~ Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.
   Organizing Ideas
Organize information to be expressed in writing in a way that makes sense for the purpose and audience. (W.1.3)

W.2 Writing ~ Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.
Providing Information
Write an account based on personal experience that has a focus and supporting detail. (W.2.1)
Write directions, instructions, or explanations with multiple sentences that provide information in logical order. (W.2.2)

Writing a Letter
Write a letter, with ideas placed in an order that makes sense. (W.2.5)

W.3 Revising ~ Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.
Evaluation
Use agreed-upon criteria to evaluate writing. (W.3.1)

Organization
Identify and use words and phrases to make ideas clearer or more logical. (W.3.2)

Word Choice
Select and use words to increase detail in writing. (W.3.3)
After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer. (W.3.4)
Vary expression by employing new words and phrases in writing. (W.3.5)

W.4 Editing ~ Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.
   Punctuation and Mechanics
Use correct mechanics when editing. (W.4.1)

W.5 Media ~ Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.
Using and Analyzing Media
Use word processing to publish writing. (W.5.1)
Comprehend and use acceptable-use guidelines. (W.5.4)

GRADE SPAN K–2: TRANSITIONING

Listening

S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

Comprehension

Demonstrate comprehension of common words with multiple meanings (such as *saw, can, sentence*). (S.1.12)

Demonstrate comprehension of frequently used idioms. (S.1.15)

Demonstrate comprehension in a variety of settings of specific, technical, and/or abstract words and phrases of grade-level, academic content in various *Massachusetts Curriculum Frameworks*. (S.1.25)

Identify jargon as language used by members of particular groups (such as *peer groups, athletes, musicians*). (S.1.26)

Increasing Word Knowledge

Determine meanings of words with inflections (*look<u>s</u>, look<u>ed</u>, look<u>ing</u>*) by using knowledge of base words (*look*) and inflections. (S.1.7)

Identify words in English that are frequently used in the student's first language. (S.1.8)

Determine the word meaning or the effect on meaning of selected prefixes and suffixes (such as *re-, un-, dis-, -tion, -less, -ly*). (S.1.19)

Identify orally the meaning of phrasal verbs (such as *look into, get over, be through*). (S.1.30)

Identify meanings in the context of familiar sayings and phrases used in English (such as *rule of thumb, make a mountain out of a molehill, count your blessings, forty winks, all's well that ends well, don't look a gift horse in the mouth*). (S.1.31)

Strategies

Apply knowledge of terms for textual features of textbooks (such as *chapter, review, essay, table of contents*) and tests (such as *open-ended, multiple-choice*). (S.1.23)

Clarify meanings of words, using dictionaries, glossaries, and other resources. (S.1.24)

Identify characteristics of English words, phrases, and expressions, and compare and contrast them with these features in the student's first language. (S.1.32)

Clarify meanings of words, using glossaries, thesauruses, and other resources selectively. (S.1.33)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.

Comprehension

Demonstrate comprehension of extended explanations and multi-step instructions. (S.2.44)

Demonstrate comprehension of varied forms of humor. (S.2.45)

Demonstrate comprehension of extended speech (such as *news reports on television or radio*). (S.2.46)

Demonstrate comprehension of popular or historical cultural referents from the community culture, appropriate to age and context. (S.2.47)

Demonstrate comprehension of sustained, interpersonal interaction. (S.2.48)

Culturally Appropriate Language

Distinguish formal oral language from slang. (S.2.59)

Pronunciation

Demonstrate comprehension of basic differences in meaning produced by varying word stress within a statement (such as *"I won't do that!"* and *"I won't do that!"*). (S.2.35)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.

Comprehension

Demonstrate comprehension of inferential or abstract questions that are based on academic content. (S.3.52)

Demonstrate comprehension of the use of referents (such as *pronouns, demonstrative adjectives*) in academic discourse. (S.3.53)

Demonstrate comprehension of content explanation without concrete referents. (S.3.54)

Demonstrate comprehension of transition words and phrases (such as *furthermore, otherwise, likewise, instead, in any case*) that connect ideas in extended academic discourse. (S.3.55)

Distinguish irrelevant information (such as *jokes, asides, anecdotes*) from important information in lecture-style presentations. (S.3.56)

Demonstrate comprehension of the attitude of a speaker toward subject matter. (S.3.57)

Demonstrate comprehension of specialized language structures from varied academic content (such as *frequent use of the passive voice in science; frequent use of specialized vocabulary to refer to abstract concepts and frequent use of pronouns in history/social science*). (S.3.58)

Demonstrate comprehension of classroom discussions, extended classroom discourse, and other academic interactions that include basic and complex sentence structures. (S.3.59)

Strategies

Take notes (using *graphic organizers*) while listening for specific information. (S.3.50)

Speaking

S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

Communication

Rephrase ideas and thoughts to express meaning. (S.1.27)

Communicate academic knowledge orally, using specific, technical, and abstract vocabulary of grade-level, academic content in various *Massachusetts Curriculum Frameworks*. (S.1.28)

Increasing Word Knowledge

Employ synonyms (such as *big/huge/gigantic/enormous*) for word variety in speaking. (S.1.20)

Use selected idiomatic expressions in speaking. (S.1.21)

Demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary of grade-level, academic content. (S.1.29)

Strategies

Identify linguistic characteristics of English words and compare and contrast them with words from the student's first language. (S.1.10)

Demonstrate how idiomatic expressions are used in English and in the student's first language. (S.1.22)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.

Communication
State and orally defend an opinion. (S.2.49)
Propose solutions to problems or misunderstandings. (S.2.50)
Employ popular or historical cultural referents from the community culture, appropriate to age and context. (S.2.52)
Participate in the community linguistic culture, using a variety of expressions (such as *music, jokes, anecdotes*). (S.2.53)
Elaborate on personal stories. (S.2.54)
Participate in sustained, interpersonal conversations. (S.2.55)

Culturally Appropriate Language
Rephrase an utterance when a culturally based misunderstanding occurs. (S.2.56)
Identify topics for interaction that are appropriate to audience and setting. (S.2.57)
Respond to and use humor appropriate to an audience and setting. (S.2.58)
Respond to and use idioms appropriate to audience and setting. (S.2.60)
Compare and contrast major aspects (such as *pragmatics, body language*) of English and other languages. (S.2.61)

Pronunciation
Adjust meaning by varying pace, rhythm, and pauses in speech. (S.2.62)
Employ pronunciation, word stress, and intonation appropriate to communicative intent. (S.2.63)

Grammar/Syntax
Employ varied sentence structures when speaking, as appropriate to audience, purpose, and effect desired. (S.2.64)
Employ a range of oral responses, using single words, phrases, statements, and monologues. (S.2.65)
Use basic and complex sentence structures when participating in interpersonal conversations. (S.2.66)

Cultural Perspectives
Compare personal experiences and perspectives with those of other cultures. (S.2.17)
Compare aspects of cultures, appropriate to age. (S.2.18)
Compare, contrast, and exchange opinions in discussions on issues that are of contemporary or historical interest and represent a variety of cultural perspectives. (S.2.67)
Identify and analyze cultural perspectives in literature, popular periodicals, music, theater, visual arts, commercials, films, and videos. (S.2.68)
Describe and discuss how conflicts in points of view and proposed resolutions reflect cultural and individual perspectives. (S.2.69)

Strategies
Request, clarify, and restate information to enhance understanding in social interactions. (S.2.42)
Rephrase ideas and thoughts orally to clarify meaning in social interactions. (S.2.70)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Communication
Respond to factual and inferential questions that are based on academic content. (S.3.39)
Summarize a story orally. (S.3.41)
Elaborate on and extend other people's ideas using extended discourse. (S.3.60)
Use extended discourse to report information heard in lecture-style presentations. (S.3.61)
Summarize information that is heard during a class or lesson. (S.3.62)
Critique information that is heard in extended discourse (such as *television, radio, lecture-type presentation*). (S.3.63)
Support a conclusion or finding by stating facts or logical reasons. (S.3.64)
Participate in classroom discussions and other academic interactions, using basic and complex sentence structures and addressing abstract topics. (S.3.65)

Culturally Appropriate Language
Employ varying degrees of formality in language as appropriate to audience and purpose. (S.3.66)

Grammar/Syntax
Employ selected specialized language structures from varied academic areas (such as *use of the passive voice in science*). (S.3.67)
Give examples of how the English language has developed and been influenced by other languages. (S.3.68)

Strategies
Compare grammatical constructions (such as *tense, gender, subject-verb agreement*) in English and the student's first language. (S.3.49)
Identify differences between oral and written language patterns. (S.3.69)

S.4 Presentation ~ Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
Participate in creating scoring guides based on designated categories and use them to prepare, assess, and revise oral presentations. (S.4.9)
Express an opinion on a literary text or film in an organized way, using supporting details. (S.4.10)
Plan and revise oral presentations, considering the audience, purpose, and information to be conveyed. (S.4.11)
Present information orally, using an appropriate degree of formality for the audience and setting. (S.4.12)
Comprehend and answer questions following a presentation. (S.4.13)
Plan delivery of an oral presentation, using pace, visual aids, and gestures. (S.4.14)

Participate in performances, following agreed-upon criteria for audience, purpose, and information to be conveyed. (S.4.15)

Present an organized oral interpretation of a literary text, film, or dramatic production. (S.4.16)

Employ appropriate techniques (such as *dramatic opening statement, question*) for oral persuasion. (S.4.17)

Create a scoring guide and use it to prepare, improve, and assess oral presentations. (S.4.18)

Reading

R.3 Comprehension ~ Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

Text Interpretation

Support individual interpretations and conclusions, using evidence from a literary or an informational text. (R.3.4)

Theme

Identify theme in a variety of texts. (R.3.5)

R.4 Literary Elements and Techniques ~ Students will identify and analyze text elements and techniques of written English as used in various literary genres.

Elements of Style and Language

Classify spoken or written words as belonging to sense categories (such as *visual, auditory, tactile*) when found in literary texts. (R.4.2)

Poetry

Identify the elements of poetry and analyze how they add to the meaning and enjoyment of a poem. (R.4.4)

R.5 Informational/Expository Text ~ Students will identify and analyze purposes, structures, and elements of nonfiction English texts.

Characteristics of Nonfiction Genres

Distinguish forms and purposes of informational and expository materials (such as *encyclopedias, CD-ROMs, newspapers, magazines, letters, content texts*). (R.5.1)

Text Analysis

Distinguish cause from effect in text. (R.5.6)

Distinguish fact from opinion or fiction in informational texts. (R.5.7)

R.6 Research ~ Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.

Gathering Information

Generate questions and list sources to be used in research. (R.6.1)

Organizing and Analyzing Information

Summarize data gathered through research. (R.6.2)

Writing

W.2 Writing ~ Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

Responding to Text

Write a brief response to a literary text or an explanation of an informational text, using evidence from the text as support. (W.2.3)

Writing a Poem

Write a short poem that contains simple sensory details. (W.2.6)

W.3 Revising ~ Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

Sentence Variety

Employ a variety of sentence lengths in order to improve writing. (W.3.6)

W.5 Media ~ Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.

Using and Analyzing Media

Select and use appropriate applications for a variety of classroom projects, including database, spreadsheet, web browser, and word processing. (W.5.2)

SCOPE AND SEQUENCE GRADE SPAN 3-4, BEGINNING, EI, INTERMEDIATE, TRANSITIONING

<u>GRADE SPAN 3–4: BEGINNING</u>

Listening

S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

Comprehension

Demonstrate comprehension of everyday words and phrases, using pictures, actions, and/or objects. (S.1.1)

Demonstrate comprehension of words that express basic personal needs (such as *transportation, housing*); personal likes and dislikes (such as *age, address, family*); and school-related information (such as *teacher's name, schedule, routines*). (S.1.2)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.

Comprehension

Demonstrate comprehension of everyday expressions used in interpersonal interactions (such as *"Hi, how are you?," "See you later"*). (S.2.1)

Demonstrate comprehension of words, phrases, and sentences used in social interactions related to everyday topics (such as *family, social, school*). (S.2.2)

Demonstrate comprehension of simple oral requests. (S.2.3)

Culturally Appropriate Language

Identify nonverbal cues (such as *gestures, facial expressions, body postures*) that connote different meanings depending on their cultural or social context. (S.2.12)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Comprehension
Demonstrate comprehension of oral directions that include visual cues. (S.3.1)
Demonstrate comprehension of one-step oral directions. (S.3.2)
Demonstrate understanding when simple information is given. (S.3.3)
Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues. (S.3.4)
Demonstrate comprehension of simple sentences, including statements, questions, and commands, when spoken slowly, and with repetitions as needed. (S.3.10)

 Culturally Appropriate Language
Identify and follow classroom expectations and conventions (such as *raising hand, taking turns*). (S.3.23)

 Strategies
Identify whom to consult for assistance. (S.3.27)

Speaking
S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
Communication
Express basic personal needs and information (such as *health, food, clothing, weather, recreation*) and school-related information, using spoken words and phrases. (S.1.4)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
Communication
Ask and answer concrete questions about familiar content. (S.2.5)
Describe people, places, and things, using some detail. (S.2.6)
Make simple oral requests and grant permission. (S.2.7)
Express confusion (such as *"I don't get it"*). (S.2.8)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Communication
Give one-step directions. (S.3.11)
Make and respond to oral requests. (S.3.12)
Express confusion. (S.3.13)

Reading
R.1 Vocabulary and Syntax in Print ~ Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.

Essential Vocabulary
Read and understand previously learned essential vocabulary words. (R.1.1)

Word Context
Use context to determine the meanings of words. (R.1.3)

R.2 Beginning to Read in English ~ Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.
Reading Readiness
Demonstrate awareness of and readiness for reading for meaning. (R.2.1)

Sight Vocabulary
Read and understand high-frequency and familiar words and phrases. (R.2.2)

Concepts of Print
Recognize that printed text has specific form and carries meaning. (R.2.3)

Phonemic Awareness
Demonstrate that phonemes exist and can be isolated and manipulated. (R.2.4)
Demonstrate knowledge of English phonemes and their relationships to familiar words. (R.2.5)

Phonics/Letter-Sound Knowledge
Apply letter-sound knowledge to connect meaning with printed words. (R.2.6)

Features of Written English
Demonstrate understanding of selected features of written English. (R.2.9)

Writing
W.1 Prewriting ~ Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.
Increasing Vocabulary
Write lists of words and phrases needed to accomplish an assigned writing task. (W.1.2)

W.2 Writing ~ Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.
Writing a Story
Write a story that has a beginning, middle, and end. (W.2.4)

W.4 Editing ~ Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.
Punctuation and Mechanics
Use correct mechanics when editing. (W.4.1)

W.5 Media ~ Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.

Using and Analyzing Media
Work collaboratively with peers when using technology in the classroom. (W.5.3)

GRADE SPAN 3–4: EARLY INTERMEDIATE

Listening

S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
Comprehension
Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects. (S.1.3)

Increasing Word Knowledge
Determine meanings of words with inflections (*look<u>s</u>, look<u>ed</u>, look<u>ing</u>*) by using knowledge of base words (*look*) and inflections. (S.1.7)
Predict the meanings of unknown compound words (such as *daydream, snowman*), using knowledge of individual words. (S.1.9)

Strategies
Clarify meanings of words, using beginning and bilingual dictionaries. (S.1.11)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
Comprehension
Demonstrate comprehension of interpersonal conversations when spoken to slowly and with frequent repetitions. (S.2.4)
Demonstrate comprehension of explanations or instructions, when clarification is given. (S.2.21)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Comprehension
Identify a main event from a story that is heard. (S.3.5)
Identify the beginning, middle, and end of a story that is heard. (S.3.6)
Identify the characters and setting of a story that is heard. (S.3.7)
Demonstrate comprehension of oral questions on academic content that require short answers. (S.3.8)
Identify important information about academic content, using prior knowledge and/or visual cues as needed (S.3.9)
Demonstrate comprehension of oral questions that are based on academic content. (S.3.30)

Strategies
Identify verbal and nonverbal cues to determine when to focus attention. (S.3.26)
Connect new information to prior knowledge. (S.3.28)

Culturally Appropriate Language

Demonstrate comprehension of agreed-upon rules (such as *taking turns*) for small-group decision making. (S.3.45)

Speaking

S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
Communication
Employ vocabulary essential for grade-level content learning. (S.1.5)
Classify previously learned words by content themes or topics (such as Gr.3–5 science plant structures: *roots, leaves, stem, bark*; Gr. 9–12 math patterns: *iterative, linear, recursive*; Gr. 6–8 history/social science geography terms: *region, tropics, rain forest, tundra*). (S.1.6)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
Communication
Recount prior experiences and events of interest, using familiar sentences. (S.2.9)
Employ words, phrases, and sentences in social interactions related to everyday topics. (S.2.10)
Express agreement/disagreement. (S.2.25)
Request opinions, preferences, and wishes orally from peers. (S.2.26)
Culturally Appropriate Language
Gain attention of others by speaking in culturally and age-appropriate ways. (S.2.11)
Employ appropriate volume of voice in each of various contexts. (S.2.13)

Pronunciation
Demonstrate understanding of differences in English intonation patterns (such as *rising intonation in "yes-no" questions*). (S.2.14)
Demonstrate understanding of word stress patterns in spoken English. (S.2.15)

Grammar/Syntax
Use basic grammar patterns in speaking to produce familiar statements, questions, and commands. (S.2.16)

Strategies
Observe and imitate how others speak and behave in various settings. (S.2.19)
Request help, feedback, and clarification. (S.2.20)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Communication
Ask and respond to questions to clarify information. (S.3.14)
Ask and respond to questions (*who? what? where? when?*) based on a text that is heard. (S.3.15)
Retell events in a simple or familiar story using relevant words and phrases. (S.3.16)
Restate a main event from a story that is heard. (S.3.17)
Respond briefly to questions on academic content. (S.3.18)
Retell steps of a process in logical order. (S.3.19)
Retell the beginning, middle, and end of a story that is heard. (S.3.20)

Make predictions or inferences based on a story or information that has been heard. (S.3.22)

Culturally Appropriate Language
Use appropriate words, phrases, and expressions to interact with peers and adults. (S.3.24)
Participate in small-group activities, playing a specified role. (S.3.44)
Participate orally in class activities, using appropriate words, phrases, and expressions. (S.3.46)

Grammar/Syntax
Use familiar phrases and statements when speaking with basic grammar patterns. (S.3.25)

S.4 Presentation ~ Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
Plan, rehearse, and orally present information about personal experiences or interests, using visual cues as needed. (S.4.1)
Plan, rehearse, and orally present information in a brief report, using visual cues. (S.4.2)
Plan, rehearse, and orally present information on planned activities or cultural topics. (S.4.3)
Maintain focus on a topic during an oral presentation. (S.4.4)
Make informal oral presentations that have recognizable organization (such as *sequence, summary*). (S.4.6)

Reading

R.1 Vocabulary and Syntax in Print ~ Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.
Word Analysis
Apply knowledge of word analysis to expand comprehension of vocabulary found in text. (R.1.2)

Sentence Structure
Apply knowledge of the basic parts speech (*noun, verb, adjective, adverb*) and simple sentence structures to comprehend text. (R.1.4)
Text Structure
Apply knowledge of text structures to comprehend text. (R.1.5)
R.2 Beginning to Read in English ~ Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.
Word Analysis
Apply word analysis to decode printed words, both known and unknown. (R.2.7)

Word Context
Apply knowledge of word context to gain meaning from text. (R.2.8)

R.3 Comprehension ~ Students will read English fluently and identify facts and evidence in order to interpret and analyze text.
Main Ideas and Details
Identify main idea(s) or important information in a literary or an informational text. (R.3.1)

Learner Strategies

Identify and apply strategies to enhance comprehension of texts. (R.3.6)

R.4 Literary Elements and Techniques ~ Students will identify and analyze text elements and techniques of written English as used in various literary genres.
Myth and Traditional Narrative
Recognize nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths as traditional literature. (R.4.5)

R.5 Informational/Expository Text ~ Students will identify and analyze purposes, structures, and elements of nonfiction English texts.
Text Features
Use knowledge of text features to determine the purpose and meaning of a text. (R.5.2)

Graphic Features
Use knowledge of common graphic features to determine the purpose and meaning of text. (R.5.3)

Writing

W.1 Prewriting ~ Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.
Planning to Write
Plan ideas for writing in a way that makes sense for an identified purpose and audience. (W.1.1)

Organizing Ideas
Organize information to be expressed in writing in a way that makes sense for the purpose and audience. (W.1.3)

W.2 Writing ~ Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.
Providing Information
Write an account based on personal experience that has a focus and supporting detail. (W.2.1)
Write directions, instructions, or explanations with multiple sentences that provide information in logical order. (W.2.2)

Writing a Letter
Write a letter, with ideas placed in an order that makes sense. (W.2.5)

W.4 Editing ~ Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.
Spelling
Spell familiar words correctly when editing. (W.4.2)

W.5 Media ~ Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.
Using and Analyzing Media
Use word processing to publish writing. (W.5.1)

GRADE SPAN 3–4: INTERMEDIATE

Listening

S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
Increasing Word Knowledge
Identify words in English that are frequently used in the student's first language. (S.1.8)
Determine the word meaning or the effect on meaning of selected prefixes and suffixes (such as *re-, un-, dis-, -tion, -less, -ly*). (S.1.19)

Comprehension
Demonstrate comprehension of common words with multiple meanings (such as *saw, can, sentence*). (S.1.12)
Demonstrate understanding of academic content words and phrases in selected concept-based categories. (S.1.13)
Demonstrate comprehension of frequently used synonyms and antonyms. (S.1.14)

Strategies
Apply knowledge of terms for textual features of textbooks (such as *chapter, review, essay, table of contents*) and tests (such as *open-ended, multiple-choice*). (S.1.23)
Clarify meanings of words, using dictionaries, glossaries, and other resources. (S.1.24)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
Comprehension
Demonstrate comprehension during most interpersonal interactions, when clarification is given. (S.2.22)

Culturally Appropriate Language
Identify formal and informal oral language, including slang. (S.2.32)

Pronunciation
Demonstrate comprehension of basic differences in meaning produced by intonation patterns in English (such as *rising or falling intonation in tag questions: "You're from Concord, aren't you?"*). (S.2.34)
Demonstrate comprehension of the basic differences in meaning produced by varying word stress within a statement (such as *"I won't do that!"* and *"I won't do that!"*). (S.2.35)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Comprehension
Demonstrate comprehension of oral, multiple-step directions. (S.3.29)
Demonstrate comprehension of oral word problems on math content. (S.3.31)
Demonstrate comprehension of the main points of classroom discussions. (S.3.32)
Identify details that support a main idea in a literary or informational text that is heard. (S.3.33)

Identify facts that answer the listeners' questions in a literary or informational text that is heard. (S.3.34)

Identify the topics and organization structures of lecture-style presentations. (S.3.35)

Demonstrate comprehension of specific information heard in an academic context. (S.3.36)

Demonstrate comprehension of classroom discussions and interactions when clarification is given. (S.3.37)

Demonstrate comprehension of the use of referents (such as *pronouns, demonstrative adjectives*) in academic discourse. (S.3.53)

Strategies

Take notes (using *graphic organizers*) while listening for specific information. (S.3.50)

Speaking

S. 1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

Strategies

Identify linguistic characteristics of English words and compare and contrast them with words from the student's first language. (S.1.10)

Communication

Express personal intent using spoken words and phrases (such as *requesting information, agreeing, giving permission*). (S.1.16)

Classify previously learned academic content words and phrases into concept-based categories. (S.1.17) (for specific examples in each grade span, please refer to the ELPBO)

Participate in limited discussions using appropriate and adequate words and phrases. (S.1.18)

Increasing Word Knowledge

Employ synonyms (such as *big/huge/gigantic/enormous*) for word variety in speaking. (S.1.20)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.

Cultural Perspectives

Compare personal experiences and perspectives with those of other cultures. (S.2.17)

Compare aspects of cultures, appropriate to age. (S.2.18)

Communication

Ask and answer questions (such as *Who? When? Why?*). (S.2.23)

Express one's own opinions, preferences, and wishes related to familiar topics. (S.2.24)

Express and respond to compliments, gratitude, and apologies. (S.2.27)

Express imagination and creativity through activities such as storytelling and games. (S.2.28)

Respond during interpersonal discussions and interactions. (S.2.29)

Express uncertainty. (S.2.51)

Culturally Appropriate Language

Initiate conversations, attend to speakers, take turns, and close conversations in culturally appropriate ways. (S.2.30)

Use culturally acceptable gestures, distances, and body language in familiar settings. (S.2.31)
Demonstrate awareness of listener's perspective (such as *responding to listener's questions or facial cues*) when speaking and interacting. (S.2.33)

Pronunciation
Communicate intended meanings utilizing English intonation patterns (such as in *questions, statements, exclamations*). (S.2.36)

Grammar/Syntax
Narrate stories with a beginning, middle, and end. (S.2.37)
Construct original oral statements, using basic and complex sentence structures. (S.2.38)

Cultural Perspectives
Describe patterns of social behavior that represent community norms. (S.2.39)
Identify and describe differing behavior norms of various communities (such as *peers, family, neighborhood, region*). (S.2.40)
Compare aspects or features of various cultural communities (as presented in *print, visual arts, films,* and *videos*). (S.2.41)

Strategies
Request, clarify, and restate information to enhance understanding in social interactions. (S.2.42)
Rehearse ways of speaking (such as *formal/informal*) that are appropriate to audience and purpose. (S.2.43)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Communication
Compare and contrast information orally. (S.3.21)
Participate in reaching consensus in groups. (S.3.38)
Respond to factual and inferential questions that are based on academic content. (S.3.39)
Describe how two things within a given academic content are alike or different. (S.3.40)
Summarize a story orally. (S.3.41)
State a position and support/justify it. (S.3.42)
Participate in classroom discussions and activities, when frequent clarification is given. (S.3.43)

Grammar/Syntax
Express original statements in classroom discussions, using basic and complex sentence structures related to academic topics. (S.3.47)

Strategies
Ask questions to clarify meaning in an academic context. (S.3.48)
Compare grammatical constructions (such as *tense, gender, subject-verb agreement*) in English and the student's first language. (S.3.49)
Explain the thinking processes used (such as *solving math story problems, using the scientific process*) in academic content areas. (S.3.51)

S.4 Presentation ~ Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
Use teacher-developed assessment criteria to prepare oral presentations. (S.4.5)
Give formal oral presentations that focus on specified academic content, using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, eye contact, and appropriate volume and intonation. (S.4.7)
Rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience. (S.4.8)
Participate in creating scoring guides based on designated categories and use them to prepare, assess, and revise oral presentations. (S.4.9)
Express an opinion on a literary text or film in an organized way, using supporting details. (S.4.10)

Reading
R.1 Vocabulary and Syntax in Print ~ Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.
Linguistic Comparisons
Recognize similarities and differences in orthographic conventions and structures between and among languages. (R.1.6)

R.2 Beginning to Read in English ~ Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.
Linguistic Comparisons
Identify, compare, and provide examples of the linguistic features (such as *orthography, words and word parts, sounds related to print*) of English and other languages in print. (R.2.10)

R.3 Comprehension ~ Students will read English fluently and identify facts and evidence in order to interpret and analyze text.
Main Ideas and Details
Identify details that support main idea(s) in a literary or an informational text. (R.3.2)
Summarize information from a literary or informational text that is read. (R.3.3)

Text Interpretation
Support individual interpretations and conclusions, using evidence form a literary or an informational text. (R.3.4)

Theme
Identify theme in a variety of texts. (R.3.5)

R.4 Literary Elements and Techniques ~ Students will identify and analyze text elements and techniques of written English as used in various literary genres.
Characteristics of Genres
Apply knowledge of general characteristics of a literary genre as a strategy for reading. (R.4.1)

Fiction
Analyze the elements of plot, character, and setting in stories. (R.4.3)

Poetry
Identify the elements of poetry and analyze how they add to the meaning and enjoyment of a poem. (R.4.4)

Myth and Traditional Narrative
Identify culturally significant characters and events represented in traditional literature (including *Greek, Roan, Norse mythology*). (R.4.6)

Dramatic Literature
Demonstrate understanding that dialogue develops the plot and characters of a play. (R.4.7)

R.5 Informational/Expository Text ~ Students will identify and analyze purposes, structures, and elements of nonfiction English texts.
    Characteristics of Nonfiction Genres
Distinguish forms and purposes of informational and expository materials (such as *encyclopedias, CD-ROMs, newspapers, magazines, letters, content texts*). (R.5.1)

    Organization
Use knowledge of common organizational structure (chronological order) to determine meaning of text. (R.5.4)

    Text Analysis
Summarize main ideas and supporting details. (R.5.5)

R.6 Research ~ Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.
    Evaluating Research Criteria
Use a scoring guide to evaluate group work on a research project. (R.6.3)

Writing
    W.2 Writing ~ Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.
Writing a Poem
Write a short poem that contains simple sensory details. (W.2.6)

W.3 Revising ~ Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.
    Evaluation
Use agreed-upon criteria to evaluate writing. (W.3.1)

    Organization
Identify and use words and phrases to make ideas clearer or more logical. (W.3.2)

    Word Choice
Select and use words to increase detail in writing. (W.3.3)

After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer (W.3.4)
Vary expression by employing new words and phrases in writing. (W.3.5)

W.4 Editing ~ Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.
  Grammar/Structure
Identify correct sentence structure and usage when editing simple sentences. (W.4.3)

W.5 Media ~ Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.
Using and Analyzing Media
Comprehend and use acceptable-use guidelines. (W.5.4)

GRADE SPAN 3–4: TRANSITIONING

Listening
  S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
  Comprehension
  Demonstrate comprehension of frequently used idioms. (S.1.15)
  Demonstrate comprehension in a variety of settings of specific, technical, and/or abstract words and phrases of grade-level, academic content in various *Massachusetts Curriculum Frameworks*. (S.1.25)
  Identify jargon as language used by members of particular groups (such as *peer groups, athletes, musicians*). (S.1.26)

  Increasing Word Knowledge
  Identify orally the meaning of phrasal verbs (such as *look into, get over, be through*). (S.1.30)
  Identify meanings in the context of familiar sayings and phrases used in English (such as *rule of thumb, make a mountain out of a molehill, count your blessings, forty winks, all's well that ends well, don't look a gift horse in the mouth*). (S.1.31)

  Strategies
  Identify characteristics of English words, phrases, and expressions, and compare and contrast them with these features in the student's first language. (S.1.32)
  Clarify meanings of words, using glossaries, thesauruses, and other resources selectively. (S.1.33)

  S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
  Comprehension
  Demonstrate comprehension of extended explanations and multi-step instructions. (S.2.44)
  Demonstrate comprehension of varied forms of humor. (S.2.45)
  Demonstrate comprehension of extended speech (such as *news reports on television or radio*). (S.2.46)
  Demonstrate comprehension of popular or historical cultural referents from the community culture, appropriate to age and context. (S.2.47)
  Demonstrate comprehension of sustained, interpersonal interaction. (S.2.48)

Culturally Appropriate Language
Distinguish formal oral language from slang. (S.2.59)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Comprehension
Demonstrate comprehension of inferential or abstract questions that are based on academic content. (S.3.52)
Demonstrate comprehension of content explanation without concrete references. (S.3.54)
Demonstrate comprehension of transition words and phrases (such as *furthermore, otherwise, likewise, instead, in any case*) that connect ideas in extended academic discourse (S.3.55)
Distinguish irrelevant information (such as *jokes, asides, anecdotes*) from important information in lecture-style presentations (S. 3.56)
Demonstrate comprehension of the attitude of a speaker toward subject matter. (S.3.57)
Demonstrate comprehension of specialized language structures from varied academic content (such as *frequent use of the passive voice in science; frequent use of specialized vocabulary to refer to abstract concepts and frequent use of pronouns in history/social science*). (S.3.58)
Demonstrate comprehension of classroom discussions, extended classroom discourse, and other academic interactions that include basic and complex sentence structures. (S.3.59)

Speaking
S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
Communication
Rephrase ideas and thoughts to express meaning. (S.1.27)
Communicate academic knowledge orally, using specific, technical, and abstract vocabulary of grade-level, academic content in various *Massachusetts Curriculum Frameworks*. (S.1.28)

Increasing Word Knowledge
Use selected idiomatic expressions in speaking. (S.1.21)
Demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary of grade-level, academic content. (S.1.29)

Strategies
Demonstrate how idiomatic expressions are used in English and in the student's first language. (S.1.22)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
Communication
State and orally defend an opinion. (S.2.49)
Propose solutions to problems or misunderstandings. (S.2.50)
Employ popular or historical cultural referents from the community culture, appropriate to age and context. (S.2.52)
Participate in the community linguistic culture, using a variety of expressions (such as *music, jokes, anecdotes*). (S.2.53)

Elaborate on personal stories. (S.2.54)
Participate in sustained, interpersonal conversations. (S.2.55)

Culturally Appropriate Language
Rephrase an utterance when a culturally based misunderstanding occurs. (S.2.56)
Identify topics for interaction that are appropriate to audience and setting. (S.2.57)
Respond to and use humor appropriate to an audience and setting. (S.2.58)
Respond to and use idioms appropriate to audience and setting. (S.2.60)
Compare and contrast major aspects (such as *pragmatics, body language*) of English and other languages. (S.2.61)

Pronunciation
Adjust meaning by varying pace, rhythm, and pauses in speech. (S.2.62)
Employ pronunciation, word stress, and intonation appropriate to communicative intent. (S.2.63)

Grammar/Syntax
Employ varied sentence structures when speaking, as appropriate to audience, purpose, and effect desired. (S.2.64)
Employ a range of oral responses, using single words, phrases, statements, and monologues. (S.2.65)
Use basic and complex sentence structures when participating in interpersonal conversations. (S.2.66)

Cultural Perspectives
Compare, contrast, and exchange opinions in discussions on issues that are of contemporary or historical interest and represent a variety of cultural perspectives. (S.2.67)
Identify and analyze cultural perspectives in literature, popular periodicals, music, theater, visual arts, commercials, films, and videos. (S.2.68)
Describe and discuss how conflicts in points of view and proposed resolutions reflect cultural and individual perspectives. (S.2.69)

Strategies
Rephrase ideas and thoughts orally to clarify meaning in social interactions. (S.2.70)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Communication
Elaborate on and extend other people's ideas using extended discourse. (S.3.60)
Use extended discourse to report information heard in lecture-style presentations. (S.3.61)
Summarize information that is heard during a class or lesson. (S.3.62)
Critique information that is heard in extended discourse (such as *television, radio, lecture-type presentation*). (S.3.63)
Support a conclusion or finding by stating facts or logical reasons. (S.3.64)
Participate in classroom discussions and other academic interactions, using basic and complex sentence structures and addressing abstract topics. (S.3.65)

Culturally Appropriate Language
Employ varying degrees of formality in language as appropriate to audience and purpose. (S.3.66)

Grammar/Syntax
Employ selected specialized language structures from varied academic areas (such as *use of the passive voice in science*). (S.3.67)
Give examples of how the English language has developed and been influenced by other languages. (S.3.68)

Strategies
Identify differences between oral and written language patterns. (S.3.69)

S.4 Presentation ~ Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
Plan and revise oral presentations, considering the audience, purpose, and information to be conveyed. (S.4.11)
Present information orally, using appropriate degree of formality for the audience and setting. (S.4.12)
Comprehend and answer questions following a presentation. (S.4.13)
Plan delivery of an oral presentation, using pace, visual aids, and gestures. (S.4.14)
Participate in performances, following agreed-upon criteria for audience, purpose, and information to be conveyed. (S.4.15)
Present an organized oral interpretation of a literary text, film, or dramatic production. (S.4.16)
Employ appropriate techniques (such as *dramatic opening statement, question*) for oral persuasion. (S.4.17)
Create a scoring guide and use it to prepare, improve, and assess oral presentations. (S.4.18)

Reading
R.4 Literary Elements and Techniques ~ Students will identify and analyze text elements and techniques of written English as used in various literary genres.
Elements of Style and Language
Classify spoken or written words as belonging to sense categories (such as *visual, auditory, tactile*) when found in literary texts. (R.4.2)

R.5 Informational/Expository Text ~ Students will identify and analyze purposes, structures, and elements of nonfiction English texts.
Text Analysis
Distinguish cause from effect in text. (R.5.6)
Distinguish fact from opinion or fiction in informational texts. (R.5.7)

R.6 Research ~ Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.
Gathering Information
Generate questions and list sources to be used in research. (R.6.1)

Organizing and Analyzing Information

Summarize data gathered through research. (R.6.2)

Writing

W.2 Writing ~ Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.
Responding to Text
Write a brief response to a literary text or an explanation of an informational text, using evidence from the text as support. (W.2.3)

W.3 Revising ~ Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.
Sentence Variety
Employ a variety of sentence lengths in order to improve writing. (W.3.6)

W.5 Media ~ Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.
Using and Analyzing Media
Select and use appropriate applications for a variety of classroom projects, including database, spreadsheet, web browser, and word processing. (W.5.2)
Gather and analyze information, using multiple media. (W.5.5)

Producing Media
Create radio scripts, audiotapes, or videotapes for display or transmission. (W.5.6)
Create presentations using computer technology. (W.5.7)

Evaluating Media
Use agreed-upon criteria to evaluate the effectiveness of media presentations. (W.5.8)

SCOPE AND SEQUENCE GRADE SPAN 5-6: BEGINNING, EI, INTERMEDIATE, AND TRANSITIONING

GRADE SPAN 5–6: BEGINNING

Listening

S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
Comprehension
Demonstrate comprehension of everyday words and phrases, using pictures, actions, and/or objects (S.1.1)
Demonstrate comprehension of words that express basic personal needs (such as *transportation, housing*); personal likes and dislikes; personal information (such as *age, address, family*); and school-related information (such as *teacher's name, schedule, routines*). (S.1.2)
Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects. (S.1.3)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
 Comprehension
Demonstrate comprehension of everyday expressions used in interpersonal interactions (such as *"Hi, how are you?," "See you later"*). (S.2.1)
Demonstrate comprehension of words, phrases, and sentences used in social interactions related to everyday topics (such as *family, social, school*). (S.2.2)
Demonstrate comprehension of simple oral requests. (S.2.3)
Demonstrate comprehension of interpersonal conversations when spoken to slowly and with frequent repetitions. (S.2.4)

 Culturally Appropriate Language
Identify nonverbal cues (such as *gestures, facial expressions, body postures*) that connote different meanings depending on their cultural or social context. (S.2.12)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
 Comprehension
Demonstrate comprehension of oral directions that include visual cues. (S.3.1)
Demonstrate comprehension of one-step oral directions. (S.3.2)
Demonstrate understanding when simple information is given. (S.3.3)
Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues. (S.3.4)
Identify the beginning, middle, and end of a story that is heard. (S.3.6)
Identify the characters and setting of a story that is heard. (S.3.7)
Demonstrate comprehension of simple sentences, including statements, questions, and commands, when spoken slowly, and with repetitions as needed. (S.3.10)

 Culturally Appropriate Language
Identify and follow classroom expectations and conventions (such as *raising hand, taking turns*). (S.3.23)
Demonstrate comprehension of agreed-upon rules (such as *taking turns*) for small-group decision making. (S.3.45)

 Strategies
Identify verbal and nonverbal cues to determine when to focus attention. (S.3.26)
Identify whom to consult for assistance. (S.3.27)

Speaking
S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
 Communication
Express basic personal needs and information (such as *health, food, clothing, weather, recreation*) and school-related information, using spoken words and phrases. (S.1.4)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.

Communication
Ask and answer concrete questions about familiar content. (S.2.5)
Describe people, places, and things, using some detail. (S.2.6)
Make simple oral requests and grant permission. (S.2.7)
Express confusion (such as *"I don't get it"*). (S.2.8)

Culturally Appropriate Language
Employ appropriate volume of voice in each of various contexts. (S.2.13)

Strategies
Observe and imitate how others speak and behave in various settings. (S.2.19)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Communication
Give one-step directions. (S.3.11)
Make and respond to oral requests. (S.3.12)
Express confusion. (S.3.13)
Ask and respond to questions to clarify information. (S.3.14)

Reading

R.1 Vocabulary and Syntax in Print ~ Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.
Essential Vocabulary
Read and understand previously learned essential vocabulary words. (R.1.1)
Read and understand previously learned sight words and phrases. (R.1.7)

Word Analysis
Apply knowledge of word analysis to expand comprehension of vocabulary found in text. (R.1.2)

Word Context
Use context to determine the meanings of words. (R.1.3)

Sentence Structure
Apply knowledge of the basic parts of speech (*noun, verb, adjective, adverb*) and simple sentence structures to comprehend text (R.1.4)
Apply knowledge of parts of speech and sentence structures to determine the meaning of text. (R.1.10)

Text Structure
Apply knowledge of text structures to comprehend text. (R.1.5)

R.2 Beginning to Read in English ~ Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.
Reading Readiness
Demonstrate awareness of and readiness for reading for meaning. (R.2.1)

Sight Vocabulary
Read and understand high-frequency and familiar words and phrases. (R.2.2)

Concepts of Print
Recognize that printed text has specific form and carries meaning. (R.2.3)

Phonemic Awareness
Demonstrate that phonemes exist and can be isolated and manipulated. (R.2.4)
Demonstrate knowledge of English phonemes and their relationships to familiar words. (R.2.5)

Phonics/Letter-Sound Knowledge
Apply letter-sound knowledge to connect meaning with printed words. (R.2.6)
Use letter-sound knowledge to decode written English. (R.2.13)

Word Analysis
Apply word analysis to decode printed words, both known and unknown. (R.2.7)

Features of Written English
Demonstrate understanding of selected features of written English. (R.2.9)

Reading Readiness
Demonstrate readiness for reading in English. (R.2.11)

Sight Vocabulary
Read and understand high frequency and familiar words and phrases. (R.2.12)

R.3 Comprehension ~ Students will read English fluently and identify facts and evidence in order to interpret and analyze text.
    Learner Strategies
Identify and apply strategies to enhance comprehension of texts. (R.3.6)

Writing
W.1 Prewriting ~ Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.
Increasing Vocabulary
Write lists of words and phrases needed to accomplish an assigned writing task. (W.1.2)

    Planning to Write
Identify the structures and length that support the audience, purpose, and topic of a writing task. (W.1.4)

W.2 Writing ~ Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.
    Writing a Story
Write a story that has a beginning, middle, and end. (W.2.4)

W.4 Editing ~ Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.
     Punctuation and Mechanics
Use correct mechanics when editing. (W.4.1)

W.5 Media ~ Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.
     Using and Analyzing Media
Use word processing to publish writing. (W.5.1)
Work collaboratively with peers when using technology in the classroom. (W.5.3)

GRADE SPAN 5–6: EARLY INTERMEDIATE

Listening
     S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
     Increasing Word Knowledge
Determine meanings of words with inflections (such as *looks, looked, looking*) by using knowledge of base words (*look*) and inflections. (S.1.7)
Identify words in English that are frequently used in the student's first language. (S.1.8)
Predict the meanings of unknown compound words (such as *daydream, snowman*), using knowledge of individual words. (S.1.9)

     Strategies
Clarify meanings of words, using beginning and bilingual dictionaries. (S.1.11)

     Comprehension
Demonstrate comprehension of frequently used synonyms and antonyms. (S.1.14)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
     Comprehension
Demonstrate comprehension of explanations or instructions, when clarification is given. (S.2.21)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
     Comprehension
Identify a main event from a story that is heard. (S.3.5)
Demonstrate comprehension of oral questions on academic content that require short answers. (S.3.8)
Identify important information about academic content, using prior knowledge and/or visual cues as needed. (S.3.9)
Demonstrate comprehension of oral questions that are based on academic content. (S.3.30)

     Strategies
Connect new information to prior knowledge. (S.3.28)
Take notes (using *graphic organizers*) while listening for specific information. (S.3.50)

Speaking

   S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
   Communication
   Employ vocabulary essential for grade-level content learning. (S.1.5)
   Classify previously learned words by content themes or topics (such as Gr. 3–5 science plant structures: *roots, leaves, stem, bark*; Gr. 9–12 math patterns: *iterative, linear, recursive*; Gr. 6–8 history/social science geography terms: *region, tropics, rain forest, tundra*). (S.1.6)

   S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
   Communication
   Recount prior experiences and events of interest, using familiar sentences. (S.2.9)
   Employ words, phrases, and sentences in social interactions related to everyday topics. (S.2.10)
   Express agreement/disagreement. (S.2.25)
   Request opinions, preferences, and wishes orally from peers. (S.2.26)

   Culturally Appropriate Language
   Gain the attention of others by speaking in culturally and age-appropriate ways. (S.2.11)
   Initiate conversations, attend to speakers, take turns, and close conversations in culturally appropriate ways. (S.2.30)

   Pronunciation
   Demonstrate understanding of differences in English intonation patterns (such as *rising intonation in "yes-no" questions*). (S.2.14)
   Demonstrate understanding of word stress patterns in spoken English. (S.2.15)

   Grammar/Syntax
   Use basic grammar patterns in speaking to produce familiar statements, questions, and commands. (S.2.16)
   Narrate stories with a beginning, middle, and end. (S.2.37)

   Strategies
   Request help, feedback, and clarification. (S.2.20)

   S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
   Communication
   Ask and respond to questions (*who? what? where? when?*) based on a text that is heard. (S.3.15)
   Retell events in a simple or familiar story using relevant words and phrases. (S.3.16)
   Restate a main event from a story that is heard. (S.3.17)
   Respond briefly to questions on academic content. (S.3.18)
   Retell steps of a process in logical order. (S.3.19)
   Retell the beginning, middle, and end of a story that is heard. (S.3.20)
   Make predictions or inferences based on a story or information that has been heard. (S.3.22)

Culturally Appropriate Language
Use appropriate words, phrases, and expressions to interact with peers and adults. (S.3.24)
Participate in small-group activities, playing a specified role. (S.3.44)
Participate orally in class activities, using appropriate words, phrases, and expressions. (S.3.46)

Grammar/Syntax
Use familiar phrases and statements when speaking with basic grammar patterns. (S.3.25)

S.4 Presentation ~ Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
Plan, rehearse, and orally present information about personal experiences or interests, using visual cues as needed. (S.4.1)
Plan, rehearse, and orally present information in a brief report, using visual cues. (S.4.2)
Plan, rehearse, and orally present information on planned activities or cultural topics. (S.4.3)
Maintain focus on a topic during an oral presentation. (S.4.4)
Make informal oral presentations that have recognizable organization (such as *sequence, summary*). (S.4.6)

Reading
R.1 Vocabulary and Syntax in Print ~ Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.
Linguistic Comparisons
Recognize similarities and differences in orthographic conventions and structures between and among languages. (R.1.6)

R.2 Beginning to Read in English ~ Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.
Word Context
Apply knowledge of word context to gain meaning from text. (R.2.8)

Linguistic Comparisons
Identify, compare, and provide examples of the linguistic features (such as *orthography, words and word parts, sounds related to print*) of English and other languages in print. (R.2.10)
Demonstrate understanding of the nature of language through comparisons between English and the student's first language. (R.2.15)

Features of Written English
Apply knowledge of various features of written English to gain meaning from text. (R. 2.14)

R.3 Comprehension ~ Students will read English fluently and identify facts and evidence in order to interpret and analyze text.
Main Ideas and Details
Identify main idea(s) or important information in a literary or an informational text. (R.3.1)
Identify details that support main idea(s) in a literary or an informational text. (R.3.2)
Summarize information from a literary or an informational text that is read. (R.3.3)

Text Interpretation
Support individual interpretations and conclusions, using evidence from a literary or an informational text. (R.3.4)

Theme

Identify theme in a variety of texts. (R.3.5)

R.4 Literary Elements and Techniques ~ Students will identify and analyze text elements and techniques of written English as used in various literary genres.

Characteristics of Genres

Apply knowledge of general characteristics of a literary genre as a strategy for reading. (R.4.1)

Fiction

Analyze the elements of plot, character, and setting in stories. (R.4.3)
Apply knowledge of the elements of fiction to analyze the construction of a text. (R.4.10)

Poetry

Identify the elements of poetry and analyze how they add to the meaning and enjoyment of a poem. (R.4.4)
Identify and analyze how sound devices, figurative language, and graphic elements support meaning in poetry (R.4.11)

Myth and Traditional Narrative

Recognize nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths as traditional literature. (R.4.5)

Dramatic Literature

Demonstrate understanding that dialogue develops the plot and characters of a play. (R.4.7)
Analyze elements of dramatic literature and provide evidence from the text to support the analysis. (R.4.13)

Characteristics of Genres

Compare and contrast various literary genres as forms selected by authors to accomplish their purposes. (R.4.8)

R.5 Informational/Expository Text ~ Students will identify and analyze purposes, structures, and elements of nonfiction English texts.

Characteristics of Nonfiction Genres

Distinguish forms and purposes of informational and expository materials (such as *encyclopedias, CD-ROMs, newspapers, magazines, letters, content texts*). (R.5.1)

Text Features

Use knowledge of text features to determine the purpose and meaning of a text. (R.5.2)

Graphic Features

Use knowledge of common graphic features to determine the purpose and meaning of text. (R.5.3)
Use knowledge of common graphic features to determine purpose and meaning in text. (R.5.10)

Organization

Use knowledge of common organizational structure (chronological order) to determine meaning of text. (R.5.4)
Use knowledge of organizational structures in nonfiction text to determine its meaning. (R.5.11)
Writing
W.1 Prewriting ~ Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.

Planning to Write

Plan ideas for writing in a way that makes sense for an identified purpose and audience. (W.1.1)

Organizing Ideas

Organize information to be expressed in writing in a way that makes sense for the purpose and audience. (W.1.3)
Organize information about a topic into a paragraph with a topic sentence, supporting details, and a concluding sentence. (W.1.6)

Increasing Vocabulary

List words and phrases to support structure and meaning within and among paragraphs of a writing task. (W.1.5)

W.2 Writing ~ Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

Providing Information
Write an account based on personal experience that has a focus and supporting detail. (W.2.1)
Write directions, instructions, or explanations with multiple sentences that provide information in logical order. (W.2.2)
Write a paragraph that provides information and includes a topic statement, supporting details, and a conclusion. (W.2.7)

Writing a Letter
Write a letter, with ideas placed in an order that makes sense. (W.2.5)
Write a letter, using appropriate form and degree of formality for its intended audience. (W.2.12)

W.3 Revising ~ Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.
Evaluation
Use agreed-upon criteria to evaluate writing. (W.3.1)

Word Choice
After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer. (W.3.4)

W.4 Editing ~ Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.
Spelling
Spell familiar words correctly when editing. (W.4.2)

Grammar/Structure
Identify correct sentence structure and usage when editing simple sentences. (W.4.3)

Punctuation and Mechanics
Use knowledge of correct mechanics when editing. (W.4.4)

W.5 Media ~ Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.
Using and Analyzing Media
Comprehend and use acceptable-use guidelines. (W.5.4)

GRADE SPAN 5–6: INTERMEDIATE

Listening
S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
Comprehension
Demonstrate comprehension of common words with multiple meanings (such as *saw, can, sentence*). (S.1.12)
Demonstrate understanding of academic content words and phrases in selected concept-based categories. (S.1.13)
Demonstrate comprehension of frequently used idioms. (S.1.15)

Increasing Word Knowledge
Determine the word meaning or the effect on meaning of selected prefixes and suffixes (such as *re-, un-, dis-, -tion, -less, -ly*). (S.1.19)

Strategies

Apply knowledge of terms for textual features of textbooks (such as *chapter, review, essay, table of contents*) and tests (such as *open-ended, multiple-choice*). (S.1.23)

Clarify meanings of words, using dictionaries, glossaries, and other resources. (S.1.24)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.

Comprehension

Demonstrate comprehension during most interpersonal interactions, when clarification is given. (S.2.22)

Culturally Appropriate Language

Identify formal and informal oral language, including slang. (S.2.32)

Pronunciation

Demonstrate comprehension of basic differences in meaning produced by intonation patterns in English (such as *rising or falling intonation in tag questions: "You're from Concord, <u>aren't you</u>?"*). (S.2.34)

Demonstrate comprehension of the basic differences in meaning produced by varying word stress within a statement (such as *"I <u>won't</u> do that!"* and *"I won't do <u>that</u>!"*). (S.2.35)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.

Comprehension

Demonstrate comprehension of oral, multiple-step directions. (S.3.29)

Demonstrate comprehension of oral word problems on math content. (S.3.31)

Demonstrate comprehension of the main points of classroom discussions. (S.3.32)

Identify details that support a main idea in a literary or informational text that is heard. (S.3.33)

Identify facts that answer the listeners' questions in a literary or informational text that is heard. (S.3.34)

Identify the topics and organization structures of lecture-style presentations. (S.3.35)

Demonstrate comprehension of specific information heard in an academic context. (S.3.36)

Demonstrate comprehension of classroom discussions and interactions when clarification is given. (S.3.37)

Demonstrate comprehension of the use of referents (such as *pronouns, demonstrative adjectives*) in academic discourse. (S.3.53)

Speaking

S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

Communication

Express personal intent using spoken words and phrases (such as *requesting information, agreeing, giving permission*). (S.1.16)

Classify previously learned academic content words and phrases into concept-based categories. (S.1.17) (for specific examples in each grade span, please refer to the ELPBO)

Participate in limited discussions using appropriate and adequate words and phrases. (S.1.18)

Increasing Word Knowledge

Employ synonyms (such as *big/huge/gigantic/enormous*) for word variety in speaking. (S.1.20)

Demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary of grade-level, academic content. (S.1.29)

Strategies
Identify linguistic characteristics of English words and compare and contrast them with words from the student's first language. (S.1.10)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
Cultural Perspectives
Compare personal experiences and perspectives with those of other cultures. (S.2.17)
Compare aspects of cultures, appropriate to age. (S.2.18)
Describe patterns of social behavior that represent community norms. (S.2.39)
Identify and describe differing behavior norms of various communities (such as *peers, family, neighborhood, region*). (S.2.40)
Compare aspects or features of various cultural communities (as presented in *print, visual arts, films,* and *videos*). (S.2.41)

Communication
Ask and answer questions (such as *Who? When? Why?*). (S.2.23)
Express one's own opinions, preferences, and wishes related to familiar topics. (S.2.24)
Express and respond to compliments, gratitude, and apologies. (S.2.27)
Express imagination and creativity through activities such as storytelling and games. (S.2.28)
Respond during interpersonal discussions and interactions. (S.2.29)
Express uncertainty. (S.2.51)

Culturally Appropriate Language
Use culturally acceptable gestures, distances, and body language in familiar settings. (S.2.31)
Demonstrate awareness of listener's perspective (such as *responding to listener's questions or facial cues*) when speaking and interacting. (S.2.33)

Pronunciation
Communicate intended meanings utilizing English intonation patterns (such as in *questions, statements, exclamations*). (S.2.36)

Grammar/Syntax
Construct original oral statements, using basic and complex sentence structures. (S.2.38)

Strategies
Request, clarify, and restate information to enhance understanding in social interactions. (S.2.42)
Rehearse ways of speaking (such as *formal/informal*) that are appropriate to audience and purpose. (S.2.43)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Communication

Compare and contrast information orally. (S.3.21)
Participate in reaching consensus in groups. (S.3.38)
Respond to factual and inferential questions that are based on academic content. (S.3.39)
Describe how two things within a given academic content are alike or different. (S.3.40)
Summarize a story orally. (S.3.41)
State a position and support/justify it. (S.3.42)
Participate in classroom discussions and activities, when frequent clarification is given. (S.3.43)

Grammar/Syntax
Express original statements in classroom discussions, using basic and complex sentence structures related to academic topics. (S.3.47)

Strategies
Ask questions to clarify meaning in an academic context. (S.3.48)
Compare grammatical constructions (such as *tense, gender, subject-verb agreement*) in English and the student's first language. (S.3.49)
Explain the thinking processes used (such as *solving math story problems, using the scientific process*) in academic content areas. (S.3.51)

S.4 Presentation ~ Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
Use teacher-developed assessment criteria to prepare oral presentations. (S.4.5)
Give formal oral presentations that focus on specified academic content, using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, eye contact, and appropriate volume and intonation. (S.4.7)
Rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience. (S.4.8)
Participate in creating scoring guides based on designated categories and use them to prepare, assess, and revise oral presentations. (S.4.9)
Express an opinion on a literary text or film in an organized way, using supporting details. (S.4.10)
Comprehend and answer questions following a presentation. (S.4.13)

Reading
R.1 Vocabulary and Syntax in Print ~ Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.
Word Analysis
Apply knowledge of word analysis to expand comprehension of vocabulary found in text. (R.1.8)

Word Context
Apply knowledge of context clues to determine the meanings of unfamiliar words. (R.1.9)

Paragraph Structure
Identify words, phrases, and sentences that determine meaning in expository paragraphs. (R.1.11)

Text Structure
Identify words, phrases, and sentences that determine meaning in extended text. (R.1.12)

R.3 Comprehension ~ Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

Main Ideas and Details
Analyze main ideas and supporting details and evidence in texts. (R.3.7)
Summarize important ideas from a text and represent the relationships between or among them. (R.3.8)

Text Interpretation
Support individual interpretations or conclusions, using details or evidence from a literary text. (R.3.9)
Support individual interpretations or conclusions, using evidence from an informational text. (R.3.10)

Theme
Analyze and provide evidence from a text to support understanding of theme. (R.3.11)

Learner Strategies
Demonstrate fluency as a reader, using different reading rates and approaches for different purposes. (R.3.12)

R.4 Literary Elements and Techniques ~ Students will identify and analyze text elements and techniques of written English as used in various literary genres.
Elements of Style and Language
Classify spoken or written words as belonging to sense categories (such as *visual, auditory, tactile*) when found in literary texts. (R.4.2)
Identify and explain how elements of language suggest mood and set tone in a piece of literature. (R.4.9)

Myth and Classical Narrative
Identify culturally significant characters and events represented in traditional literature (including *Greek, Roman, Norse mythology*). (R.4.6)

R.5 Informational/Expository Text ~ Students will identify and analyze purposes, structures, and elements of nonfiction English texts.
Text Analysis
Summarize main ideas and supporting details. (R.5.5)
Distinguish cause from effect in text. (R.5.6)
Distinguish fact from opinion or fiction in informational texts. (R.5.7)

Characteristics of Nonfiction Genres
Identify forms of informational and expository materials (such as *essays, biographies, memoirs, news articles, reports, lab reports, textbook chapters*). (R.5.8)

Text Features
Use knowledge of text features to determine purpose and meaning of text. (R.5.9)

R.6 Research ~ Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.
Gathering Information

Generate questions and list sources to be used in research. (R.6.1)
Obtain information from a variety of print and non-print sources. (R.6.4)

Organizing and Analyzing Information
Summarize data gathered through research. (R.6.2)

Evaluating Research Criteria
Use a scoring guide to evaluate group work on a research project. (R.6.3)
Use scoring guides or rubrics to self-assess a research project prior to presentation. (R.6.6)

Writing
W.1 Prewriting ~ Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.
Organizing Ideas
Organize information about a topic into a multi-paragraph format with an introductory paragraph, supporting paragraphs, and a concluding paragraph. (W.1.7)

W.2 Writing ~ Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.
Responding to Text
Write a brief response to a literary text or an explanation of an informational text, suing evidence from the text as support. (W.2.3)

Writing a Poem
Write a short poem that contains simple sensory details. (W.2.6)
Write a poem, using poetic techniques, figurative speech, and graphic elements to contribute to its meaning. (W.2.13)

Writing a Story
Write a story with well-developed characters, setting, dialogue, and conflict and resolution that includes sufficient descriptive detail. (W.2.11)

W.3 Revising ~ Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.
Organization
Identify and use words and phrases to make ideas clearer or more logical. (W.3.2)

Word Choice
Select and use words to increase detail in writing. (W.3.3)
Vary expression by employing new words and phrases in writing. (W.3.5)
Select words and phrases to increase the amount of detail in writing. (W.3.9)

Evaluation
Use an agreed-upon scoring guide to review content and organization of writing in preparation for final editing. (W.3.7)

Sentence Variety
Use a variety of sentence patterns and lengths to make writing more interesting to the reader. (W.3.12)

W.4 Editing ~ Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.
Spelling
Use knowledge of correct spelling when editing. (W.4.5)

Grammar/Structure
Use knowledge of correct sentence structure and usage when editing. (W.4.6)

W.5 Media ~ Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.
        Using and Analyzing Media
Select and use appropriate applications for a variety of classroom projects, including database, spreadsheet, web browser, and word processing. (W.5.2)
Gather and analyze information, using multiple media. (W.5.5)
Use online information resources for collaboration and research. (W.5.9)
Use technology resources for problem solving. (W.5.10)

Producing Media
Create radio scripts, audiotapes, or videotapes for display or transmission. (W.5.6)
Create presentations using computer technology. (W.5.7)
Create media productions using effective images, texts, music, sound effects, and/or graphics. (W.5.13)

Evaluating Media
Use agreed-upon criteria to evaluate the effectiveness of media presentations. (W.5.8)
Use agreed-upon criteria to evaluate the effectiveness of media presentations. (W.5.14)

GRADE SPAN 5–6: TRANSITIONING

Listening
S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
Comprehension
Demonstrate comprehension in a variety of settings of specific, technical, and/or abstract words and phrases of grade-level, academic content in various *Massachusetts Curriculum Frameworks*. (S.1.25)
Identify jargon as language used by members of particular groups (such as *peer groups, athletes, musicians*). (S.1.26)

Increasing Word Knowledge
Identify orally the meaning of phrasal verbs (such as *look into, get over, be through*). (S.1.30)

Identify meanings in the context of familiar sayings and phrases used in English (such as *rule of thumb, make a mountain out of a molehill, count your blessings, forty winks, all's well that ends well, don't look a gift horse in the mouth*). (S.1.31)

Strategies
Identify characteristics of English words, phrases, and expressions, and compare and contrast them with these features in the student's first language. (S.1.32)
Clarify meanings of words, using glossaries, thesauruses, and other resources selectively. (S.1.33)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
Comprehension
Demonstrate comprehension of extended explanations and multi-step instructions. (S.2.44)
Demonstrate comprehension of varied forms of humor. (S.2.45)
Demonstrate comprehension of extended speech (such as *news reports on television or radio*). (S.2.46)
Demonstrate comprehension of popular or historical cultural referents from the community culture, appropriate to age and context. (S.2.47)
Demonstrate comprehension of sustained, interpersonal interaction. (S.2.48)

Culturally Appropriate Language
Distinguish formal oral language from slang. (S.2.59)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Comprehension
Demonstrate comprehension of inferential or abstract questions that are based on academic content. (S.3.52)
Demonstrate comprehension of content explanation without concrete referents. (S.3.54)
Demonstrate comprehension of transition words and phrases (such as *furthermore, otherwise, likewise, instead, in any case*) that connect ideas in extended academic discourse. (S.3.55)
Distinguish irrelevant information (such as *jokes, asides, anecdotes*) from important information in lecture-style presentations. (S.3.56)
Demonstrate comprehension of the attitude of a speaker toward subject matter. (S.3.57)
Demonstrate comprehension of specialized language structures from varied academic content (such as *frequent use of the passive voice in science; frequent use of specialized vocabulary to refer to abstract concepts and frequent use of pronouns in history/social science*). (S.3.58)
Demonstrate comprehension of classroom discussions, extended classroom discourse, and other academic interactions that include basic and complex sentence structures. (S.3.59)

Speaking
S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
Increasing Word Knowledge
Use selected idiomatic expressions in speaking. (S.1.21)

Strategies

Demonstrate how idiomatic expressions are used in English and in the student's first language. (S.1.22)

Communication
Rephrase ideas and thoughts to express meaning. (S.1.27)
Communicate academic language orally, using specific, technical, and abstract vocabulary of grade-level, academic content in various *Massachusetts Curriculum Frameworks*. (S.1.28)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
Communication
State and orally defend an opinion. (S.2.49)
Propose solutions to problems or misunderstandings. (S.2.50)
Employ popular or historical cultural referents from the community culture, appropriate to age and context. (S.2.52)
Participate in the community linguistic culture, using a variety of expressions (such as *music, jokes, anecdotes*). (S.2.53)
Elaborate on personal stories. (S.2.54)
Participate in sustained, interpersonal conversations. (S.2.55)

Culturally Appropriate Language
Rephrase an utterance when a culturally based misunderstanding occurs. (S.2.56)
Identify topics for interaction that are appropriate to audience and setting. (S.2.57)
Respond to and use humor appropriate to an audience and setting. (S.2.58)
Respond to and use idioms appropriate to audience and setting. (S.2.60)
Compare and contrast major aspects (such as *pragmatics, body language*) of English and other languages. (S.2.61)

Pronunciation
Adjust meaning by varying pace, rhythm, and pauses in speech. (S.2.62)
Employ pronunciation, word stress, and intonation appropriate to communicative intent. (S.2.63)

Grammar/Syntax
Employ varied sentence structures when speaking, as appropriate to audience, purpose, and effect desired. (S.2.64)
Employ a range of oral responses, using single words, phrases, statements, and monologues. (S.2.65)
Use basic and complex sentence structures when participating in interpersonal conversations. (S.2.66)

Cultural Perspectives
Compare, contrast, and exchange opinions in discussions on issues that are of contemporary or historical interest and represent a variety of cultural perspectives. (S.2.67)
Identify and analyze cultural perspectives in literature, popular periodicals, music, theater, visual arts, commercials, films, and videos. (S.2.68)
Describe and discuss how conflicts in points of view and proposed resolutions reflect cultural and individual perspectives. (S.2.69)

Strategies

Rephrase ideas and thoughts orally to clarify meaning in social interactions. (S.2.70)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Communication
Elaborate on and extend other people's ideas using extended discourse. (S.3.60)
Use extended discourse to report information heard in lecture-style presentations. (S.3.61)
Summarize information that is heard during a class or lesson. (S.3.62)
Critique information that is heard in extended discourse (such as *television, radio, lecture-type presentation*). (S.3.63)
Support a conclusion or finding by stating facts or logical reasons. (S.3.64)
Participate in classroom discussions and other academic interactions, using basic and complex sentence structures and addressing abstract topics. (S.3.65)

Culturally Appropriate Language
Employ varying degrees of formality in language as appropriate to audience and purpose. (S.3.66)

Grammar/Syntax
Employ specialized language structures from varied academic areas (such as *use of the passive voice in science*). (S.3.67)
Give examples of how the English language has developed and been influenced by other languages. (S.3.68)

Strategies
Identify differences between oral and written language patterns. (S.3.69)

S.4 Presentation ~ Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
Plan and revise oral presentations, considering the audience, purpose, and information to be conveyed. (S.4.11)
Present information orally, using an appropriate degree of formality for the audience and setting. (S.4.12)
Plan delivery of an oral presentation, using pace, visual aids, and gestures. (S.4.14)
Participate in performances, following agreed-upon criteria for audience, purpose, and information to be conveyed. (S.4.15)
Present an organized oral interpretation of a literary text, film, or dramatic production. (S.4.16)
Employ appropriate techniques (such as *dramatic opening statement*) for oral persuasion. (S.4.17)
Create a scoring guide and use it to prepare, improve, and assess oral presentations. (S.4.18)

Reading
R.1 Vocabulary and Syntax in Print ~ Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.
Linguistic Comparisons
Provide examples of how English vocabulary has developed from and been influenced by other languages. (R.1.13)

R.4 Literary Elements and Techniques ~ Students will identify and analyze text elements and techniques of written English as used in various literary genres.

Myth and Traditional Narrative

Use literary structures and elements of traditional literature to describe myths and traditional and classical narratives. (R.4.12)

R.5 Informational/Expository Text ~ Students will identify and analyze purposes, structures, and elements of nonfiction English texts.

Text Analysis

Analyze main ideas, supporting ideas, and supporting details for purpose and meaning. (R.5.12)
Analyze primary source documents and other artifacts to determine how they reflect cultural perspectives (R.5.13)
Recognize use of arguments for and against an issue. (R.5.14)

R.6 Research ~ Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.

Organizing and Analyzing Information

Organize information for research reports that include quotations, footnotes or endnotes, and bibliographies (R.6.5)

Writing

W.2 Writing ~ Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

Providing Information

Write a multi-paragraph composition with clear topic development, logical organization, and effective use of detail (W.2.8)

Responding to Text

Write a personal interpretation of literary text that includes a topic statement, supporting details from the literature, and a conclusion. (W.2.9)
Write an essay that includes a topic statement, supporting details, and a conclusion. (W.2.10)

W.3 Revising ~ Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

Sentence Variety

Employ a variety of sentence lengths in order to improve writing. (W.3.6)

Organization

Revise writing to improve organization of ideas. (W.3.8)

Word Choice

Increase detail and precision of language to improve writing. (W.3.10)
Select words that take into consideration the audience for and purpose of a writing task (such as *formal/informal or personal/impersonal*). (W.3.11)

W.5 Media ~ Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.
Using and Analyzing Media
Identify techniques used in television (such as *sound effects, close-ups*) and use this information to distinguish between facts and misleading information. (W.5.11)
Comprehend and respect intellectual property as related to Internet use. (W.5.12)

SCOPE AND SEQUENCE GRADE SPAN 7-8: BEGINNING, EI, INTERMEDIATE, AND TRANSITIONING

GRADE SPAN 7–8: BEGINNING

Listening
S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
Comprehension
Demonstrate comprehension of everyday words and phrases, using pictures, actions, and/or objects (S.1.1)
Demonstrate comprehension of words that express basic personal needs (such as *transportation, housing*); personal likes and dislikes; personal information (such as *age, address, family*); and school-related information (such as *teacher's name, schedule, routines*). (S.1.2)
Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects. (S.1.3)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
Comprehension
Demonstrate comprehension of everyday expressions used in interpersonal interactions (such as *"Hi, how are you?," "See you later"*). (S.2.1)
Demonstrate comprehension of words, phrases, and sentences used in social interactions related to everyday topics (such as *family, social, school*). (S.2.2)
Demonstrate comprehension of simple oral requests. (S.2.3)
Demonstrate comprehension of interpersonal conversations when spoken to slowly and with frequent repetitions. (S.2.4)

Culturally Appropriate Language
Identify nonverbal cues (such as *gestures, facial expressions, body postures*) that connote different meanings depending on their cultural or social context. (S.2.12)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Comprehension
Demonstrate comprehension of oral directions that include visual cues. (S.3.1)
Demonstrate comprehension of one-step oral directions. (S.3.2)
Demonstrate understanding when simple information is given. (S.3.3)

Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues. (S.3.4)
Identify the beginning, middle, and end of a story that is heard. (S.3.6)
Identify the characters and setting of a story that is heard. (S.3.7)
Demonstrate comprehension of simple sentences, including statements, questions, and commands, when spoken slowly, and with repetitions as needed. (S.3.10)

Culturally Appropriate Language
Identify and follow classroom expectations and conventions (such as *raising hand, taking turns*). (S.3.23)

Strategies
Identify verbal and nonverbal cues to determine when to focus attention. (S.3.26)
Identify whom to consult for assistance. (S.3.27)
Demonstrate comprehension of agreed-upon rules (such as *taking turns*) for small-group decision making. (S.3.45)

Speaking
S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
Communication
Express basic personal needs and information (such as *health, food, clothing, weather, recreation*) and school-related information, using spoken words and phrases. (S.1.4)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
Communication
Ask and answer concrete questions about familiar content. (S.2.5)
Describe people, places, and things, using some detail. (S.2.6)
Make simple oral requests and grant permission. (S.2.7)
Express confusion (such as *"I don't get it"*). (S.2.8)

Culturally Appropriate Language
Employ appropriate volume of voice in each of various contexts. (S.2.13)

Strategies
Observe and imitate how others speak and behave in various settings. (2.19)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Communication
Give one-step directions. (S.3.11)
Make and respond to oral requests. (S.3.12)
Express confusion. (S.3.13)
Ask and respond to questions to clarify information. (S.3.14)

Retell events in a simple or familiar story using relevant words and phrases. (S.3.16)

Reading

R.1 Vocabulary and Syntax in Print ~ Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.
Essential Vocabulary
Read and understand previously learned essential vocabulary words. (R.1.1)
Read and understand previously learned sight words and phrases. (R.1.7)

Word Analysis
Apply knowledge of word analysis to expand comprehension of vocabulary found in text. (R.1.2)

Word Context
Use context to determine the meanings of words. (R.1.3)

Sentence Structure
Apply knowledge of the basic parts of speech (*noun, verb, adjective, adverb*) and simple sentence structures to comprehend text. (R.1.4)
Apply knowledge of parts of speech and sentence structures to determine the meaning of texts. (R.1.10)

Text Structure
Apply knowledge of text structures to comprehend text. (R.1.5)

R.2 Beginning to Read in English ~ Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.
Reading Readiness
Demonstrate awareness of and readiness for reading for meaning. (R.2.1)

Sight Vocabulary
Read and understand high-frequency and familiar words and phrases. (R.2.2)
Read and understand high-frequency and familiar words and phrases. (R.2.12)

Concepts of Print
Recognize that printed text has specific form and carries meaning. (R.2.3)

Phonemic Awareness
Demonstrate that phonemes exist and can be isolated and manipulated. (R.2.4)
Demonstrate knowledge of English phonemes and their relationships to familiar words. (R.2.5)

Phonics/Letter-Sound Knowledge
Apply letter-sound knowledge to connect meaning with printed words. (R.2.6)
Use letter-sound knowledge to decode written English. (R.2.13)

Word Analysis

Apply word analysis to decode printed words, both known and unknown. (R.2.7)

Features of Written English
Demonstrate understanding of selected features of written English. (R.2.9)

Reading Readiness
Demonstrate readiness for reading in English. (R.2.11)

R.3 Comprehension ~ Students will read English fluently and identify facts and evidence in order to interpret and analyze text.
     Learner Strategies
Identify and apply strategies to enhance comprehension of texts. (R.3.6)

Writing

     W.1 Prewriting ~ Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.
     Increasing Vocabulary
Write lists of words and phrases needed to accomplish an assigned writing task. (W.1.2)
List words and phrases to support structure and meaning within and among paragraphs of a writing task (W.1.5)

Planning to Write
Identify the structures and length that support the audience, purpose, and topic of a writing task. (W.1.4)

     W.2 Writing ~ Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.
     Writing a Story
Write a story that has a beginning, middle, and end. (W.2.4)

     W.4 Editing ~ Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.
     Punctuation and Mechanics
Use correct mechanics when editing. (W.4.1)
Use knowledge of correct mechanics when editing. (W.4.4)

     W.5 Media ~ Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.
     Using and Analyzing Media
Use word processing to publish writing. (W.5.1)
Work collaboratively with peers when using technology in the classroom. (W.5.3)

GRADE SPAN 7–8: EARLY INTERMEDIATE

Listening
    S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
        Comprehension
Demonstrate comprehension of common words with multiple meanings (such as *saw, can, sentence*). (S.1.12)
Demonstrate comprehension of frequently used synonyms and antonyms. (S.1.14)

        Increasing Word Knowledge
Determine meanings of words with inflections (such as *looks, looked, looking*) by using knowledge of base words (*look*) and inflections. (S.1.7)
Identify words in English that are frequently used in the student's first language. (S.1.8)
Predict the meaning of unknown compound words (such as *daydream, snowman*), using knowledge of individual words. (S.1.9)

Strategies
Clarify meanings of words, using beginning and bilingual dictionaries. (S.1.11)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
        Comprehension
Demonstrate comprehension of explanations or instructions, when clarification is given. (S.2.21)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
        Comprehension
Identify a main event from a story that is heard. (S.3.5)
Demonstrate comprehension of oral questions on academic content that require short answers. (S.3.8)
Identify important information about academic content, using prior knowledge and/or visual cues as needed (S.3.9)
Demonstrate comprehension of oral questions that are based on academic content. (S.3.30)

Strategies
Connect new information to prior knowledge. (S.3.28)
Take notes (using *graphic organizers*) while listening for specific information. (S.3.50)

Speaking
S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
        Communication
Employ vocabulary essential for grade-level content learning. (S.1.5)
Classify previously learned words by content themes or topics (such as Gr. 3–5 science plant structures: *roots, leaves, stem, bark*; Gr. 9–12 math patterns: *iterative, linear, recursive*; Gr. 6–8 history/social science geography terms: *region, tropics, rain forest, tundra*). (S.1.6)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.

Communication

Recount prior experiences and events of interest, suing familiar sentences. (S.2.9)

Employ words, phrases, and sentences in social interactions related to everyday topics. (S.2.10)

Express agreement/disagreement. (S.2.25)

Request opinions, preferences, and wishes orally from peers. (S.2.26)

Culturally Appropriate Language

Gain the attention of others by speaking in culturally and age-appropriate ways. (S.2.11)

Initiate conversations, attend to speakers, take turns, and close conversations in culturally appropriate ways. (S.2.30)

Use culturally acceptable gestures, distances, and body language in familiar settings. (S.2.31)

Pronunciation

Demonstrate understanding of differences in English intonation patterns (such as *rising intonation in "yes-no" questions*). (S.2.14)

Demonstrate understanding of word stress patterns in spoken English. (S.2.15)

Grammar/Syntax

Use basic grammar patterns in speaking to produce familiar statements, questions, and commands. (S.2.16)

Narrate stories with a beginning, middle, and end. (S.2.37)

Cultural Perspectives

Compare personal experiences and perspectives with those of other cultures. (S.2.17)

Compare aspects of cultures, appropriate to age. (S.2.18)

Strategies

Request help, feedback, and clarification. (S.2.20)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.

Communication

Ask and respond to questions (*who? what? where? when?*) based on a text that is heard. (S.3.15)

Restate a main event from a story that is heard. (S.3.17)

Respond briefly to questions on academic content. (S.3.18)

Retell steps of a process in logical order. (S.3.19)

Retell the beginning, middle, and end of a story that is heard. (S.3.20)

Make predictions or inferences based on a story or information that has been heard. (S.3.22)

Culturally Appropriate Language

Use appropriate words, phrases, and expressions to interact with peers and adults. (S.3.24)

Participate in small-group activities, playing a specified role. (S.3.44)

Participate orally in class activities, using appropriate words, phrases, and expressions. (S.3.46)

Grammar/Syntax
Use familiar phrases and statements when speaking with basic grammar patterns. (S.3.25)

S.4 Presentation ~ Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
Plan, rehearse, and orally present information about personal experiences or interests, using visual cues as needed. (S.4.1)
Plan, rehearse, and orally present information in a brief report, using visual cues. (S.4.2)
Plan, rehearse, and orally present information on planned activities or cultural topics. (S.4.3)
Maintain focus on a topic during an oral presentation. (S.4.4)
Make informal oral presentations that have recognizable organization (such as *sequence, summary*). (S.4.6)

Reading
R.1 Vocabulary and Syntax in Print ~ Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.
Linguistic Comparisons
Recognize similarities and differences in orthographic conventions and structures between and among languages. (R.1.6)

R.2 Beginning to Read in English ~ Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.
Word Context
Apply knowledge of word context to gain meaning from text. (R.2.8)

Features of Written English
Apply knowledge of various features of written English to gain meaning from text. (R.2.14)
Linguistic Comparisons
Demonstrate understanding of the nature of language through comparisons between English and the student's first language. (R.2.15)
Identify, compare, and provide examples of the linguistic features (such as *orthography, words and word parts, sounds related to print*) of English and other languages in print. (R.2.10)

R.3 Comprehension ~ Students will read English fluently and identify facts and evidence in order to interpret and analyze text.
Main Ideas and Details
Identify main idea(s) or important information in a literary or an informational text. (R.3.1)
Identify details that support main idea(s) in a literary or an informational text. (R.3.2)
Summarize information from a literary or am informational text that is read. (R.3.3)

Text Interpretation
Support individual interpretations and conclusions, using evidence from a literary or an informational text. (R.3.4)

Theme
Identify theme in a variety of texts. (R.3.5)

R.4 Literary Elements and Techniques ~ Students will identify and analyze text elements and techniques of written English as used in various literary genres.
Characteristics of Genres
Apply knowledge of general characteristics of a literary genre as a strategy for reading. (R.4.1)

Fiction
Analyze the elements of plot, character, and setting in stories. (R.4.3)
Apply knowledge of the elements of fiction to analyze the construction of a text. (R.4.10)

Poetry
Identify the elements of poetry and analyze how they add to the meaning and enjoyment of a poem. (R.4.4)
Identify and analyze how sound devices, figurative language, and graphic elements support meaning in poetry (R.4.11)

Myth and Traditional Narrative
Recognize nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths as traditional literature. (R.4.5)

Dramatic Literature
Demonstrate understanding that dialogue develops the plot and characters of a play. (R.4.7)
Analyze elements of dramatic literature and provide evidence from the text to support the analysis. (R.4.13)

Characteristics of Genres
Compare and contrast various literary genres as forms selected by authors to accomplish their purposes. (R.4.8)

R.5 Informational/Expository Text ~ Students will identify and analyze purposes, structures, and elements of nonfiction English texts.
Characteristics of Nonfiction Genres
Distinguish forms and purposes of informational and expository materials (such as *encyclopedias, CD-ROMs, newspapers, magazines, letters, content texts*). (R.5.1)

Text Features
Use knowledge of text features to determine the purpose and meaning of a text. (R.5.2)

Graphic Features
Use knowledge of common graphic features to determine the purpose and meaning of text. (R.5.3)
Use knowledge of common graphic features to determine purpose and meaning in text. (R.5.10)

Organization

Use knowledge of common organizational structure (chronological order) to determine meaning of text. (R.5.4)
Use knowledge of organizational structures in nonfiction text to determine its meaning. (R.5.11)

R.6 Research ~ Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.
Gathering Information
Obtain information from a variety of print and non-print sources. (R.6.4)

Writing
W.1 Prewriting ~ Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.
  Planning to Write
Plan ideas for writing in a way that makes sense for an identified purpose and audience. (W.1.1)

  Organizing Ideas
Organize information to be expressed in writing in a way that makes sense for the purpose and audience. (W.1.3)
Organize information about a topic into a paragraph with a topic sentence, supporting details, and a concluding sentence. (W.1.6)
Organize information about a topic into a multi-paragraph format with an introductory paragraph, supporting paragraphs, and a concluding paragraph. (W.1.7)

W.2 Writing ~ Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.
  Providing Information
Write an account based on personal experience that has a focus and supporting detail. (W.2.1)
Write directions, instructions, or explanations with multiple sentences that provide information in logical order. (W.2.2)
Write a paragraph that provides information and includes a topic statement, supporting details, and a conclusion. (W.2.7)

  Writing a Letter
Write a letter, with ideas placed in an order that makes sense. (W.2.5)
Write a letter, using appropriate form and degree of formality for its intended audience. (W.2.12)

W.3 Revising ~ Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.
  Evaluation
Use agreed-upon criteria to evaluate writing. (W.3.1)

  Word Choice
After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer. (W.3.4)

W.4 Editing ~ Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.
　　　Spelling
Spell familiar words correctly when editing. (W.4.2)

　　　Grammar/Structure
Identify correct sentence structure and usage when editing simple sentences. (W.4.3)

W.5 Media ~ Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.
　　　Using and Analyzing Media
Comprehend and use acceptable-use guidelines. (W.5.4)
Use online information resources for collaboration and research. (W.5.9)

GRADE SPAN 7–8: INTERMEDIATE

Listening
　　　S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
　　　Comprehension
Demonstrate understanding of academic content words and phrases in selected concept-based categories. (S.1.13)
Demonstrate comprehension of frequently used idioms. (S.1.15)

　　　Increasing Word Knowledge
Determine the word meaning or the effect on meaning of selected prefixes and suffixes (such as *re-, un-, dis-, -tion, -less, -ly*). (S.1.19)

　　　Strategies
Apply knowledge of terms for textual features of textbooks and tests (such as *chapter, review, essay, table of contents*) and tests (such as *open-ended, multiple-choice*). (S.1.23)
Clarify meanings of words, using dictionaries, glossaries, and other resources. (S.1.24)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
　　　Comprehension
Demonstrate comprehension during most interpersonal interactions, when clarification is given. (S.2.22)

　　　Culturally Appropriate Language
Identify formal and informal oral language, including slang. (S.2.32)

　　　Pronunciation
Demonstrate comprehension of basic differences in meaning produced by intonation patterns in English (such as *rising or falling intonation in tag questions: "You're from Concord, aren't you?"*). (S.2.34)
Demonstrate comprehension of the basic differences in meaning produced by varying word stress within a statement (such as *"I won't do that!"* and *"I won't do that!"*). (S.2.35)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.

Comprehension

Demonstrate comprehension of oral, multiple-step directions. (S.3.29)

Demonstrate comprehension of oral word problems on math content. (S.3.31)

Demonstrate comprehension of the main points of classroom discussions. (S.3.32)

Identify details that support a main idea in a literary or informational text that is heard. (S.3.33)

Identify facts that answer the listeners' questions in a literary or informational text that is heard. (S.3.34)

Identify the topics and organization structures of lecture-style presentations. (S.3.35)

Demonstrate comprehension of specific information heard in an academic context. (S.3.36)

Demonstrate comprehension of classroom discussions and interactions when clarification is given. (S.3.37)

Demonstrate comprehension of the use of referents (such as *pronouns, demonstrative adjectives*) in academic discourse. (S.3.53)

Speaking

S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

Communication

Express personal intent using spoken words and phrases (such as *requesting information, agreeing, giving permission*). (S.1.16)

Classify previously learned academic content words and phrases into concept-based categories. (S.1.17) (for specific examples in each grade span, please refer to the ELPBO)

Participate in limited discussions using appropriate and adequate words and phrases. (S.1.18)

Increasing Word Knowledge

Employ synonyms (such as *big/huge/gigantic/enormous*) for word variety in speaking. (S.1.20)

Demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary or grade-level, academic content. (S.1.29)

Strategies

Identify linguistic characteristics of English words and compare and contrast them with words from the student's first language. (S.1.10)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.

Communication

Ask and answer questions (such as *Who? When? Why?*). (S.2.23)

Express one's own opinions, preferences, and wishes related to familiar topics. (S.2.24)

Express and respond to compliments, gratitude, and apologies. (S.2.27)

Express imagination and creativity through activities such as storytelling and games. (S.2.28)

Respond during interpersonal discussions and interactions. (S.2.29)

Express uncertainty. (S.2.51)

Culturally Appropriate Language

Demonstrate awareness of listener's perspective (such as *responding to listener's questions or facial cues*) when speaking and interacting. (S.2.33)

Pronunciation
Communicate intended meanings utilizing English intonation patterns (such as in *questions, statements, exclamations*). (S.2.36)

Grammar/Syntax
Construct original oral statements, using basic and complex sentence structures. (S.2.38)

Cultural Perspective
Describe patterns of social behavior that represent community norms. (S.2.39)
Identify and describe differing behavior norms of various communities (such as *peers, family, neighborhood, region*). (S.2.40)
Compare aspects or features of various cultural communities (as presented in *print, visual arts, films,* and *videos*). (S.2.41)

Strategies
Request, clarify, and restate information to enhance understanding in social interactions. (S.2.42)
Rehearse ways of speaking (such as *formal/informal*) that are appropriate to audience and purpose. (S.2.43)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Communication
Compare and contrast information orally. (S.3.21)
Participate in reaching consensus in groups. (S.3.38)
Respond to factual and inferential questions that are based on academic content. (S.3.39)
Describe how two things within a given academic content are alike or different. (S.3.40)
Summarize a story orally. (S.3.41)
State a position and support/justify it. (S.3.42)
Participate in classroom discussions and activities, when frequent clarification is given. (S.3.43)

Grammar/Syntax
Express original statements in classroom discussions, using basic and complex sentence structures related to academic topics. (S.3.47)

Strategies
Ask questions to clarify meaning in an academic context. (S.3.48)
Compare grammatical constructions (such as *tense, gender, subject-verb agreement*) in English and the student's first language. (S.3.49)
Explain the thinking processes used (such as *solving math story problems, using the scientific process*) in academic content areas. (S.3.51)

S.4 Presentation ~ Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

Use teacher-developed assessment criteria to prepare oral presentations. (S.4.5)
Give formal oral presentations that focus on specified academic content, using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, eye contact, and appropriate volume and intonation. (S.4.7)
Rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience. (S.4.8)
Participate in creating scoring guides based on designated categories and use them to prepare, assess, and revise oral presentations. (S.4.9)
Express an opinion on a literary text or film in an organized way, using supporting details. (S.4.10)
Comprehend and answer questions following a presentation. (S.4.13)

Reading
R.1 Vocabulary and Syntax in Print ~ Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.
Word Analysis
Apply knowledge of word analysis to expand comprehension of vocabulary found in text. (R.1.8)

Word Context
Apply knowledge of context clues to determine the meanings of unfamiliar words. (R.1.9)

Paragraph Structure
Identify words, phrases, and sentences that determine meaning in expository paragraphs. (R.1.11)

Text Structure
Identify words, phrases, and sentences that determine meaning in extended text. (R.1.12)

R.3 Comprehension ~ Students will read English fluently and identify facts and evidence in order to interpret and analyze text.
Main Ideas and Details
Analyze main ideas and supporting details and evidence in texts. (R.3.7)
Summarize important ideas from a text and represent the relationships between or among them. (R.3.8)

Text Interpretation
Support individual interpretations or conclusions, using details or evidence from a literary text. (R.3.9)
Support individual interpretations or conclusions, using evidence from an informational text. (R.3.10)

Theme
Analyze and provide evidence from a text to support understanding of theme. (R.3.11)

Learner Strategies
Demonstrate fluency as a reader, using different reading rates and approaches for different purposes. (R.3.12)

R.4 Literary Elements and Techniques ~ Students will identify and analyze text elements and techniques of written English as used in various literary genres.

Elements of Style and Language
Classify spoken or written words as belonging to sense categories (such as *visual, auditory, tactile*) when found in literary texts. (R.4.2)
Identify and explain how elements of language suggest mood and set tone in a piece of literature. (R.4.9)

Myth and Traditional Narrative
Identify culturally significant characters and events represented in traditional literature (including *Greek, Roman, Norse mythology*). (R.4.6)

R.5 Informational/Expository Text ~ Students will identify and analyze purposes, structures, and elements of nonfiction English texts.
Characteristics of Nonfiction Genres
Identify forms of informational and expository materials (such as *essays, biographies, memoirs, news articles, reports, lab reports, textbook chapters*). (R.5.8)

Text Features
Use knowledge of text features to determine purpose and meaning of text. (R.5.9)

Text Analysis
Summarize main ideas and supporting details. (R.5.5)
Distinguish cause from effect in text. (R.5.6)
Distinguish fact from opinion or fiction in informational texts. (R.5.7)

R.6 Research ~ Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.
Gathering Information
Generate questions and list sources to be used in research. (R.6.1)

Organizing and Analyzing Information
Summarize data gathered through research. (R.6.2)
Organize information for research reports that include quotations, footnotes and endnotes, or bibliographies. (R.6.5)

Evaluating Research Criteria
Use a scoring guide to evaluate group work on a research project. (R.6.3)
Use scoring guides or rubrics to self-assess a research project prior to presentation. (R.6.6)

Writing
W.2 Writing ~ Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.
Providing Information
Write a multi-paragraph composition with clear topic development, logical organization, and effective use of detail. (W.2.8)

Responding to Text

Write a brief response to a literary text or an explanation of an informational text, using evidence from the text as support. (W.2.3)
Write an essay that includes a topic statement, supporting details, and a conclusion. (W.2.10)

Writing a Story
Write a story with well-developed characters, setting, dialogue, and conflict and resolution that includes sufficient descriptive detail. (W.2.11)

Writing a Poem
Write a short poem that contains simple sensory details. (W.2.6)
Write a poem, using poetic techniques, figurative speech, and graphic elements to contribute to its meaning. (W.2.13)

W.3 Revising ~ Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.
Evaluation
Use an agreed-upon scoring guide to review content and organization of writing in preparation for final editing. (W.3.7)

Organization
Identify and use words and phrases to make ideas clearer or more logical. (W.3.2)
Revise writing to improve organization of ideas. (W.3.8)
Word Choice
Select and use words to increase detail in writing. (W.3.3)
Vary expression by employing new words and phrases in writing. (W.3.5)
Select words and phrases to increase the amount of detail in writing. (W.3.9)

Sentence Variety
Use a variety of sentence patterns and lengths to make writing more interesting to the reader. (W.3.12)

W.4 Editing ~ Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.
Spelling
Use knowledge of correct spelling when editing. (W.4.5)

Grammar/Structure
Use knowledge of correct sentence structure and usage when editing. (W.4.6)

W.5 Media ~ Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.
Using and Analyzing Media
Select and use appropriate applications for a variety of classroom projects, including database, spreadsheet, web browser, and word processing. (W.5.2)
Gather and analyze information, using multiple media. (W.5.5)
Use technology resources for problem solving. (W.5.10)

Producing Media
Create radio scripts, audiotapes, or videotapes for display or transmission. (W.5.6)
Create presentations using computer technology. (W.5.7)
Create media productions using effective images, texts, music, sound effects, and/or graphics. (W.5.13)

Evaluating Media
Use agreed-upon criteria to evaluate the effectiveness of media presentations. (W.5.8)
Use agreed-upon criteria to evaluate the effectiveness of media presentations. (W.5.14)

GRADE SPAN 7–8: TRANSITIONING

Listening
S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
Comprehension
Demonstrate comprehension in a variety of settings of specific, technical, and/or abstract words and phrases of grade-level, academic content in various *Massachusetts Curriculum Frameworks*. (S.1.25)
Identify jargon as language used by members of particular groups (such as *peer groups, athletes, musicians*). (S.1.26)

Increasing Word Knowledge
Identify orally the meaning of phrasal verbs (such as *look into, get over, be through*). (S.1.30)
Identify meanings in the context of familiar sayings and phrases used in English (such as *rule of thumb, make a mountain out of a molehill, count your blessings, forty winks, all's well that ends well, don't look a gift horse in the mouth*). (S.1.31)

Strategies
Identify characteristics of English words, phrases, and expressions, and compare and contrast them with these features in the student's first language. (S.1.32)
Clarify meanings of words, using glossaries, thesauruses, and other resources selectively. (S.1.33)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
Comprehension
Demonstrate comprehension of extended explanations and multi-step instructions. (S.2.44)
Demonstrate comprehension of varied forms of humor. (S.2.45)
Demonstrate comprehension of extended speech (such as *news reports on television or radio*). (S.2.46)
Demonstrate comprehension of popular or historical cultural referents from the community culture, appropriate to age and context. (S.2.47)
Demonstrate comprehension of sustained, interpersonal interaction. (S.2.48)

Culturally Appropriate Language
Distinguish formal oral language from slang. (S.2.59)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.

Comprehension

Demonstrate comprehension of inferential or abstract questions that are based on academic content. (S.3.52)

Demonstrate comprehension of content explanation without concrete referents. (S.3.54)

Demonstrate comprehension of transition words and phrases (such as *furthermore, otherwise, likewise, instead, in any case*) that connect ideas in extended academic discourse. (S.3.55)

Distinguish irrelevant information (such as *jokes, asides, anecdotes*) from important information in lecture-style presentations. (S.3.56)

Demonstrate comprehension of the attitude of a speaker toward subject matter. (S.3.57)

Demonstrate comprehension of specialized language structures from varied academic content (such as *frequent use of the passive voice in science, frequent use of specialized vocabulary to refer to abstract concepts and frequent use of pronouns in history/social science*). (S.3.58)

Demonstrate comprehension of classroom discussions, extended classroom discourse, and other academic interactions that include basic and complex sentence structures. (S.3.59)

Speaking

S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

Communication

Rephrase ideas and thoughts to express meaning. (S.1.27)

Communicate academic knowledge orally, using specific, technical, and abstract vocabulary of grade-level, academic content in various *Massachusetts Curriculum Frameworks*. (S.1.28)

Increasing Word Knowledge

Use selected idiomatic expressions in speaking. (S.1.21)

Strategies

Demonstrate how idiomatic expressions are used in English and in the student's first language. (S.1.22)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.

Communication

State and orally defend an opinion. (S.2.49)

Propose solutions to problems or misunderstandings. (S.2.50)

Employ popular or historical cultural referents from the community culture, appropriate to age and context. (S.2.52)

Participate in the community linguistic culture, using a variety of expressions (such as *music, jokes, anecdotes*). (S.2.53)

Elaborate on personal stories. (S.2.54)

Participate in sustained, interpersonal conversations. (S.2.55)

Culturally Appropriate Language

Rephrase an utterance when a culturally based misunderstanding occurs. (S.2.56)

Identify topics for interaction that are appropriate to audience and setting. (S.2.57)

Respond to and use humor appropriate to an audience and setting. (S.2.58)
Respond to and use idioms appropriate to audience and setting. (S.2.60)
Compare and contrast major aspects (such as *pragmatics, body language*) of English and other languages. (S.2.61)

Pronunciation
Adjust meaning by varying pace, rhythm, and pauses in speech. (S.2.62)
Employ pronunciation, word stress, and intonation appropriate to communicative intent. (S.2.63)

Grammar/Syntax
Employ varied sentence structures when speaking, as appropriate to audience, purpose, and effect desired. (S.2.64)
Employ a range of oral responses, using single words, phrases, statements, and monologues. (S.2.65)
Use basic and complex sentence structures when participating in interpersonal conversations. (S.2.66)

Cultural Perspectives
Compare, contrast, and exchange opinions in discussions on issues that are of contemporary or historical interest and represent a variety of cultural perspectives. (S.2.67)
Identify and analyze cultural perspectives in literature, popular periodicals, music, theater, visual arts, commercials, films, and videos. (S.2.68)
Describe and discuss how conflicts in points of view and proposed resolutions reflect cultural and individual perspectives. (S.2.69)

Strategies
Rephrase ideas and thoughts orally to clarify meaning in social interactions. (S.2.70)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Communication
Elaborate on and extend other people's ideas using extended discourse. (S.3.60)
Use extended discourse to report information heard in lecture-style presentations. (S.3.61)
Summarize information that is heard during a class or lesson. (S.3.62)
Critique information that is heard in extended discourse (such as *television, radio, lecture-type presentation*). (S.3.63)
Support a conclusion or finding by stating facts or logical reasons. (S.3.64)
Participate in classroom discussions and other academic interactions, using basic and complex sentence structures and addressing abstract topics. (S.3.65)

Culturally Appropriate Language
Employ varying degrees of formality in language as appropriate to audience and purpose. (S.3.66)

Grammar/Syntax
Employ specialized language structures from varied academic areas (such as *use of the passive voice in science*). (S.3.67)
Give examples of how the English language has developed and been influenced by other languages. (S.3.68)

Strategies
Identify differences between oral and written language patterns. (S.3.69)

S.4 Presentation ~ Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
Plan and revise oral presentations, considering the audience, purpose, and information to be conveyed. (S.4.11)
Present information orally, using and appropriate degree of formality for the audience and setting. (S.4.12)
Plan delivery of an oral presentation, using pace, visual aids, and gestures. (S.4.14)
Participate in performances, following agreed-upon criteria for audience, purpose, and information to be conveyed. (S.4.15)
Present an organized oral interpretation of a literary text, film, or dramatic production. (S.4.16)
Employ appropriate techniques (such as *dramatic opening statement, question*) for oral persuasion. (S.4.17)
Create a scoring guide and use it to prepare, improve, and assess oral presentations. (S.4.18)

Reading
R.1 Vocabulary and Syntax in Print ~ Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.
  Linguistic Comparisons
Provide examples of how English vocabulary has developed from and been influenced by other languages. (R.1.13)

R.4 Literary Elements and Techniques ~ Students will identify and analyze text elements and techniques of written English as used in various literary genres.
  Myth and Traditional Narrative
Use literary structures and elements of traditional literature to describe myths and traditional and classical narratives (R.4.12)

R.5 Informational/Expository Text ~ Students will identify and analyze purposes, structures, and elements of nonfiction English texts.
  Text Analysis
Analyze main ideas, supporting ideas, and supporting details for purpose and meaning. (R.5.12)
Analyze primary source documents and other artifacts to determine how they reflect cultural perspectives. (R.5.13)
Recognize use of arguments for and against an issue. (R.5.14)

Writing
W.2 Writing ~ Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.
  Responding to Text
Write a personal interpretation of literary text that includes a topic statement, supporting details from the literature, and a conclusion. (W.2.9)

W.3 Revising ~ Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.
  Sentence Variety
Employ a variety of sentence lengths in order to improve writing. (W.3.6)
  Word Choice
Increase detail and precision of language to improve writing. (W.3.10)
Select words that take into consideration the audience for and purpose of a writing task (such as *formal/informal or personal/impersonal*). (W.3.11)

W.5 Media ~ Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.
  Using and Analyzing Media
Identify techniques used in television (such as *sound effects, close-ups*) and use this information to distinguish between facts and misleading information. (W.5.11)
Comprehend and respect intellectual property as related to Internet use. (W.5.12)

Grade Span 9-12: Beginning, EI, Intermediate, and Transitioning

SCOPE AND SEQUENCE GRADE SPAN 9-12: BEGINNING, EI, INTERMEDIATE, TRANSITIONING

GRADE SPAN 9–12: BEGINNING

Listening
S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
Comprehension
Demonstrate comprehension of everyday words and phrases, using pictures, actions, and/or objects (S.1.1)
Demonstrate comprehension of words that express basic personal needs (such as *transportation, housing*); personal likes and dislikes; personal information (such as *age, address, family*); and school-related information (such as *teacher's name, schedule, routines*). (S.1.2)
Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects. (S.1.3)

Strategies
Clarify meanings of words, using beginning and bilingual dictionaries. (S.1.11)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
Comprehension
Demonstrate comprehension of everyday expressions used in interpersonal interactions (such as *"Hi, how are you?," "See you later"*). (S.2.1)
Demonstrate comprehension of words, phrases, and sentences used in social interactions related to everyday topics such as *family, social, school*). (S.2.2)
Demonstrate comprehension of simple oral requests. (S.2.3)

Demonstrate comprehension of interpersonal conversations when spoken to slowly and with frequent repetitions. (S.2.4)

Culturally Appropriate Language
Identify nonverbal cues (such as *gestures, facial expressions, body postures*) that connote different meanings depending on their cultural or social context. (S.2.12)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Comprehension
Demonstrate comprehension of oral directions that include visual cues. (S.3.1)
Demonstrate comprehension of one-step oral directions. (S.3.2)
Demonstrate understanding when simple information is given. (S.3.3)
Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues. (S.3.4)
Identify the beginning, middle, and end of a story that is heard. (S.3.6)
Identify the characters and setting of a story that is heard. (S.3.7)
Demonstrate comprehension of simple sentences, including statements, questions, and commands, when spoken slowly, and with repetitions as needed. (S.3.10)

Culturally Appropriate Language
Identify and follow classroom expectations and conventions (such as *raising hand, taking turns*). (S.3.23)
Demonstrate comprehension of agreed-upon rules (such as *taking turns*) for small-group decision making. (S.3.45)

Strategies
Identify verbal and nonverbal cues to determine when to focus attention. (S.3.26)
Identify whom to consult for assistance. (S.3.27)

Speaking
S. 1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
   Communication
Express basic personal needs and information (such as *health, food, clothing, weather, recreation*) and school-related information, using spoken words and phrases. (S.1.4)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
Communication
Ask and answer concrete questions about familiar content. (S.2.5)
Describe people, places, and things, using some detail. (S.2.6)
Make simple oral requests and grant permission. (S.2.7)
Express confusion (such as *"I don't get it"*). (S.2.8)

Culturally Appropriate Language
Gain the attention of others by speaking in culturally and age-appropriate ways. (S.2.11)
Employ appropriate volume of voice in each of various contexts. (S.2.13)

Strategies
Observe and imitate how others speak and behave in various settings. (S.2.19)
Request help, feedback, and clarification. (S.2.20)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Communication
Give one-step directions. (S.3.11)
Make and respond to oral requests. (S.3.12)
Express confusion. (S.3.13)
Ask and respond to questions to clarify information. (S.3.14)
Retell events in a simple or familiar story using relevant words and phrases. (S.3.16)
Restate a main event from a story that is heard. (S.3.17)
Respond briefly to questions on academic content. (S.3.18)
Retell the beginning, middle, and end of a story that is heard. (S.3.20)

Culturally Appropriate Language
Use appropriate words, phrases, and expressions to interact with peers and adults. (S.3.24)

Reading
R.1 Vocabulary and Syntax in Print ~ Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.
Essential Vocabulary
Read and understand previously learned essential vocabulary words. (R.1.1)
Read and understand previously learned sight words and phrases. (R.1.7)

Word Analysis
Apply knowledge of word analysis to expand comprehension of vocabulary found in text. (R.1.2)

Word Context
Use context to determine the meanings of words. (R.1.3)

Sentence Structure
Apply knowledge of the basic parts of speech (*noun, verb, adjective, adverb*) and simple sentence structures to comprehend text. (R.1.4)
Apply knowledge of parts of speech and sentence structures to determine the meaning of text (R.1.10)

Text Structure
Apply knowledge of text structures to comprehend text. (R.1.5)

R.2 Beginning to Read in English ~ Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

Reading Readiness
Demonstrate awareness of and readiness for reading for meaning. (R.2.1)
Demonstrate readiness for reading in English. (R.2.11)

Sight Vocabulary
Read and understand high-frequency and familiar words and phrases. (R.2.2)
Read and understand high-frequency and familiar words and phrases. (R.2.12)

Concepts of Print
Recognize that printed text has specific form and carries meaning. (R.2.3)

Phonemic Awareness
Demonstrate that phonemes exist and can be isolated and manipulated. (R.2.4)
Demonstrate knowledge of English phonemes and their relationships to familiar words. (R.2.5)

Phonics/Letter-Sound Knowledge
Apply letter-sound knowledge to connect meaning with printed words. (R.2.6)
Use letter-sound knowledge to decode written English. (R.2.13)

Word Analysis
Apply word analysis to decode printed words, both known and unknown. (R.2.7)

Word Context
Apply knowledge of word context to gain meaning from text. (R.2.8)

Features of Written English
Demonstrate understanding of selected features of written English. (R.2.9)

Linguistic Comparisons
Identify, compare, and provide examples of the linguistic features (such as *orthography, words and word parts, sounds related to print*) of English and other languages in print. (R.2.10)
Demonstrate understanding of the nature of language through comparisons between English and the student's first language. (R.2.15)

R.3 Comprehension ~ Students will read English fluently and identify facts and evidence in order to interpret and analyze text.
Main Ideas and Details
Identify main idea(s) or important information in a literary or an informational text. (R.3.1)

Learner Strategies
Identify and apply strategies to enhance comprehension of texts. (R.3.6)

R.4 Literary Elements and Techniques ~ Students will identify and analyze text elements and techniques of written English as used in various literary genres.

Fiction
Analyze the elements of plot, character, and setting in stories. (R.4.3)
Apply knowledge of the elements of fiction to analyze the construction of a text. (R.4.10)

Writing
W.1 Prewriting ~ Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.
Planning to Write
Plan ideas for writing in a way that makes sense for an identified purpose and audience. (W.1.1)
Identify the structures and length that support the audience, purpose, and topic of a writing task. (W.1.4)
Increasing Vocabulary
Write lists of words and phrases needed to accomplish an assigned writing task. (W.1.2)
List words and phrases to support structure and meaning within and among paragraphs of a writing task. (W.1.5)

Organizing Ideas
Organize information to be expressed in writing in a way that makes sense for the purpose and audience. (W.1.3)

W.2 Writing ~ Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.
Providing Information
Write directions, instructions, or explanations with multiple sentences that provide information in logical order. (W.2.2)

Writing a Story
Write a story that has a beginning, middle, and end. (W.2.4)

Writing a Letter
Write a letter, with ideas placed in an order that makes sense. (W.2.5)

W.4 Editing ~ Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.
Punctuation and Mechanics
Use correct mechanics when editing. (W.4.1)
Use knowledge of correct mechanics when editing. (W.4.4)

Spelling
Spell familiar words correctly when editing. (W.4.2)

W.5 Media ~ Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.
Using and Analyzing Media
Use word processing to publish writing. (W.5.1)
Work collaboratively with peers when using technology in the classroom. (W.5.3)
Comprehend and use acceptable-use guidelines. (W.5.4)

GRADE SPAN 9–12: EARLY INTERMEDIATE

Listening

S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

Comprehension

Demonstrate comprehension of common words with multiple meanings (such as *saw, can, sentence*). (S.1.12)

Demonstrate comprehension of frequently used synonyms and antonyms. (S.1.14)

Increasing Word Knowledge

Determine meanings of words with inflections (*look<u>s</u>, look<u>ed</u>, look<u>ing</u>*) by using knowledge of base words (*look*) and inflections. (S.1.7)

Identify words in English that are frequently used in the student's first language. (S.1.8)

Predict the meaning of unknown compound words (such as *daydream, snowman*), using knowledge of individual words. (S.1.9)

Determine the word meaning or the effect on meaning of selected prefixes and suffixes (such as *re-, un-, dis-, -tion, -less,
-ly*). (S.1.19)

Strategies

Apply knowledge of terms for textual features of textbooks (such as *chapter, review, essay, table of contents*) and tests (such as *open-ended, multiple-choice*). (S.1.23)

Clarify meanings of words, using dictionaries, glossaries, and other resources. (S.1.24)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.

Comprehension

Demonstrate comprehension of explanations or instructions, when clarification is given. (S.2.21)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.

Comprehension

Identify a main event from a story that is heard. (S.3.5)

Demonstrate comprehension of oral questions on academic content that require short answers. (S.3.8)

Identify important information about academic content, using prior knowledge and/or visual cues as needed. (S.3.9)

Demonstrate comprehension of oral, multiple-step directions. (S.3.29)

Demonstrate comprehension of oral questions that are based on academic content. (S.3.30)

Strategies

Connect new information to prior knowledge. (S.3.28)

Take notes (using *graphic organizers*) while listening for specific information. (S.3.50)

Speaking

S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

Communication

Employ vocabulary essential for grade-level content learning. (S.1.5)

Classify previously learned words by content themes or topics (such as Gr. 3–5 science plant structures: *roots, leaves, stem, bark*; Gr. 9–12 math patterns: *iterative, linear, recursive*; Gr. 6–8 history/social science geography terms: *region, tropics, rain forest, tundra*). (S.1.6)

Express personal intent using spoken words and phrases (such as *requesting information, agreeing, giving permission*). (S.1.16)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.

Communication

Recount prior experiences and events of interest, using familiar sentences. (S.2.9)

Employ words, phrases, and sentences in social interactions related to everyday topics. (S.2.10)

Ask and answer questions (such as *Who? When? Why?*). (S.2.23)

Express one's own opinions, preferences, and wishes related to familiar topics. (S.2.24)

Express agreement/disagreement. (S.2.25)

Request opinions, preferences, and wishes orally from peers. (S.2.26)

Express and respond to compliments, gratitude, and apologies. (S.2.27)

Express imagination and creativity through activities such as storytelling and games. (S.2.28)

Respond during interpersonal discussions and interactions. (S.2.29)

Culturally Appropriate Language

Initiate conversations, attend to speakers, take turns, and close conversations in culturally appropriate ways. (S.2.30)

Use culturally acceptable gestures, distances, and body language in familiar settings. (S.2.31)

Demonstrate awareness of listener's perspective (such as *responding to listener's questions or facial cues*) when speaking and interacting. (S.2.33)

Pronunciation

Demonstrate understanding of differences in English intonation patterns (such as *rising intonation in "yes-no" questions*). (S.2.14)

Demonstrate understanding of word stress patterns in spoken English. (S.2.15)

Grammar/Syntax

Use basic grammar patterns in speaking to produce familiar statements, questions, and commands. (S.2.16)

Narrate stories with a beginning, middle, and end. (S.2.37)

Cultural Perspectives

Compare personal experiences and perspectives with those of other cultures. (S.2.17)

Compare aspects of cultures, appropriate to age. (S.2.18)

Strategies
Rehearse ways of speaking (such as *formal/informal*) that are appropriate to audience and purpose. (S.2.43)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
    Communication
Ask and respond to questions (*who? what? where? when?*) based on a text that is heard. (S.3.15)
Retell steps of a process in logical order. (S.3.19)
Compare and contrast information orally. (S.3.21)
Make predictions or inferences based on a story or information that has been heard. (S.3.22)
Participate in reaching consensus in groups. (S.3.38)
Describe how two things within a given academic content are alike or different. (S.3.40)
Summarize a story orally. (S.3.41)
Participate in classroom discussions and activities, when frequent clarification is given. (S.3.43)

Culturally Appropriate Language
Participate in small-group activities, playing a specified role. (S.3.44)
Participate orally in class activities, using appropriate words, phrases, and expressions. (S.3.46)

Grammar/Syntax
Use familiar phrases and statements when speaking with basic grammar patterns. (S.3.25)

Strategies
Ask questions to clarify meaning in an academic context. (S.3.48)
Compare grammatical constructions (such as tense, gender, subject-verb agreement) in English and the student's first language. (S.3.49)

S.4 Presentation ~ Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.\
Plan, rehearse, and orally present information about personal experiences or interests, using visual cues as needed. (S.4.1)
Plan, rehearse, and orally present information in a brief report, using visual cues. (S.4.2)
Plan, rehearse, and orally present information on planned activities or cultural topics. (S.4.3)
Maintain focus on a topic during an oral presentation. (S.4.4)
Use teacher-developed assessment criteria to prepare oral presentations. (S.4.5)
Make informal oral presentations that have recognizable organization (such as sequence, summary). (S.4.6)
Rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience. (S.4.8)
Express an opinion on a literary text or film in an organized way, using supporting details. (S.4.10)

Reading
R.1 Vocabulary and Syntax in Print ~ Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.
Word Context
Apply knowledge of context clues to determine the meanings of unfamiliar words. (R.1.9)

Paragraph Structure
Identify words, phrases, and sentences that determine meaning in expository paragraphs. (R.1.11)

Text Structure
Identify words, phrases, and sentences that determine meaning in extended text. (R.1.12)

Linguistic Comparisons
Recognize similarities and differences in orthographic conventions and structures between and among languages. (R.1.6)

R.2 Beginning to Read in English ~ Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.
Features of Written English
Apply knowledge of various features of written English to gain meaning from text. (R.2.14)

R.3 Comprehension ~ Students will read English fluently and identify facts and evidence in order to interpret and analyze text.
Main Ideas and Details
Identify details that support main ideas(s) in a literary or an informational text. (R.3.2)
Summarize information from a literary or an informational text that is read. (R.3.3)

Text Interpretation
Support individual interpretations and conclusions, using evidence from a literary or an informational text. (R.3.4)
Support individual interpretations or conclusions, using evidence from an informational text. (R.3.10)

Theme
Identify theme in a variety of texts. (R.3.5)
Analyze and provide evidence from a text to support understanding of theme. (R.3.11)

R.4 Literary Elements and Techniques ~ Students will identify and analyze text elements and techniques of written English as used in various literary genres.
Characteristics of Genres
Apply knowledge of general characteristics of a literary genre as a strategy for reading. (R.4.1)
Compare and contrast various literary genres as forms selected by authors to accomplish their purposes. (R.4.8)

Elements of Style and Language
Classify spoken or written words as belonging to sense categories (such as visual, auditory, tactile) when found in literary texts. (R.4.2)

Poetry
Identify the elements of poetry and analyze how they add to the meaning and enjoyment of a poem. (R.4.4)
Identify and analyze how sound devices, figurative language, and graphic elements support meaning in poetry. (R.4.11)

Myth and Traditional Narrative
Recognize nursery rhymes, fables, fairy talks, tall tales, lullabies, and myths as traditional literature. (R.4.5)

Dramatic Literature
Demonstrate understanding that dialogue develops the plot and characters of a play. (R.4.7)
Analyze elements of dramatic literature and provide evidence from the text to support the analysis. (R.4.13)

R.5 Informational/Expository Text ~ Students will identify and analyze purposes, structures, and elements of nonfiction English texts.
Characteristics of Nonfiction Genres
Distinguish forms and purposes of informational and expository materials (such as encyclopedias, CD-ROMs, newspapers, magazines, letters, content texts). (R.5.1)

Text Features
Use knowledge of text features to determine the purpose and meaning of a text. (R.5.2)

Graphic Features
Use knowledge of common graphic features to determine the purpose and meaning of text. (R.5.3)
Use knowledge of common graphic features to determine purpose and meaning in text. (R.5.10)
Use knowledge of graphic features ((such as charts, timelines, captions) to determine meaning in text. (R.5.17)

Organization
Use knowledge of common organizational structure (chronological order) to determine meaning of text. (R.5.4)
Use knowledge of organizational structures in nonfiction text to determine its meaning. (R.5.11)

Text Analysis
Distinguish cause from effect in text. (R.5.6)

R.6 Research ~ Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.
Gathering Information
Generate questions and list sources to be used in research. (R.6.1)
Obtain information from a variety of print and non-print sources. (R.6.4)

Evaluating Research Criteria
Use a scoring guide to evaluate group work on a research project. (R.6.3)
Use scoring guides or rubrics to self-assess a research project prior to presentation. (R.6.6)

Writing
W.1 Prewriting ~ Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.
Organizing Ideas
Organize information about a topic into a paragraph with a topic sentence, supporting details, and a concluding sentence. (W.1.6)
Organize information about a topic into a multi-paragraph format with an introductory paragraph, supporting paragraphs, and a concluding paragraph. (W.1.7)
W.2 Writing ~ Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.
Providing Information
Write an account based on personal experience that has a focus and supporting detail. (W.2.1)

Responding to Text
Write a brief response to a literary text or an explanation of an informational text, using evidence from the text as a support. (W.2.3)

Writing a Poem
Write a short poem that contains simple sensory details. (W.2.6)

Providing Information
Write a paragraph that provides information and includes a topic statement, supporting details, and a conclusion. (W.2.7)

Writing a Letter
Write a letter, using appropriate form and degree of formality for its intended audience. (W.2.12)

W.3 Revising ~ Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.
Evaluation

Use agreed-upon criteria to evaluate writing. (W.3.1)

Word Choice
Select and use words to increase detail in writing. (W.3.3)
After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer. (W.3.4)
Vary expression by employing new words and phrases in writing. (W.3.5)

W.4 Editing ~ Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.
Grammar/Structure
Identify correct sentence structure and usage when editing simple sentences. (W.4.3)

Spelling
Use knowledge of correct spelling when editing. (W.4.5)

W.5 Media ~ Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.
Using and Analyzing Media
Select and use appropriate applications for a variety of classroom projects, including database, spreadsheet, web browser, and word processing. (W.5.2)
Use online information resources for collaboration and research. (W.5.9)
Use technology resources for problem solving. (W.5.10)

Producing Media
Create media productions using effective images, texts, music, sound effects, and/or graphics. (W.5.13)

GRADE SPAN 9–12: INTERMEDIATE

Listening
S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
    Comprehension
Demonstrate understanding of academic content words and phrases in selected concept-based categories. (S.1.13)
Demonstrate comprehension of frequently used idioms. (S.1.15)
Demonstrate comprehension in a variety of settings of specific, technical, and/or abstract words and phrases of grade-level, academic content in various *Massachusetts Curriculum Frameworks.* (S.1.25)
Identify jargon as language used by members of particular groups (such as *peer groups, athletes, musicians*). (S.1.26)

    Increasing Word Knowledge
Identify orally the meaning of phrasal verbs (such as *look into, get over, be through*). (S.1.30)
Identify meanings in the context of familiar sayings and phrases used in English (such as *rule of thumb, make a mountain out of a molehill, count your blessings, forty winks, all's well that ends well, don't look a gift horse in the mouth*). (S.1.31)

    Strategies
Identify characteristics of English words, phrases, and expressions, and compare and contrast them with these features in the student's first language. (S.1.32)
Clarify meanings of words, using glossaries, thesauruses, and other resources selectively. (S.1.33)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
    Comprehension
Demonstrate comprehension during most interpersonal interactions, when clarification is given. (S.2.22)
Demonstrate comprehension of extended explanations and multi-step instructions. (S.2.44)
Demonstrate comprehension of extended speech (such as *news reports on television or radio*). (S.2.46)
Demonstrate comprehension of popular or historical cultural referents from the community culture, appropriate to age and context. (S.2.47)
Demonstrate comprehension of sustained, interpersonal interaction. (S.2.48)

Culturally Appropriate Language
Identify formal and informal oral language, including slang. (S.2.32)
Distinguish formal oral language from slang. (S.2.59)

Pronunciation
Demonstrate comprehension of basic differences in meaning produced by intonation patterns in English (such as *rising or falling intonation in tag questions: "You're from Concord, <u>aren't you?</u>"*). (S.2.34)
Demonstrate comprehension of the basic differences in meaning produced by varying word stress within a statement (such as *"I <u>won't</u> do that!"* and *"I won't do <u>that!</u>"*). (S.2.35)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
    Comprehension
Demonstrate comprehension of oral word problems on math content. (S.3.31)
Demonstrate comprehension of the main points of classroom discussions. (S.3.32)
Identify details that support a main idea in a literary or informational text that is heard. (S.3.33)
Identify facts that answer the listeners' questions in a literary or informational text that is heard. (S.3.34)
Identify the topics and organization structures of lecture-style presentations. (S.3.35)
Demonstrate comprehension of specific information heard in an academic context. (S.3.36)
Demonstrate comprehension of classroom discussions and interactions when clarification is given. (S.3.37)
Demonstrate comprehension of the use of referents (such as *pronouns, demonstrative adjectives*) in academic discourse. (S.3.53)
Demonstrate comprehension of classroom discussions, extended classroom discourse, and other academic interactions that include basic and complex sentence structures. (S.3.59)

Speaking
S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
    Communication
Classify previously learned academic content words and phrases into concept-based categories. (S.1.17) (for specific examples in each grade span, please refer to the ELPBO)
Participate in limited discussions using appropriate and adequate words and phrases. (S.1.18)
Rephrase ideas and thoughts to express meaning. (S.1.27)

Increasing Word Knowledge
Employ synonyms (such as *big/huge/gigantic/enormous*) for word variety in speaking. (S.1.20)
Use selected idiomatic expressions in speaking. (S.1.21)
Demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary of grade-level, academic content. (S.1.29)

Strategies
Identify linguistic characteristics of English words and compare and contrast them with words from the student's first language. (S.1.10)
Demonstrate how idiomatic expressions are used in English and in the student's first language. (S.1.22)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
      Communication
Express imagination and creativity through activities such as storytelling and games. (S.2.28)
State and orally defend an opinion. (S.2.49)
Propose solutions to problems or misunderstandings. (S.2.50)
Express uncertainty. (S.2.51)
Participate in the community linguistic culture, using a variety of expressions (such as *music, jokes, anecdotes*). (S.2.53)
Elaborate on personal stories. (S.2.54)
Participate in sustained, interpersonal conversations. (S.2.55)

      Culturally Appropriate Language
Rephrase an utterance when a culturally based misunderstanding occurs. (S.2.56)
Identify topics for interaction that are appropriate to audience and setting. (S.2.57)
Respond to and use humor appropriate to an audience and setting. (S.2.58)
Respond to and use idioms appropriate to audience and setting. (S.2.60)
Compare and contrast major aspects (such as *pragmatics, body language*) of English and other languages (S.2.61)

      Pronunciation
Communicate intended meanings utilizing English intonation patterns (such as in *questions, statements, exclamations*). (S.2.36)

      Grammar/Syntax
Construct original oral statements, using basic and complex sentence structures. (S.2.38)
Use basic and complex sentence structures when participating in interpersonal conversations. (S.2.66)

      Cultural Perspectives
Describe patterns of social behavior that represent community norms. (S.2.39)
Identify and describe differing behavior norms of various communities (such as *peers, family, neighborhood, region*). (S.2.40)
Compare aspects or features of various cultural communities (as presented in *print, visual arts, films,* and *videos*). (S.2.41)

Strategies

Request, clarify, and restate information to enhance understanding in social interactions. (S.2.42)

Rephrase ideas and thoughts orally to clarify meaning in social interactions. (S.2.70)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.

Communication

Respond to factual and inferential questions that are based on academic content. (S.3.39)

State a position and support/justify it. (S.3.42)

Elaborate on and extend other people's ideas using extended discourse. (S.3.60)

Summarize information that is heard during a class or lesson. (S.3.62)

Support a conclusion or finding by stating facts or logical reasons. (S.3.64)

Participate in classroom discussions and other academic interactions, using basic and complex sentence structures and addressing abstract topics. (S.3.65)

Culturally Appropriate Language

Employ varying degrees of formality in language as appropriate to audience and purpose. (S.3.66)

Grammar/Syntax

Express original statements in classroom discussions, using basic and complex sentence structures related to academic topics. (S.3.47)

Strategies

Compare grammatical constructions (such as *tense, gender subject-verb agreement*) in English and the student's first language. (S.3.49)

Explain the thinking processes used (such as *solving math story problems, using the scientific process*) in academic content areas. (S.3.51)

S.4 Presentation ~ Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

Give formal oral presentations that focus on specified academic content, using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, eye contact, and appropriate volume and intonation. (S.4.7)

Participate in creating scoring guides based on designated categories and use them to prepare, assess, and revise oral presentations. (S.4.9)

Plan and revise oral presentations, considering the audience, purpose, and information to be conveyed. (S.4.11)

Present information orally, using an appropriate degree of formality for the audience and setting. (S.4.12)

Comprehend and answer questions following a presentation. (S.4.13)

Plan delivery of an oral presentation, using pace, visual aids, and gestures. (S.4.14)

Participate in performances, following agreed-upon criteria for audience, purpose, and information to be conveyed. (S.4.15)

Reading

R.1 Vocabulary and Syntax in Print ~ Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.
Word Analysis
Apply knowledge of word analysis to expand comprehension of vocabulary found in text. (R.1.8)

R.3 Comprehension ~ Students will read English fluently and identify facts and evidence in order to interpret and analyze text.
Main Ideas and Details
Analyze main ideas and supporting details and evidence in texts. (R.3.7)
Summarize important ideas from a text and represent the relationships between or among them. (R.3.8)

Text Interpretation
Support individual interpretations or conclusions, using details or evidence from a literary text. (R.3.9)

Learner Strategies
Demonstrate fluency as a reader, using different reading rates and approaches for different purposes. (R.3.12)

R.4 Literary Elements and Techniques ~ Students will identify and analyze text elements and techniques of written English as used in various literary genres.
Characteristics of Genres
Analyze a common theme presented in various genres. (R.4.14)

Myth and Traditional Narrative
Identify culturally significant characters and events represented in traditional literature (including *Greek, Roman, Norse mythology*). (R.4.6)

Elements of Style and Language
Identify and explain how elements of language suggest mood and set tone in a piece of literature. (R.4.9)

Fiction
Identify and analyze elements of fiction such as point of view, foreshadowing, and irony. (R.4.16)

R.5 Informational/Expository Text ~ Students will identify and analyze purposes, structures, and elements of nonfiction English texts.
Characteristics of Nonfiction Genres
Identify forms of informational and expository materials (such as *essays, biographies, memoirs, news articles, reports, lab reports, textbook chapters*). (R.5.8)

Text Features
Use knowledge of text features to determine purpose and meaning of text. (R.5.9)
Identify, analyze, and apply knowledge of text features to determine meaning in text. (R.5.16)

Text Analysis
Summarize main ideas and supporting details. (R.5.5)

Distinguish fact from opinion or fiction in informational texts. (R.5.7)
Analyze main ideas, supporting ideas, and supporting details for purpose and meaning. (R.5.12)
Analyze the logic and use of evidence in an author's argument. (R.5.19)

R.6 Research ~ Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.
Organizing and Analyzing Information
Summarize data gathered through research. (R.6.2)
Organize information for research reports that include quotations, footnotes or endnotes, and bibliographies. (R.6.5)

Writing

W.1 Prewriting ~ Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.
Planning to Write
Identify a thesis statement and supporting information that will most appropriately address the audience and purpose of a writing task. (W.1.8)

W.2 Writing ~ Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.
Providing Information
Write a multi-paragraph composition with clear topic development, logical organization, and effective use of detail. (W.2.8)
Write a research report that supports a thesis statement and uses logical organization. (W.2.14)
Write a personal or persuasive essay, expressing an attitude or position. (W.2.15)

Responding to Text
Write a personal interpretation of literary text that includes a topic statement, supporting details from the literature, and a conclusion. (W.2.9)
Write an essay that includes a topic statement, supporting details, and a conclusion. (W.2.10)

Writing a Story
Write a story with well-developed characters, setting, dialogue, and conflict and resolution that includes sufficient descriptive detail. (W.2.11)

Writing a Poem
Write a poem, using poetic techniques, figurative speech, and graphic elements to contribute to its meaning. (W.2.13)

W.3 Revising ~ Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.
Evaluation
Use an agreed-upon scoring guide to review content and organization of writing in preparation for final editing. (W.3.7)

Organization

Identify and use words and phrases to make ideas clearer or more logical. (W.3.2)
Revise writing to improve organization of ideas. (W.3.8)
Revise topic development to improve organization of writing. (W.3.14)

Word Choice
Select words and phrases to increase the amount of detail in writing. (W.3.9)
Increase detail and precision of language to improve writing. (W.3.10)
Select words that take into consideration the audience for and purpose of a writing task (such as *formal/informal or personal/impersonal*). (W.3.11)
Revise words and phrases to add detail to a writing task. (W.3.15)

Sentence Variety
Employ a variety of sentence lengths in order to improve writing. (W.3.6)
Use a variety of sentence patterns and lengths to make writing more interesting to the reader. (W.3.12)

W.4 Editing ~ Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.
Grammar/Structure
Use knowledge of correct sentence structure and usage when editing. (W.4.6)

W.5 Media ~ Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.
Using and Analyzing Media
Gather and analyze information, using multiple media. (W.5.5)
Identify techniques used in television (such as *sound effects, close-ups*) and use this information to distinguish between facts and misleading information. (W.5.11)
Comprehend and respect intellectual property as related to Internet use. (W.5.12)
Use graphs, images, and/or sounds to enhance a point of view on a topic. (W.5.16)

Producing Media
Create radio scripts, audiotapes, or videotapes for display or transmission. (W.5.6)
Create presentations using computer technology. (W.5.7)

Evaluating Media
Use agreed-upon criteria to evaluate the effectiveness of media presentations. (W.5.8, 5.14, 5.20)

GRADE SPAN 9–12: INTERMEDIATE

Listening
S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
Comprehension
Demonstrate understanding of academic content words and phrases in selected concept-based categories. (S.1.13)

Demonstrate comprehension of frequently used idioms. (S.1.15)
Demonstrate comprehension in a variety of settings of specific, technical, and/or abstract words and phrases of grade-level, academic content in various *Massachusetts Curriculum Frameworks*. (S.1.25)
Identify jargon as language used by members of particular groups (such as *peer groups, athletes, musicians*). (S.1.26)

Increasing Word Knowledge
Identify orally the meaning of phrasal verbs (such as *look into, get over, be through*). (S.1.30)
Identify meanings in the context of familiar sayings and phrases used in English (such as *rule of thumb, make a mountain out of a molehill, count your blessings, forty winks, all's well that ends well, don't look a gift horse in the mouth*). (S.1.31)

Strategies
Identify characteristics of English words, phrases, and expressions, and compare and contrast them with these features in the student's first language. (S.1.32)
Clarify meanings of words, using glossaries, thesauruses, and other resources selectively. (S.1.33)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
Comprehension
Demonstrate comprehension during most interpersonal interactions, when clarification is given. (S.2.22)
Demonstrate comprehension of extended explanations and multi-step instructions. (S.2.44)
Demonstrate comprehension of extended speech (such as *news reports on television or radio*). (S.2.46)
Demonstrate comprehension of popular or historical cultural referents from the community culture, appropriate to age and context. (S.2.47)
Demonstrate comprehension of sustained, interpersonal interaction. (S.2.48)

Culturally Appropriate Language
Identify formal and informal oral language, including slang. (S.2.32)
Distinguish formal oral language from slang. (S.2.59)

Pronunciation
Demonstrate comprehension of basic differences in meaning produced by intonation patterns in English (such as *rising or falling intonation in tag questions: "You're from Concord, aren't you?"*). (S.2.34)
Demonstrate comprehension of the basic differences in meaning produced by varying word stress within a statement (such as *"I won't do that!"* and *"I won't do that!"*). (S.2.35)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Comprehension
Demonstrate comprehension of oral word problems on math content. (S.3.31)
Demonstrate comprehension of the main points of classroom discussions. (S.3.32)
Identify details that support a main idea in a literary or informational text that is heard. (S.3.33)
Identify facts that answer the listeners' questions in a literary or informational text that is heard. (S.3.34)
Identify the topics and organization structures of lecture-style presentations. (S.3.35)
Demonstrate comprehension of specific information heard in an academic context. (S.3.36)

Demonstrate comprehension of classroom discussions and interactions when clarification is given. (S.3.37)
Demonstrate comprehension of the use of referents (such as *pronouns, demonstrative adjectives*) in academic discourse. (S.3.53)
Demonstrate comprehension of classroom discussions, extended classroom discourse, and other academic interactions that include basic and complex sentence structures. (S.3.59)

Speaking

S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
   Communication
Classify previously learned academic content words and phrases into concept-based categories. (S.1.17) (for specific examples in each grade span, please refer to the ELPBO)
Participate in limited discussions using appropriate and adequate words and phrases. (S.1.18)
Rephrase ideas and thoughts to express meaning. (S.1.27)

Increasing Word Knowledge
Employ synonyms (such as *big/huge/gigantic/enormous*) for word variety in speaking. (S.1.20)
Use selected idiomatic expressions in speaking. (S.1.21)
Demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary of grade-level, academic content. (S.1.29)

Strategies
Identify linguistic characteristics of English words and compare and contrast them with words from the student's first language. (S.1.10)
Demonstrate how idiomatic expressions are used in English and in the student's first language. (S.1.22)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
   Communication
Express imagination and creativity through activities such as storytelling and games. (S.2.28)
State and orally defend an opinion. (S.2.49)
Propose solutions to problems or misunderstandings. (S.2.50)
Express uncertainty. (S.2.51)
Participate in the community linguistic culture, using a variety of expressions (such as *music, jokes, anecdotes*). (S.2.53)
Elaborate on personal stories. (S.2.54)
Participate in sustained, interpersonal conversations. (S.2.55)

   Culturally Appropriate Language
Rephrase an utterance when a culturally based misunderstanding occurs. (S.2.56)
Identify topics for interaction that are appropriate to audience and setting. (S.2.57)
Respond to and use humor appropriate to an audience and setting. (S.2.58)
Respond to and use idioms appropriate to audience and setting. (S.2.60)
Compare and contrast major aspects (such as *pragmatics, body language*) of English and other languages (S.2.61)

Pronunciation
Communicate intended meanings utilizing English intonation patterns (such as in *questions, statements, exclamations*). (S.2.36)

Grammar/Syntax
Construct original oral statements, using basic and complex sentence structures. (S.2.38)
Use basic and complex sentence structures when participating in interpersonal conversations. (S.2.66)

Cultural Perspectives
Describe patterns of social behavior that represent community norms. (S.2.39)
Identify and describe differing behavior norms of various communities (such as *peers, family, neighborhood, region*). (S.2.40)
Compare aspects or features of various cultural communities (as presented in *print, visual arts, films,* and *videos*). (S.2.41)

Strategies
Request, clarify, and restate information to enhance understanding in social interactions. (S.2.42)
Rephrase ideas and thoughts orally to clarify meaning in social interactions. (S.2.70)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Communication
Respond to factual and inferential questions that are based on academic content. (S.3.39)
State a position and support/justify it. (S.3.42)
Elaborate on and extend other people's ideas using extended discourse. (S.3.60)
Summarize information that is heard during a class or lesson. (S.3.62)
Support a conclusion or finding by stating facts or logical reasons. (S.3.64)
Participate in classroom discussions and other academic interactions, using basic and complex sentence structures and addressing abstract topics. (S.3.65)

Culturally Appropriate Language
Employ varying degrees of formality in language as appropriate to audience and purpose. (S.3.66)

Grammar/Syntax
Express original statements in classroom discussions, using basic and complex sentence structures related to academic topics. (S.3.47)

Strategies
Compare grammatical constructions (such as *tense, gender subject-verb agreement*) in English and the student's first language. (S.3.49)
Explain the thinking processes used (such as *solving math story problems, using the scientific process*) in academic content areas. (S.3.51)

S.4 Presentation ~ Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
Give formal oral presentations that focus on specified academic content, using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, eye contact, and appropriate volume and intonation. (S.4.7)
Participate in creating scoring guides based on designated categories and use them to prepare, assess, and revise oral presentations. (S.4.9)
Plan and revise oral presentations, considering the audience, purpose, and information to be conveyed. (S.4.11)
Present information orally, using an appropriate degree of formality for the audience and setting. (S.4.12)
Comprehend and answer questions following a presentation. (S.4.13)
Plan delivery of an oral presentation, using pace, visual aids, and gestures. (S.4.14)
Participate in performances, following agreed-upon criteria for audience, purpose, and information to be conveyed. (S.4.15)

Reading

R.1 Vocabulary and Syntax in Print ~ Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.
Word Analysis
Apply knowledge of word analysis to expand comprehension of vocabulary found in text. (R.1.8)

R.3 Comprehension ~ Students will read English fluently and identify facts and evidence in order to interpret and analyze text.
Main Ideas and Details
Analyze main ideas and supporting details and evidence in texts. (R.3.7)
Summarize important ideas from a text and represent the relationships between or among them. (R.3.8)

Text Interpretation
Support individual interpretations or conclusions, using details or evidence from a literary text. (R.3.9)

Learner Strategies
Demonstrate fluency as a reader, using different reading rates and approaches for different purposes. (R.3.12)

R.4 Literary Elements and Techniques ~ Students will identify and analyze text elements and techniques of written English as used in various literary genres.
Characteristics of Genres
Analyze a common theme presented in various genres. (R.4.14)

Myth and Traditional Narrative
Identify culturally significant characters and events represented in traditional literature (including *Greek, Roman, Norse mythology*). (R.4.6)

Elements of Style and Language
Identify and explain how elements of language suggest mood and set tone in a piece of literature. (R.4.9)

Fiction
Identify and analyze elements of fiction such as point of view, foreshadowing, and irony. (R.4.16)

R.5 Informational/Expository Text ~ Students will identify and analyze purposes, structures, and elements of nonfiction English texts.
Characteristics of Nonfiction Genres
Identify forms of informational and expository materials (such as *essays, biographies, memoirs, news articles, reports, lab reports, textbook chapters*). (R.5.8)

Text Features
Use knowledge of text features to determine purpose and meaning of text. (R.5.9)
Identify, analyze, and apply knowledge of text features to determine meaning in text. (R.5.16)

Text Analysis
Summarize main ideas and supporting details. (R.5.5)
Distinguish fact from opinion or fiction in informational texts. (R.5.7)
Analyze main ideas, supporting ideas, and supporting details for purpose and meaning. (R.5.12)
Analyze the logic and use of evidence in an author's argument. (R.5.19)

R.6 Research ~ Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.
Organizing and Analyzing Information
Summarize data gathered through research. (R.6.2)
Organize information for research reports that include quotations, footnotes or endnotes, and bibliographies. (R.6.5)

Writing
W.1 Prewriting ~ Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.
Planning to Write
Identify a thesis statement and supporting information that will most appropriately address the audience and purpose of a writing task. (W.1.8)

W.2 Writing ~ Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.
        Providing Information
Write a multi-paragraph composition with clear topic development, logical organization, and effective use of detail. (W.2.8)
Write a research report that supports a thesis statement and uses logical organization. (W.2.14)
Write a personal or persuasive essay, expressing an attitude or position. (W.2.15)

Responding to Text
Write a personal interpretation of literary text that includes a topic statement, supporting details from the literature, and a conclusion. (W.2.9)
Write an essay that includes a topic statement, supporting details, and a conclusion. (W.2.10)

Writing a Story
Write a story with well-developed characters, setting, dialogue, and conflict and resolution that includes sufficient descriptive detail. (W.2.11)

Writing a Poem
Write a poem, using poetic techniques, figurative speech, and graphic elements to contribute to its meaning. (W.2.13)

W.3 Revising ~ Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.
Evaluation
Use an agreed-upon scoring guide to review content and organization of writing in preparation for final editing. (W.3.7)

Organization
Identify and use words and phrases to make ideas clearer or more logical. (W.3.2)
Revise writing to improve organization of ideas. (W.3.8)
Revise topic development to improve organization of writing. (W.3.14)

Word Choice
Select words and phrases to increase the amount of detail in writing. (W.3.9)
Increase detail and precision of language to improve writing. (W.3.10)
Select words that take into consideration the audience for and purpose of a writing task (such as *formal/informal or personal/impersonal*). (W.3.11)
Revise words and phrases to add detail to a writing task. (W.3.15)

Sentence Variety
Employ a variety of sentence lengths in order to improve writing. (W.3.6)
Use a variety of sentence patterns and lengths to make writing more interesting to the reader. (W.3.12)

W.4 Editing ~ Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.
Grammar/Structure
Use knowledge of correct sentence structure and usage when editing. (W.4.6)

W.5 Media ~ Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.
Using and Analyzing Media
Gather and analyze information, using multiple media. (W.5.5)
Identify techniques used in television (such as *sound effects, close-ups*) and use this information to distinguish between facts and misleading information. (W.5.11)
Comprehend and respect intellectual property as related to Internet use. (W.5.12)
Use graphs, images, and/or sounds to enhance a point of view on a topic. (W.5.16)

Producing Media
Create radio scripts, audiotapes, or videotapes for display or transmission. (W.5.6)

Create presentations using computer technology. (W.5.7)

Evaluating Media
Use agreed-upon criteria to evaluate the effectiveness of media presentations. (W.5.8, 5.14, 5.20)

GRADE SPAN 9–12: TRANSITIONING

Listening
S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
Comprehension
Demonstrate comprehension of varied forms of humor. (S.2.45)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Comprehension
Demonstrate comprehension of inferential or abstract questions that are based on academic content. (S.3.52)
Demonstrate comprehension of content explanation without concrete referents. (S.3.54)
Demonstrate comprehension of transition words and phrases (such as *furthermore, otherwise, likewise, instead, in any case*) that connect ideas in extended academic discourse. (S.3.55)
Distinguish irrelevant information (such as *jokes, asides, anecdotes*) from important information in lecture-style presentations. (S.3.56)
Demonstrate comprehension of the attitude of a speaker toward subject matter. (S.3.57)
Demonstrate comprehension of specialized language structures from varied academic content (such as *frequent use of the passive voice in science; frequent use of specialized vocabulary to refer to abstract concepts and frequent use of pronouns in history/social science*). (S.3.58)

Speaking
S.1 Vocabulary ~ Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.
Communication
Communicate academic knowledge orally, using specific, technical, and abstract vocabulary of grade-level, academic content in various *Massachusetts Curriculum Frameworks.* (S.1.28)

S.2 Social Interaction ~ Students will comprehend and communicate orally, using spoken English for personal and social purposes.
Communication
Employ popular or historical cultural referents from the community culture, appropriate to age and context. (S.2.52)

Pronunciation
Adjust meaning by varying pace, rhythm, and pauses in speech. (S.2.62)
Employ pronunciation, word stress, and intonation appropriate to communicative content. (S.2.63)

Grammar/Syntax
Employ varied sentence structures when speaking, as appropriate to audience, purpose, and effect desired. (S.2.64)
Employ a range of oral responses, using single words, phrases, statements, and monologues. (S.2.65)

Cultural Perspectives
Compare, contrast, and exchange opinions in discussions on issues that are of contemporary or historical interest and represent a variety of cultural perspectives. (S.2.67)
Identify and analyze cultural perspectives in literature, popular periodicals, music, theater, visual arts, commercials, films, and videos. (S.2.68)
Describe and discuss how conflicts in points of view and proposed resolutions reflect cultural and individual perspectives. (S.2.69)

S.3 Academic Interaction ~ Students will comprehend and communicate orally, using spoken English to participate in academic settings.
Communication
Use extended discourse to report information heard in lecture-style presentations. (S.3.61)
Critique information that is heard in extended discourse (such as *television, radio, lecture-type presentation*). (S.3.63)

Grammar/Syntax
Employ selected specialized language structures from varied academic areas (such as *use of the passive voice in science*). (S.3.67)
Give examples of how the English language has developed and been influenced by other languages. (S.3.68)

Strategies
Identify differences between oral and written language patterns. (S.3.69)

S.4 Presentation ~ Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
Present an organized oral interpretation of a literary text, film, or dramatic production. (S.4.16)
Employ appropriate techniques (such as *dramatic opening statement, question*) for oral persuasion. (S.4.17)
Create a scoring guide and use it to prepare, improve, and assess oral presentations. (S.4.18)

Reading
R.1 Vocabulary and Syntax in Print ~ Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.
Essential Vocabulary
Read, understand, and spell previously learned specific, technical, and/or abstract words and phrases of grade-level, academic content. (R.1.14)

Word Analysis

Apply knowledge of word analysis to expand comprehension of vocabulary found in text. (R.1.15)

Word Context
Identify words whose meanings are not readily understood by their context. (R.1.16)

Sentence Structure
Analyze sentence structures that determine the meaning of text. (R.1.17)

Paragraph Structure
Apply knowledge of standard English grammar and usage to comprehend a paragraph. (R.1.18)

Text Structure
Identify words, phrases, and sentences in extended text that signal text organization and transitions. (R.1.19)

Linguistic Comparisons
Provide examples of how English vocabulary has developed from and been influenced by other languages. (R.1.13)
Demonstrate understanding of the nature of language as found in text through comparison of English with other languages. (R.1.20)

R.3 Comprehension ~ Students will read English fluently and identify facts and evidence in order to interpret and analyze text.
Text Interpretation
Identify elements of a literary text and support interpretation(s) with evidence from the text. (R.3.13)
Identify elements of an informational text and support interpretations with evidence from the text. (R.3.14)

Theme
Analyze theme in a literary text, apply this knowledge to interpret the text, and include evidence from the text to support the interpretation. (R.3.15)
Relate a literary work to primary source documents of its literary period or historical setting. (R.3.16)

Learner Strategies
Demonstrate fluency, comprehension, and efficient reading rate in a variety of texts. (R.3.17)

R.4 Literary Elements and Techniques ~ Students will identify and analyze text elements and techniques of written English as used in various literary genres.
Elements of Style and Language
Analyze and evaluate how word choice and sentence variety advance an author's intended purpose. (R.4.15)

Poetry
Analyze the effects of sound, form, symbolism, and figurative language in poetry. (R.4.17)

Myth and Traditional Narrative

Use literary structures and elements of traditional literature to describe myths and traditional and classical narratives. (R.4.12)
Analyze the elements of classical Greek drama and of epic poetry, providing evidence from the texts to support the analysis. (R.4.18)

Dramatic Literature
Analyze how dramatic conventions enhance meaning in dramatic texts. (R.4.19)

R.5 Informational/Expository Text ~ Students will identify and analyze purposes, structures, and elements of nonfiction English texts.
Characteristics of Nonfiction Genres
Identify and analyze the purposes and structures of informational and expository materials. (R.5.15)

Organization
Use knowledge of forms of academic writing to anticipate meaning of text. (R.5.18)

Text Analysis
Analyze primary source documents and other artifacts to determine how they reflect cultural perspectives. (R.5.13)
Recognize use of arguments for and against an issue. (R.5.14)
Analyze and explain how authors use the elements of nonfiction to achieve their purposes. (R.5.20)
Describe conflicts in points of view within and among cultures, as reflected in informational or expository text, and discuss how proposed resolutions reflect cultural and individual perspectives. (R.5.21)

R.6 Research ~ Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.
Gathering, Organizing, and Analyzing Information
Evaluate relevant information gained from a variety of sources. (R.6.7)

Evaluating Research Criteria
Evaluate the quality of research in terms of the adequacy of its questions, materials, approach, and source documentation. (R.6.8)

Writing
W.1 Prewriting ~ Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.
Increasing Vocabulary
Generate technical, specific, and/or abstract words or phrases of grade-level content related to a writing task. (W.1.9)

Organizing Ideas
Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well-constructed paragraphs that build an effective argument, transition sentences that link paragraphs to create a coherent whole, and a conclusion. (W.1.10)

W.2 Writing ~ Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.
Responding to Text
Write coherent compositions with a clear focus, objective presentation of alternate views, rich detail, well-developed paragraphs, and logical argumentation. (W.2.16)

Writing a Story
Write a well-organized story or script with explicit or implicit theme(s) and with details that contribute to mood or tone. (W.2.17)

Writing a Letter
Write a letter that expresses and defends personal opinions or beliefs to an identified audience. (W.2.18)

Writing a Poem
Write a poem, using a range of poetic techniques, forms, and figurative language. (W.2.19)

W.3 Revising ~ Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.
Evaluation
Use an agreed-upon scoring guide to reflect on the audience and purpose for writing, and to review the writing's organization and content, in preparation for final editing. (W.3.13)

Word Choice
Incorporate new words and phrases to make writing more clear to the reader. (W.3.16)
Vary words in writing to enhance clarity and interest. (W.3.17)

Sentence Variety
Use a variety of sentence patterns and lengths, depending on the purpose of the writing and the intended audience. (W.3.18)

W.4 Editing ~ Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.
Punctuation and Mechanics
Use all writing conventions of standard English when editing. (W.4.7)

Spelling
Use standard English spelling when editing. (W.4.8)

Grammar/Structure
Apply knowledge of correct sentence structure and usage when editing. (W.4.9)

W.5 Media ~ Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.
Using and Analyzing Media

Compare how international events are or have been reported in English-speaking media and in the media of other languages. (W.5.15)

Identify how voice, tone, diction, and syntax are used differently in media presentations than they are in informal speech. (W.5.17)

Identify stereotypes and biases used in mass media, and discuss how these media reflect cultural and individual perspectives. (W.5.18)

Producing Media

Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic. (W.5.19)

STUDENT PROFILES GRADE SPAN K-2

Student Profile: Grade Span K–2, Beginning

Listening	Speaking	Reading	Writing
By the end of the Beginning level…	By the end of the Beginning level…	By the end of the Beginning level…	By the end of the Beginning level…
• Students have **basic resources** to help them comprehend speech, including an awareness of non-verbal cues used to communicate, an awareness of classroom expectations and conventions, and an understanding of who to consult for assistance. (S.2.12, 3.23, 3.27) • Students comprehend **single words and short phrases/expressions** connected to everyday, personal (needs, likes/dislikes, characteristics, etc.), and school-related topics. (S.1.1, 1.2, 2.1, 2.2, 3.1, 3.2) • Students comprehend **simple requests and information** when words are spoken slowly and repeated as necessary. (S.2.3, 3.3) • Students comprehend **simple stories and poems** with pictures or other visual support. (S.3.4)	• Students can speak about everyday, personal, and school-related topics using **single words and short phrases**. (S.1.4) • Students can **express confusion**. (S.2.8, 3.13)	• Students recognize that **printed words carry meaning**. (R.2.3) • Students have developed the **concept of print**, and can locate the title, author's name, text, and pictures in a book. (R.2.1) • Students are developing **phonemic awareness** and an understanding that phonemes correspond to graphemes. They identify the sounds that letters make, and use this knowledge to begin to decode text. (R.2.4, 2.5, 2.6) • Students are aware of **basic features of written English**, such as upper- vs. lower-case letters, punctuation at the end of a sentence, and capitalization at the beginning of a sentence. (R.2.9)	• Students show an awareness of the fact that **written letters form meaningful words** that can be read. • Students should be attempting to form letters and may write **strings of "words"** at this point, often without spacing. • Students work with peers when **using technology** in the classroom. (W.5.3)

Student Profile: Grade Span K–2, Early Intermediate

Listening	Speaking	Reading	Writing
By the end of the Early Intermediate level…	By the end of the Early Intermediate level…	By the end of the Early Intermediate level…	By the end of the Early Intermediate level…
• Students have **more resources** available to comprehend speech, including a larger vocabulary and an awareness of verbal cues such as requests to focus attention or recitation of rules for small-group decision-making. (S.1.9, 3.26, 3.45) • Students comprehend **sentences and conversations** when words are spoken slowly and repeated as necessary. (S.2.4, 3.10) • Students begin to comprehend **academic vocabulary** with pictures or other visual support. (S.1.3) • Students **connect new information to prior knowledge.** (S.3.28) • Students identify the characters, setting, and main event of a **story** read aloud. (S.3.5, 3.7) • Students begin to use **dictionaries**. (S.1.11)	• Students have a **larger vocabulary** and start to organize words into categories. They speak at greater length, performing **language functions** such as describing, making requests, expressing agreement/disagreement, giving directions, telling stories, and granting permission. (S.1.6, 2.6, 2.7, 2.9, 2.10, 2.20, 2.25, 2.26, 3.11, 3.12, 3.24) • Students employ the basics of English **grammar.** (S.2.16, 3.25) • Students **briefly answer questions on academic content** and also **ask some related questions**. (S.2.5, 3.18) • Students **participate orally in class activities** and give **basic presentations** on personal topics. (S.3.44, 3.46, 4.1, 4.4, 4.6) • Students are becoming aware of the characteristics of the English language at the phrase level, including **intonation**. (S.2.14) • Students use appropriate **voice volume** in different contexts and observe and imitate how others speak (2.13, 2.19) • Students can **retell events** of a familiar story read aloud. (S.3.16)	• Students acquire some **reading strategies**, including the abilities to understand high-frequency words and phrases, and to use knowledge of word context and text structures to comprehend text. (R.1.3, 1.5, 2.2, 2.8, 3.6, 5.2, 5.3) • Students can identify the **main idea** of a story they have read. (R.3.1)	• Students begin to write individual words and **spell** some familiar words correctly. (W.4.2) • Students plan out stories they will write, showing beginning awareness of both **purpose and audience** in writing. (W.1.1, 1.2) • Students identify beginning, middle, and end for the **stories** they create. (W.2.4)

Student Profile: Grade Span K–2, Intermediate

Listening	Speaking	Reading	Writing
By the end of the Intermediate level…	By the end of the Intermediate level…	By the end of the Intermediate level…	By the end of the Intermediate level…
• Students comprehend **longer stretches of speech,** including **some academic discourse** and **questions** on both academic and non-academic topics. (S.2.21, 2.22, 3.8, 3.29, 3.30, 3.32, 3.35, 3.36, 3.37) • Students' vocabulary is expanding and they demonstrate comprehension of **academic vocabulary** in select categories, including recognition of synonyms and antonyms. (S.1.13, 1.14, 2.32, 3.31) • Students **use prior knowledge** to identify important information about academic content. (S.3.9) • Students begin to comprehend differences in meaning produced by variations in **intonation**. (S.2.34) • Students have a **deeper comprehension of texts** read aloud, and identify what happened at the beginning, middle, and end of a story as well as details that support the main idea. (S.3.6, 3.33, 3.34)	• Students' **growing vocabulary** allows for a **wider use of language functions** in both social and academic situations, including expressing and supporting opinions, giving compliments and apologies, and comparing and contrasting. (S.1.5, 1.16, 1.18, 2.24, 2.27, 2.28, 2.29, 2.38, 2.51, 3.19, 3.21, 3.38, 3.40, 3.42, 3.43, 3.47, 3.48, 3.51) • Students **show awareness of the listener** in their interactions, communicating intended meanings using English intonation patterns. (S.2.30, 2.33, 2.36, 2.43) • Students **speak in culturally and age-appropriate ways,** and use appropriate gestures, distances, and body language. (S.2.11, 2.31) • Students are more aware of characteristics of the English language at the phrase level, including **word stress patterns**. (S.2.15) • Students **ask and answer a wider variety of questions**, including questions based on a text that is heard. (S.2.23, 3.14, 3.15) • Students restate the **main event** of a story read aloud and **retell the beginning, middle, and end**. (S.2.37, 3.17, 3.20, 3.22) • Students analyze behavioral norms of different **cultural communities**. (S.2.39, 2.40, 2.41) • Students plan and deliver oral presentations on academic content, including the **dramatization of stories, plays, and poems**. Presentations reflect understanding of assessment criteria. (S.4.2, 4.3, 4.5, 4.7, 4.8)	• Students have increasing **word analysis** skills and comprehend more challenging vocabulary and text. (R.1.1, 1.2, 1.4, 2.7) • Students acquire more strategies to comprehend text, including an awareness of the **chronological order of stories** and the general **identifying characteristics of literary genres**. (R.4.1, 5.4) • Students can **summarize** both main ideas and supporting details of stories. (R.3.3, 5.5) • Students **begin to analyze text**, including the elements of fiction. They can identify details that support main ideas. (R.3.2, 4.3) • Students understand that dialogue develops the plot and characters of a **play.** (R.4.7) • Students **recognize different forms of traditional literature**, including nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths. (R.4.5)	• The organization of students' writing reflects **increased awareness of purpose and audience**. Students begin to **revise and edit** their writing with an audience in mind. They identify ways to **make their ideas clearer** through **word choice and mechanics,** The **increasing level of detail** in students' writing helps the reader better understand their message. (W.1.3, 3.2, 3.3, 3.4, 3.5, 4.1) • Students write both **stories and letters**, using appropriate spacing between words. (W.2.1, 2.2, 2.5) • Students begin to use **word processing** to publish writing. (W.5.1) • Students can use a **basic rubric** to evaluate their writing. (W.3.1) • Students comprehend and use acceptable use guidelines. (W.5.4)

Student Profile: Grade Span K–2, Transitioning

Listening	Speaking	Reading	Writing
By the end of the Transitioning level…	By the end of the Transitioning level…	By the end of the Transitioning level…	By the end of the Transitioning level…
• Students comprehend **longer strings of academic discourse** (even when not directed at them) and can **take notes** for specific information. (S.2.44, 2.46, 2.47, 2.48, 3.50, 3.53, 3.56, 3.57, 3.59) • Students understand differences in meaning produced by varying **word stress** within a statement. (S.2.35) • Students **comprehend content explanation** without concrete referents as well as **abstract and inferential questions** on academic content. (S.3.52, 3.54, 3.58) • Students' **vocabulary is continuing to expand**. This allows them to comprehend more specific, technical, and/or abstract words and phrases of grade-level, academic content. Students understand some jargon, more phrasal verbs, common words with multiple meanings, many idioms, and can comprehend forms of humor. (S.1.12, 1.15, 1.23, 1.25, 1.26, 1.30, 1.31, 2.45, 2.59, 3.55) • Students use **dictionaries, glossaries, and thesauruses**. They determine the meanings of words with inflections and are familiar with many prefixes and suffixes. (S.1.7, 1.19, 1.24, 1.33) Students have an awareness of the concept of language and can **compare/contrast English words with words in their first language**. (S.1.8, 1.32)	• Students have acquired many personal options for constructing discourse, including the ability to **restate, rephrase, or elaborate** so they are understood. (S.1.20, 1.27, 2.42, 2.56, 2.65) • Students' understanding of English grammar allows them **to compare grammatical aspects of English** with their own language. (S.1.10, 3.49) • Students **summarize and critique** information, **support conclusions** with reasons, and **participate fully in classroom discussions** and academic interactions. (S.2.49, 2.50, 2.52, 2.67, 2.68, 2.69, 3.39, 3.41, 3.60, 3.61, 3.62, 3.63, 3.64, 3.65) • Students' awareness of the concept of language allows them to **talk about language** and its connection to culture. (S.1.22, 2.17, 2.18, 2.61, 3.68, 3.69) • Students vary **pace, rhythm, sentence structure, and pauses** appropriate to communicative intent. Students use appropriate **pronunciation, word stress, and intonation**. (S.2.57, 2.62, 2.63, 2.64, 2.66, 2.70, 3.66, 3.67) • Students employ **idioms**, create **humor**, and use **vocabulary of grade-level, academic content**. (S.1.21, 1.28, 1.29, 2.53, 2.54, 2.55, 2.58, 2.60) • Students give **more sophisticated oral presentations**, including interpretations of literary texts, films, and/or dramatic productions. They participate in creating scoring guides used to evaluate presentations. (S.4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18)	• Students identify the **basic elements of a poem** and classify words relating to the four senses. (R.4.2, 4.4) • Students recognize different kinds of printed materials such as **newspapers, magazines, textbooks, and encyclopedias**. (R.5.1) • Students generate questions, list sources, and summarize data gathered through **research**. (R.6.1, 6.2) • Students read more fluently and **analyze text**, supporting their opinions with evidence. They begin to identify theme, distinguish cause from effect, and distinguish fact from opinion. (R.3.4, 3.5, 5.6, 5.7)	• Students continue to refine their **revising and editing skills** as their vocabulary increases and their understanding of mechanics deepens. (W.3.6) • Students move from writing stories and letters to writing **poetry** and **responses to information** they have read. (W.2.3, 2.6) • Students begin to **use computer applications** for a variety of classroom projects. (W.5.2)

STUDENT PROFILES GRADE SPAN 3-4

Student Profile: Grade Span 3–4, Beginning

Listening	Speaking	Reading	Writing
By the end of the Beginning level…	By the end of the Beginning level…	By the end of the Beginning level…	By the end of the Beginning level…
• Students have **basic resources** to help them comprehend speech, including an awareness of non-verbal cues used to communicate, an awareness of classroom expectations and conventions, and an understanding of who to consult for assistance. (S.2.12, 3.23, 3.27) • Students comprehend **single words and short phrases/expressions** connected to everyday, personal (needs, likes/dislikes, characteristics, etc.), and school-related topics. (S.1.1, 1.2, 2.1, 2.2, 3.1, 3.2) • Students comprehend **simple requests, information, and sentences** when words are spoken slowly and repeated as necessary. (S.2.3, 3.3, 3.10) • Students comprehend **simple stories** and **poems** with pictures or other visual support. (S.3.4)	• Students speak about everyday, personal, or school-related topics with some detail, using **single words or short phrases**. (S.1.4, 2.6) • Students perform basic **language functions,** including giving directions and making requests. (S.2.7, 3.11, 3.12) • Students can **express confusion**. (S.2.8. 3.13) • Students **ask concrete questions about familiar content**. (S.2.5)	• Students recognize that **printed words carry meaning**. (R.2.3) • Students have developed the **concept of print**, and can locate the title, author's name, text, and pictures in a book. (R.2.1) • Students are developing **phonemic awareness** and an understanding that phonemes correspond to graphemes. They identify the sounds that letters make, and use this knowledge to begin to decode text. (R.2.4, 2.5, 2.6) • Students are aware of **basic features of written English**, such as upper- vs. lower-case letters, punctuation at the end of a sentence, and capitalization at the beginning of a sentence. (R.2.9) • Students acquire some **reading strategies**, including the abilities to read and understand high-frequency words and phrases, and to use word context to **determine meaning of some words they don't know**. (R.1.1, 1.3, 2.2)	• Students have a **beginning awareness of purpose and audience**. They **plan for writing** by creating lists of words and phrases needed to accomplish writing tasks, and use correct mechanics when editing. (W.1.2, 4.1) • Students write **stories** with a beginning, middle, and end. (W.2.4) • Students work with peers when using **technology** in the classroom. (W.5.3)

Student Profile: Grade Span 3–4, Early Intermediate

Listening	Speaking	Reading	Writing
By the end of the Early Intermediate level…	By the end of the Early Intermediate level…	By the end of the Early Intermediate level…	By the end of the Early Intermediate level…
• Students have **more resources** available to comprehend speech, including a larger vocabulary and an awareness of verbal cues, such as requests to focus attention or recitation of rules for small-group decision-making. (S.1.9, 3.26, 3.45) • Students comprehend **sentences, dialogues, and stories** connected to everyday, personal (needs, likes/dislikes, characteristics, etc.), and school-related topics. (S.2.4, 2.21) • Students **connect new information to prior knowledge** and **use prior knowledge** to identify important information about academic content. (S.3.9, 3.28) • Students comprehend **some *wh-* questions**, including oral questions about academic content that require short answers. (S.3.8, 3.30) • Students identify the characters, setting, and main event of a story read aloud, as well as its beginning, middle, and end. (S.3.5, 3.6, 3.7) • Students begin to comprehend **academic vocabulary** with pictures or other visual support. (S.1.3) • Students begin to use **dictionaries** and determine the meanings of words with inflections. (S.1.7, 1.11)	• Students have a **larger vocabulary** and are starting to organize words into categories. (S.1.5, 1.6) • Students speak at greater length, performing **more language functions**, such as requesting clarification and expressing agreement/disagreement, while employing the basics of English grammar. (S.2.9, 2.10, 2.16, 2.20, 2.25, 2.26, 3.19, 3.24, 3.25) • Students **ask some questions** and **answer *wh-* questions**, including questions based on a text that is heard. (S.3.14, 3.15, 3.18) • Students **participate orally in class activities** and give very **basic presentations** on personal topics, cultural topics, or planned activities. Students' informal presentations have a sense of organization. (S.3.44, 3.46, 4.1, 4.2, 4.3, 4.4, 4.6) • Students mimic others' ways of speaking, employing appropriate **volume of voice** in different settings and gaining others' attention in **culturally and age-appropriate ways**. (S.2.11, 2.13, 2.19) • Students are becoming aware of the characteristics of the English language at the phrase level, including **intonation** and **word stress patterns**. (S.2.14, 2.15) • Students restate a **main event** of a story read aloud, and **retell its beginning, middle, and end**. (S.3.16, 3.17, 3.20, 3.22)	• Students acquire **additional reading strategies**, including the ability to use word analysis, parts of speech, sentence structure, word context, and text features to comprehend text. (R.1.2, 1.4, 1.5, 2.7, 2.8, 3.6, 5.2, 5.3) • Students can identify **the main idea** in a text. (R.3.1) • Students **recognize different forms of traditional literature**, including nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths. (R.4.5)	• Students **spell** some familiar words correctly when editing. (W.4.2) • Students show increasing awareness of both **purpose and audience** in writing, and add details to personal accounts to help the reader better understand their ideas. (W.1.1, 1.3) • Students identify beginning, middle, and end for the **stories** they create. • Students write both **stories and letters**, using appropriate spacing between words. (W.2.1, 2.5) • Students write **sentences in logical order**. (W.2.2) • Students begin to use **word processing** to publish writing. (W.5.1)

Student Profile: Grade Span 3–4, Intermediate

Listening	Speaking	Reading	Writing
By the end of the Intermediate level…	By the end of the Intermediate level…	By the end of the Intermediate level…	By the end of the Intermediate level…
• Students comprehend **longer stretches of speech, including some academic discourse** and more complex **questions** on both academic and non-academic topics. (S.2.22, 3.29, 3.32, 3.35, 3.36, 3.37, 3.53) • Students' vocabulary is expanding and they comprehend **more academic vocabulary** in select categories, common words with multiple meanings, synonyms and antonyms, and words in English that are frequently used in their first language. (S.1.8, 1.12, 1.13, 1.14, 1.23, 2.32, 3.31) • Students have a **deeper comprehension of texts** read aloud to them and identify details that support a main idea in a text that is heard. (S.3.33, 3.34) • Students can **take notes** while listening for specific information. (S.3.50) • Students distinguish differences in meaning produced by variations in **intonation** and **word stress.** (S.2.34, 2.35) • Students use **dictionaries** and **glossaries** and are familiar with many prefixes and suffixes. (S.1.19, 1.24)	• Students classify vocabulary words into categories. Their **growing vocabulary** allows for a **wider use of language functions** in social and academic situations, including expressing and supporting opinions, giving compliments and apologies, and comparing and contrasting. (S.1.16. 1.17, 1.18, 1.20, 2.24, 2.27, 2.28, 2.29, 2.38, 2.51, 3.21, 3.38, 3.40, 3.42, 3.43, 3.47, 3.48, 3.51, 4.10) • Students are more aware of the listener in their interactions, and **restate or elaborate** in order to be clearly understood. Students use English intonation patterns and culturally appropriate gestures, distances, and body language to **communicate intended meanings**. (S.2.31, 2.33, 2.36, 2.42, 2.43) • Students **respond to factual and inferential questions** on academic content. (S.2.23, 3.39) • Students' understanding of English grammar allows them to **compare and contrast** aspects of English with their first language. (S.1.10, 3.49) • Students **summarize or narrate a story**. (S.2.37, 3.41) • Students plan and deliver oral presentations, including the **dramatization of stories, plays, and poems**. Presentations reflect understanding of assessment criteria. (S.4.5, 4.7, 4.8, 4.9) • Students' analysis of personal experiences shows understanding of **culture**. (S.2.17, 2.18) • Students analyze behavioral norms of different **cultural communities**. (S.2.39, 2.40, 2.41)	• Students have more personal strategies available to comprehend text, including knowledge of **identifying characteristics of literary genres**, the ability to distinguish **forms and purposes of informational and expository materials**, and knowledge of organizational structures. (R.4.1, 5.1, 5.4) • Students **compare features of English to features of other languages.** (R.1.6, 2.10) • Students can **use a rubric** to evaluate group work on a research project. (R.6.3) • Students read **poetry** and **drama**. (R.4.4, 4.7) • Students begin to **analyze text**, **summarizing** both main ideas and supporting details and supporting their opinions with **evidence**. (R.3.2, 3.3, 3.4, 5.5)	• The organization of students' writing reflects **increased awareness of purpose and audience**. Students begin to **revise and edit** their writing with an audience in mind. They **make their ideas clearer** to the reader through **word choice, mechanics**, and an **increasing level of detail**. (W.3.2, 3.3, 3.4, 3.5, 4.3) • Students begin to write **poetry**. (W.2.6) • Students can use a **basic rubric** to evaluate their writing. (W.3.1) • Students comprehend and use acceptable use guidelines. (W.5.4)

Student Profile: Grade Span 3–4, Transitioning

Listening	Speaking	Reading	Writing
By the end of the Transitioning level…	By the end of the Transitioning level…	By the end of the Transitioning level…	By the end of the Transitioning level…
• Students comprehend **longer strings of academic discourse** (even when not directed at them), sustained interpersonal interaction, and cultural referents from the community culture. (S.2.44, 2.46, 2.47, 2.48, 3.59) • Students **comprehend content explanation** without concrete referents as well as **abstract and inferential questions** on academic content. (S.3.52, 3.54, 3.58) • Students have **greater comprehension of academic lectures**. They have a sense of what is important vs. what is irrelevant and can discern the tone of the speaker. (S.3.55, 3.56, 3.57) • Students' **vocabulary is continuing to expand**. This allows them to comprehend more specific, technical, and/or abstract words and phrases of grade-level, academic content. Students understand some jargon, more phrasal verbs, many idioms, and forms of humor. (S.1.15, 1.25, 1.26, 1.30, 1.31, 2.45, 2.59) • Students use **dictionaries, glossaries, and thesauruses** selectively to determine meanings of unfamiliar words. (S.1.33) • Students have an awareness of the concept of language and **compare and contrast features of English words with words in their first language**. (S.1.32)	• Students' **larger vocabulary** allows for innovative generation of language in both social and academic situations. Students use single words, phrases, statements, monologues, and specific, technical, and/or abstract **vocabulary of grade-level, academic content**. (S.1.21, 1.28, 1.29, 2.53, 2.54, 2.55, 2.58, 2.60, 2.65) • Students' ability to manipulate language to accomplish a specific purpose allows them to **summarize** and **critique** information, **support conclusions** with reasons, and **participate fully in classroom discussions** and other academic interactions. (S.2.49, 2.50, 2.67, 2.68, 2.69, 3.60, 3.61, 3.62, 3.63, 3.64, 3.65) • Students' awareness of the concept of language allows them to **talk about language** as well as about its connection to culture. (S.1.22, 2.52, 2.61, 3.68, 3.69) • Students **vary speech to fit audience and communicative intent**. They select suitable conversational topics, rephrase speech when a culturally based misunderstanding occurs, and use appropriate pronunciation, word stress, and intonation. (S.1.27, 2.56, 2.57, 2.62, 2.63, 2.64, 2.66, 2.70, 3.66, 3.67) • Students give **more sophisticated oral presentations**, including interpretations of literary texts, films, or dramatic productions. (S.4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18)	• Students begin to identify the **basic elements of a poem** and classify words relating to the four senses. (R.4.2) • Students generate questions, list sources, and summarize data gathered through **research**. (R.6.1, 6.2) • Students expand their ability to **analyze text**. For example, they distinguish cause from effect and fact from opinion. (R.5.6, 5.7)	• Students continue to refine their **revising and editing skills** as their vocabulary increases and their understanding of mechanics deepens. (W.3.6) • Students move from writing stories, letters, and poems to writing **responses to information** they have read. (W.2.3) • Students use **multiple media** to gather and analyze information and create presentations. Students use agreed-upon criteria to evaluate the effectiveness of presentations. (W.5.2, 5.5, 5.6, 5.7, 5.8)

STUDENT PROFILES GRADE SPAN 5-6

Student Profile: Grade Span 5–6, Beginning

Listening	Speaking	Reading	Writing
By the end of the Beginning level…	By the end of the Beginning level…	By the end of the Beginning level…	By the end of the Beginning level…
• Students' **resources** for comprehending speech include an awareness of verbal and non-verbal cues used to communicate, an awareness of classroom expectations and conventions, an understanding of who to consult for assistance, and an awareness of rules for small-group decision-making. (S.2.12, 3.23, 3.26, 3.27, 3.45) • Students comprehend **single words and short phrases/expressions** connected to everyday, personal (needs, likes/dislikes, characteristics, etc.), and school-related topics. (S.1.1, 1.2, 2.1, 2.2, 3.1, 3.2) • Students comprehend **simple requests, information, sentences, and conversations** when words are spoken slowly and repeated as necessary. (S.2.3, 2.4, 3.3, 3.10) • Students comprehend **simple stories** and **poems** with pictures or other visual support, and identify a story's characters, setting, and some events. (S.3.4, 3.6, 3.7) • Students begin to comprehend **academic vocabulary** with pictures or other visual support. (S.1.3)	• Students speak about everyday, personal, and school-related topics using **single words or short phrases**. (S.1.4, 2.6) • Students perform very **basic language functions**, including giving directions and making requests. (S.2.7, 3.11, 3.12) • Students **ask concrete questions about familiar content** and ask questions **to clarify information**. (S.2.5, 3.14) • Students can **express confusion**. (S.2.8. 3.13) • Students mimic others' ways of speaking and employ appropriate **volume of voice** in different settings. (S.2.13, 2.19)	• Students recognize that **printed words carry meaning**. (R.2.1, 2.3) • Students have acquired the **concept of print**, and can locate the title, author's name, text, and pictures in a book. (R.2.11) • Students are developing **phonemic awareness** and an understanding that phonemes correspond to graphemes. They identify the sounds that letters make, and use this knowledge to begin to decode text. (R.2.4, 2.5, 2.6, 2.13) • Students are aware of **basic features of written English**, such as upper- vs. lower-case letters, punctuation at the end of a sentence, and capitalization at the beginning of a sentence. (R.2.9) • Students have acquired some **reading strategies**, including the abilities to recognize high-frequency words and phrases, and to use word context, word analysis, sentence structure, text structures, and parts of speech to comprehend text. (R.1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.10, 2.2, 2.7, 2.12, 3.6)	• Students have a **beginning awareness of purpose and audience**. They **plan for writing** by creating lists of words and phrases needed to accomplish writing tasks, and use correct mechanics when editing. (W.1.2, 1.4, 4.1) • Students write **stories** with a beginning, middle, and end. (W.2.4) • Students begin to use **word processing** to publish writing. (W.5.1) • Students work with peers to **use technology** in the classroom. (W.5.3)

Student Profile: Grade Span 5–6, Early Intermediate

Listening	Speaking	Reading	Writing
By the end of the Early Intermediate level…	By the end of the Early Intermediate level…	By the end of the Early Intermediate level…	By the end of the Early Intermediate level…
• Students comprehend **sentences, dialogues, and stories** connected to everyday, personal (needs, likes/dislikes, characteristics, etc.), and school-related topics. (S.2.21) • Students begin to recognize **synonyms and antonyms,** identify words in English that are used frequently in their first language, and predict the meanings of unknown compound words. (S.1.8, 1.9, 1.14) • Students comprehend **some *wh-* questions**, including oral questions about academic content that require short answers. (S.3.8, 3.30) • Students can take notes while listening for **specific information** and identify important information about academic content. (S.3.9, 3.28, 3.50) • Students identify the main event in a **story** that is heard. (S.3.5) • Students begin to use **dictionaries** and can determine the meanings of words with inflections. (S.1.7, 1.11)	• Students have a **larger vocabulary** and are starting to organize words into categories. (S.1.5, 1.6) • Students speak at greater length, performing **more language functions**, such as requesting clarification and expressing agreement/disagreement, while employing the basics of English grammar. (S.2.9, 2.10, 2.16, 2.20, 2.25, 2.26, 3.19, 3.24, 3.25) • Students **answer *wh-* questions**, including questions based on text that is heard. (S.3.15, 3.18) • Students **participate in class activities** and plan, rehearse, and give very **basic presentations** on personal topics, cultural topics, or planned activities. Students' informal presentations have a sense of organization. (S.3.44, 3.46, 4.1, 4.2, 4.3, 4.4, 4.6) • Students are becoming aware of the characteristics of the English language at the phrase level, including **intonation** and **word stress patterns**. (S.2.14, 2.15) • Students **narrate** stories, retell the **beginning, middle, end**, and **main event of a story** read aloud, and make predictions based on a text that has been heard. (S.2.37, 3.16, 3.17, 3.20, 3.22) • Students converse in **culturally and age-appropriate** ways. (S.2.11, 2.30)	• Students have a greater ability to use word context as a **strategy** to comprehend text. (R.2.8) • Students use knowledge of the **identifying characteristics of literary genres**, as well as **knowledge of graphic features** and **organizational structure**, to determine the purpose and meaning of text. (R.4.1, 4.8, 5.2, 5.3, 5.4, 5.10, 5.11) • Students are developing knowledge of the **rules governing English grammar** and the **spelling** of many English words. They can compare features of English to features of their first language. (R.1.6, 2.10, 2.14, 2.15) • Students **analyze** the elements of fiction, including characters, setting, and plot, and can identify theme. (R.3.1, 3.5, 4.3, 4.10) • Students **summarize** both main ideas and supporting details and begin to **support conclusions with textual evidence**. (R.3.2, 3.3, 3.4) • Students read **poetry, drama,** and **expository materials**. (R.4.4, 4.7, 4.11, 4.13, 5.1) • Students **recognize different forms of traditional literature**, including nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths. (R.4.5)	• Students **spell** some familiar words correctly when editing. (W.4.2) • The organization of students' writing reflects **increased awareness of purpose and audience**. Students **begin to revise and edit** their writing with an audience in mind. They **make their ideas clearer** to the reader through **word choice, mechanics**, and an **increasing level of detail**. (W.1.1, 1.3, 1.5, 3.4, 4.3, 4.4) • Students write **stories and letters** that include organized paragraphs. Students write **directions, instructions, and explanations** with sentences in logical order. (W.1.6, 2.1, 2.2, 2.5, 2.7, 2.12) • Students can use a **basic rubric** to evaluate their writing. (W.3.1) • Students comprehend and use acceptable-use guidelines. (W.5.4)

Student Profile: Grade Span 5–6, Intermediate

Listening	Speaking	Reading	Writing
By the end of the Intermediate level…	By the end of the Intermediate level…	By the end of the Intermediate level…	By the end of the Intermediate level…
• Students comprehend **longer stretches of speech, including some academic discourse** and more complex **questions** on both academic and non-academic topics. (S.2.22, 3.29, 3.32, 3.35, 3.36, 3.37, 3.53) • Students' vocabulary is expanding. They comprehend **more academic vocabulary** in select categories, common words with multiple meanings, words in English that are used frequently in their first language, some idioms, and some formal vs. informal language. (S.1.12, 1.13, 1.15, 1.23, 2.32, 3.31) • Students have a **deeper comprehension of texts** read aloud to them and can identify facts and main ideas. (S.3.33, 3.34) • Students use **dictionaries** and **glossaries** and are familiar with many prefixes and suffixes. (S.1.19, 1.24) • Students distinguish differences in meaning produced by variations in **intonation** and **word stress.** (S.2.34, 2.35)	• Students' **growing vocabulary** allows for more innovative generation of language in both social and academic situations. (S.1.16, 1.17, 1.18, 1.20, 1.29, 2.38, 3.47) • Students perform more **language functions** in social and academic situations, including expressing and supporting opinions, giving compliments and apologies, and comparing and contrasting. (S.2.24, 2.27, 2.28, 2.29, 2.51, 3.21, 3.38, 3.40, 3.43, 3.48, 4.10) • Students are more aware of the listener in their interactions, and **restate or elaborate** to make sure they are understood. Students begin to **communicate intended meanings** using English intonation patterns and culturally appropriate gestures, distances, and body language. (S.2.31, 2.33, 2.36, 2.42, 2.43) • Students can **respond to factual and inferential questions** on academic content and can **explain the thinking process used** in academic content areas. (S.2.23, 3.39, 3.51) • Students' understanding of English grammar allows them **to compare and contrast** aspects of English with their first language. (S.1.10, 3.49) • Students **summarize a story orally** and state a position and support it. (S.3.41, 3.42) • Students plan and deliver oral presentations, including the **dramatization of stories, plays, and poems**, and can answer questions following the presentations. Presentations reflect an understanding of assessment criteria. (S.4.5, 4.7, 4.8, 4.9, 4.13) • Students' analysis of personal experiences shows understanding of **culture**. (S.2.17, 2.18) • Students can analyze behavioral norms of different **cultural communities**. (S.2.39, 2.40, 2.41)	• Students have acquired more strategies to comprehend text, including an awareness of **text features** (table of contents, footnotes, etc.) and **structural features within a text** (topic sentences, introduction, etc.). (R.1.11, 1.12, 5.9) • Students have increasing ability to use **context clues and word analysis** to determine the meanings of unfamiliar words. (R.1.8, 1.9) • Students demonstrate reading fluency. (R.3.12) • Students expand their ability to **analyze literary and informational text**. They classify words into categories and support conclusions with **more evidence**. For example, they distinguish cause from effect and fact from opinion, and analyze theme, mood, and tone in literature. (R.3.7, 3.9, 3.10, 3.11, 4.2, 4.6, 4.9, 5.6, 5.7, 5.8) • Students give **moderately sophisticated text summaries**. (R.3.8, 5.5) • Students generate questions, list sources, and summarize data gathered through **research**. (R.6.1, 6.2, 6.3, 6.4, 6.6)	• Students become more adept at **revising and editing** their writing. (W.3.7, 4.5, 4.6) • Students begin to write **poetry**, more **sophisticated stories**, and **responses to literary and informational texts**, organizing writing into **multiple paragraphs**. (W.1.7, 2.3, 2.6, 2.11, 2.13) • Students' developing vocabulary allows them to use new words and phrases to **increase detail** and **vary expression** in writing. (W.3.2, 3.3, 3.5, 3.9, 3.12) • Students use **multiple media** to **research** and analyze information and create presentations. Students use agreed-upon criteria to evaluate the effectiveness of presentations. (W.5.2, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.13, 5.14)

Student Profile: Grade Span 5–6, Transitioning

Listening	Speaking	Reading	Writing
By the end of the Transitioning level…	By the end of the Transitioning level…	By the end of the Transitioning level…	By the end of the Transitioning level…
• Students comprehend **longer strings of discourse** (even when not directed at them), sustained interpersonal interaction, and cultural referents from the community culture. (S.2.44, 2.46, 2.47, 2.48, 3.59) • Students **comprehend content explanation** without concrete referents as well as **abstract and inferential questions** on academic content. (S.3.52, 3.54, 3.58) • Students have **greater comprehension of academic lectures**. They have a sense of what is important vs. what is irrelevant and can discern the tone of the speaker. (S.3.55, 3.56, 3.57) • Students' **expanding vocabulary** allows them to comprehend more specific, technical, and/or abstract words and phrases of grade-level, academic content. Students understand some jargon, more phrasal verbs, more idioms, and various forms of humor, and can distinguish formal language from slang. (S.1.25, 1.26, 1.30, 1.31, 2.45, 2.59) • Students have an awareness of the concept of language and can **compare and contrast features of English words with words in their first language**. (S.1.32) • Students use **dictionaries, glossaries, and thesauruses** selectively. (S.1.33)	• Students' **larger vocabulary** and **awareness of cultural referents** allows for more innovative generation of language in social and academic situations. Students use specific, technical, and/or abstract **vocabulary of grade-level, academic content**. (S.1.21, 1.28, 2.53, 2.54, 2.55, 2.58, 2.60, 2.65) • Students' ability to manipulate language to accomplish a specific purpose allows them to **summarize** and **critique** information, **support conclusions** with reasons, and **participate** fully in the classroom. (S.2.49, 2.50, 2.67, 2.68, 2.69, 3.60, 3.61, 3.62, 3.63, 3.64, 3.65) • Students **vary speech to fit audience and communicative intent**. They select suitable conversational topics, rephrase speech when a culturally based misunderstanding occurs, and use appropriate pronunciation, word stress, and intonation. (S.1.27, 2.56, 2.57, 2.62, 2.63, 2.64, 2.66, 2.70, 3.66, 3.67) • Students' awareness of the concept of language allows them to **talk about language** as well as its connection to culture. (S.1.22, 2.52, 2.61, 3.68, 3.69) • Students give **more sophisticated oral presentations**, including persuasive presentations, and interpretations of literary texts, films, and dramatic productions. (S.4.11, 4.12, 4.14, 4.15, 4.16, 4.17, 4.18)	• Students acquire more sophisticated text analysis skills. They are able to analyze the **author's purpose** as well as different texts, including **myths**, **traditional** and **classical narratives**, and **primary source documents**. (R.4.12, 5.12, 5.13) • Students have a deeper understanding of the **origins of English vocabulary** words. (R.1.13) • Students recognize the **use of arguments** for and against an issue. (R.5.14) • Students' **research reports** include quotations, footnotes or endnotes, and bibliographies. (R.6.5)	• Students continue to refine their **revising and editing skills** as their vocabulary increases and their understanding of mechanics deepens. (W.3.6, 3.8, 3.10, 3.11) • Students write more sophisticated **multi-paragraph compositions** and **interpretations of literary texts**. (W.2.8, 2.9, 2.10) • Students critique information presented in the media. For example, students **distinguish between facts and misleading information** in television. (W.5.11) • Students **understand and respect intellectual property** as related to Internet use. (W.5.12)

Student Profile: Grade Span 7–8, Beginning

Listening	Speaking	Reading	Writing
By the end of the Beginning level…	By the end of the Beginning level…	By the end of the Beginning level…	By the end of the Beginning level…
• Students have **resources** to help them comprehend speech, including an awareness of verbal and non-verbal cues (e.g., requests to focus attention), an awareness of classroom expectations and conventions, an understanding of who to consult for assistance, and an awareness of rules for small-group decision-making. (S.2.12, 3.23, 3.26, 3.27, 3.45) • Students comprehend **single words and short phrases/expressions** connected to everyday, personal (needs, likes/dislikes, characteristics, etc.), and school-related topics. (S.1.1, 1.2, 2.1, 2.2, 3.1, 3.2) • Students comprehend **simple requests, information, sentences, and conversations** when words are spoken slowly and repeated as necessary. (S.2.3, 2.4, 3.3, 3.10) • Students comprehend **simple stories and poems** with pictures or other visual support and can identify characters, setting, and parts of a story's plot. (S.3.4, 3.6, 3.7) • Students begin to comprehend **academic vocabulary** with pictures or other visual support. (S.1.3)	• Students speak about everyday, personal, and school-related topics using **single words or short phrases**. (S.1.4, 2.6) • Students can **retell the main events of a story** read aloud. (S.3.16) • Students perform **basic language functions**, including giving directions and making requests. (S.2.7, 3.11, 3.12) • Students **ask concrete questions about familiar content.** They also ask questions **to clarify information**. (S.2.5, 3.14) • Students can **express confusion**. (S.2.8, 3.13) • Students mimic others' ways of speaking and employ appropriate **volume of voice** in different settings. (S.2.13, 2.19)	• Students recognize that **printed words carry meaning.** They have acquired the **concept of print**, and have developed **phonemic awareness**. They identify the sounds that letters make, and use this knowledge to begin to decode text. (R.2.1, 2.3, 2.4, 2.5, 2.6, 2.11, 2.13) • Students are aware of **basic features of written English**, such as upper- vs. lower-case letters, punctuation at the end of a sentence, and capitalization at the beginning of a sentence. (R.2.9) • Students have acquired some **reading strategies**, including the abilities to recognize high-frequency words and phrases, and to use word context, word analysis, sentence structure, text structures, and parts of speech to comprehend text. (R.1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.10, 2.2, 2.7, 2.12, 3.6)	• Students have a **beginning awareness of purpose and audience**. They **plan for writing** by creating lists of words and phrases needed to accomplish writing tasks, and use correct mechanics when editing. (W.1.2, 1.4, 1.5, 4.1) • Students write **stories** with a beginning, middle, and end. (W.2.4) • Students begin to use **word processing** to publish writing. (W.5.1) • Students work with peers to **use technology** in the classroom. (W.5.3) • Students use knowledge of correct mechanics when **editing**. (W.4.4)

Student Profile: Grade Span 7–8, Early Intermediate

Listening	Speaking	Reading	Writing
By the end of the Early Intermediate level…	By the end of the Early Intermediate level…	By the end of the Early Intermediate level…	By the end of the Early Intermediate level…
• Students comprehend **sentences, dialogues, and stories** connected to everyday, personal (needs, likes/dislikes, characteristics, etc.), and school-related topics. (S.2.21) • Students begin to recognize **synonyms, antonyms**, and words with multiple meanings, can identify words in English that are used frequently in their first language, and can predict the meanings of unknown compound words. (S.1.8, 1.9, 1.12, 1.14) • Students comprehend **some *wh*-questions**, including oral questions about academic content that require short answers. (S.3.8, 3.30) • Students can take notes while listening for **specific information**, connect new knowledge to prior knowledge, and identify important information about academic content. (S.3.9. 3.28, 3.50) • Students identify the main event in a **story** that is heard. (S.3.5) • Students begin to use **dictionaries** and determine the meaning of words with inflections. (S.1.7, 1.11)	• Students have a **larger vocabulary** and organize words into categories. (S.1.5, 1.6) • Students speak at greater length, performing **more language functions**, such as requesting clarification and expressing agreement/disagreement, while employing the basics of English grammar. (S.2.9, 2.10, 2.16, 2.20, 2.25, 2.26, 3.19, 3.24, 3.25) • Students **answer *wh*-questions**, including questions based on text that is heard. (S.3.15, 3.18) • Students' analysis of personal experiences shows understanding of **culture**. (S.2.17, 2.18) • Students converse in **culturally and age-appropriate** ways. (S.2.11, 2.30, 2.31) • Students **participate in class activities** and plan, rehearse, and give **basic presentations** on personal topics, cultural topics, or planned activities. Students' informal presentations have a sense of organization. (S.3.44, 3.46, 4.1, 4.2, 4.3, 4.4, 4.6) • Students are becoming aware of the characteristics of the English language at the phrase level, including **intonation** and **word stress patterns**. (S.2.14, 2.15) • Students **narrate** stories, retell the **beginning, middle, end**, and **main event of a story** read aloud, and make predictions based on a text that has been heard. (S.2.37, 3.17, 3.20, 3.22)	• Students have a greater ability to use word context as a **strategy** to comprehend text. (R.2.8) • Students use knowledge of the **identifying characteristics of literary genres**, as well as **knowledge of graphic features** and **organizational structure,** to determine the purpose and meaning of text. (R.4.1, 4.8, 5.2, 5.3, 5.4, 5.10, 5.11) • Students are developing knowledge of the **rules governing English grammar** and the **spelling** of many English words. They compare features of English to features of other languages. (R.1.6, 2.10, 2.14, 2.15) • Students **analyze** the elements of fiction, including characters, setting, and plot, and can identify theme. (R.3.1, 3.5, 4.3, 4.10) • Students **summarize** main ideas and supporting details, and begin to support conclusions with **textual evidence**. (R.3.2, 3.3, 3.4) • Students read **poetry, drama,** and **expository materials**. (R.4.4, 4.7, 4.11, 4.13, 5.1) • Students **recognize different forms of traditional literature**, including nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths. (R.4.5) • Students **obtain information** from a variety of print and non-print sources. (R.6.4)	• Students **spell** familiar words correctly. (W.4.2) • Students' writing reflects **increased awareness of purpose and audience** in its organization. Students **begin to revise and edit** their writing with an audience in mind. They **make their ideas clearer** to the reader through **word choice and mechanics**. (W.1.1, 1.3, 3.4, 4.3) • Students write **stories and letters** that include organized paragraphs. Students write **directions, instructions, and explanations** with sentences in logical order. (W.1.6, 1.7, 2.1, 2.2, 2.5, 2.7, 2.12) • Students can use a **basic rubric** to evaluate their writing. (W.3.1) • Students do **research** using the Internet. (W.5.9) • Students comprehend and use acceptable-use guidelines. (W.5.4)

Student Profile: Grade Span 7–8, Intermediate

Listening	Speaking	Reading	Writing
By the end of the Intermediate level…	By the end of the Intermediate level…	By the end of the Intermediate level…	By the end of the Intermediate level…
• Students comprehend **longer stretches of speech, including some academic discourse** and more complex **questions** on both academic and non-academic topics. (S.2.22, 3.29, 3.32, 3.35, 3.36, 3.37, 3.53) • Students' vocabulary is expanding. They demonstrate comprehension of **more academic vocabulary** in select categories, common words with multiple meanings, words in English used frequently in their first language, some idioms, and some formal vs. informal language. (S.1.12, 1.13, 1.15, 1.23, 2.32, 3.31) • Students have a **deeper comprehension of texts** read aloud to them and can identify facts and main ideas. (S.3.33, 3.34) • Students use **dictionaries** and **glossaries** and are familiar with many prefixes and suffixes. (S.1.19, 1.24) • Students distinguish differences in meaning produced by variations in **intonation** and **word stress.** (S.2.34, 2.35)	• Students' **growing vocabulary** allows for more innovative generation of language in both social and academic situations. (S.1.16, 1.17, 1.18, 1.20, 1.29, 2.38, 3.47) • Students are more aware of the listener in their interactions, and **restate or elaborate** to make sure they are understood. Students begin to **communicate intended meanings** using English intonation patterns and culturally appropriate gestures, distances, and body language. (S.2.31, 2.33, 2.36, 2.42, 2.43) • Students perform more **language functions** in social and academic situations, including expressing and supporting opinions, giving compliments and apologies, and comparing and contrasting. (S.2.24, 2.27, 2.28, 2.29, 2.51, 3.21, 3.38, 3.40, 3.43, 3.48, 4.10) • Students have the ability to manipulate language to accomplish a variety of purposes in the classroom, such as **asking and answering questions on academic content**, **supporting conclusions** with reasons, and **explaining their thinking process**. (S.2.23, 3.39, 3.42, 3.51) • Students' understanding of English grammar allows them **to compare and contrast** aspects of English with their first language. (S.1.10, 3.49) • Students analyze behavioral norms of different **cultural communities**. (S.2.39, 2.40, 2.41) • Students **summarize stories orally**. (S.3.41) • Students plan and deliver oral presentations, including the **dramatization of stories, plays, and poems**, and answer questions following the presentations. Presentations reflect understanding of assessment criteria. (S.4.5, 4.7, 4.8, 4.9, 4.13)	• Students have acquired more strategies to comprehend text, including an awareness of **text features** (table of contents, footnotes, etc.) and **structural features within a text** (topic sentences, introduction, etc.). (R.1.11, 1.12, 5.9) • Students have increasing ability to use **context clues and word analysis** to determine the meanings of unfamiliar words. (R.1.8, 1.9) • Students demonstrate reading fluency. (R.3.12) • Students expand their ability to **analyze literary and informational text**. They classify words into categories and support conclusions with **more evidence**. For example, they distinguish cause from effect and fact from opinion, and analyze theme, mood, and tone in literature. (R.3.7, 3.9, 3.10, 3.11, 4.2, 4.6, 4.9, 5.6, 5.7, 5.8) • Students give **more sophisticated text summaries**. (R.3.8, 5.5) • Students generate questions, list sources, and summarize data gathered through **research**. Students' **research reports** include quotations, footnotes or endnotes, and bibliographies. (R.6.1, 6.2, 6.3, 6.5, 6.6)	• Students' **spelling** skills and command of English grammar continue to improve, and they use these skills to edit their writing. (W.3.7, 3.12, 4.5, 4.6) • Students revise writing to improve organization of ideas. (W.3.8) • Students begin to write **poetry**, more **sophisticated stories**, and **multi-paragraph compositions,** including **responses to literary and informational texts**. (W.2.3, 2.6, 2.8, 2.10, 2.11, 2.13) • Students' developing vocabulary allows them to use new words and phrases to **increase detail** and **vary expression** in writing. (W.3.2, 3.3, 3.5, 3.9) • Students use **multiple media** to **research** and analyze information and create presentations. Students use agreed-upon criteria to evaluate the effectiveness of presentations. (W.5.2, 5.5, 5.6, 5.7, 5.8, 5.10, 5.13, 5.14)

Student Profile: Grade Span 7–8, Transitioning

Listening	Speaking	Reading	Writing
By the end of the Transitioning level…	By the end of the Transitioning level…	By the end of the Transitioning level…	By the end of the Transitioning level…
Students comprehend **longer strings of discourse** (even when not directed at them), sustained interpersonal interaction, and cultural referents from the community culture. (S.2.44, 2.46, 2.47, 2.48, 3.59) Students **comprehend content explanation** without concrete referents as well as **abstract and inferential questions** on academic content. (S.3.52, 3.54, 3.58) • Students have **greater comprehension of academic lectures**. They have a sense of what is important vs. what is irrelevant and can discern the tone of the speaker. (S.3.55, 3.56, 3.57) • Students' **expanding vocabulary** allows them to comprehend more specific, technical, and/or abstract words and phrases of grade-level, academic content. Students understand some jargon, more phrasal verbs, more idioms, various forms of humor, and distinguish formal language from slang. (S.1.25, 1.26, 1.30, 1.31, 2.45, 2.59) • Students have an awareness of the concept of language and can **compare and contrast features of English words with words in their first language**. (S.1.32) • Students use **dictionaries, glossaries, and thesauruses** selectively. (S.1.33)	• Students' **larger vocabulary** and **awareness of cultural referents** allows for more innovative generation of language in social and academic situations. Students use specific, technical, and/or abstract **vocabulary of grade-level, academic content**. (S.1.21, 1.28, 2.53, 2.54, 2.55, 2.58, 2.60, 2.65) • Students' ability to manipulate language to accomplish a specific purpose allows them to **summarize** and **critique** information, **support conclusions** with reasons, and **participate** fully in the classroom. (S.2.49, 2.50, 2.67, 2.68, 2.69, 3.60, 3.61, 3.62, 3.63, 3.64, 3.65) • Students **vary speech to fit audience and communicative intent**. They select suitable conversational topics, rephrase speech when a culturally based misunderstanding occurs, and use appropriate pronunciation, word stress, and intonation. (S.1.27, 2.56, 2.57, 2.62, 2.63, 2.64, 2.66, 2.70, 3.66, 3.67) • Students' awareness of the concept of language allows them to **talk about language** as well as its connection to culture. (S.1.22, 2.52, 2.61, 3.68, 3.69) • Students give **more sophisticated oral presentations**, including persuasive presentations, and interpretations of literary texts, films, and dramatic productions. (S.4.11, 4.12, 4.14, 4.15, 4.16, 4.17, 4.18)	• Students acquire more sophisticated text analysis skills and use them to analyze the **author's purpose** as well as different texts, including **myths**, **traditional** and **classical narratives**, and **primary source documents**. (R.4.12, 5.12, 5.13) • Students have a deeper understanding of the **origins of English vocabulary** words. (R.1.13) • Students recognize the **use of arguments** for and against an issue. (R.5.14) • Students' **research reports** include quotations, footnotes or endnotes, and bibliographies. (R.6.5)	• Students continue to refine their **revising and editing skills** as their vocabulary increases and their understanding of mechanics deepens. (W.3.6, 3.8, 3.10, 3.11) • Students write more sophisticated **multi-paragraph compositions** and **interpretations of literary texts**. (W.2.8, 2.9, 2.10) • Students critique information presented in the media. For example, students **distinguish between facts and misleading information** in television. (W.5.11) • Students **understand and respect intellectual property** as related to Internet use. (W.5.12)

Student Profile: Grade Span 7–8, Transitioning

Listening	Speaking	Reading	Writing
By the end of the Transitioning level…	By the end of the Transitioning level…	By the end of the Transitioning level…	By the end of the Transitioning level…
Students comprehend **longer strings of discourse** (even when not directed at them), sustained interpersonal interaction, and cultural referents from the community culture. (S.2.44, 2.46, 2.47, 2.48, 3.59) Students **comprehend content explanation** without concrete referents as well as **abstract and inferential questions** on academic content. (S.3.52, 3.54, 3.58) • Students have **greater comprehension of academic lectures**. They have a sense of what is important vs. what is irrelevant and can discern the tone of the speaker. (S.3.55, 3.56, 3.57) • Students' **expanding vocabulary** allows them to comprehend more specific, technical, and/or abstract words and phrases of grade-level, academic content. Students understand some jargon, more phrasal verbs, more idioms, various forms of humor, and distinguish formal language from slang. (S.1.25, 1.26, 1.30, 1.31, 2.45, 2.59) • Students have an awareness of the concept of language and can **compare and contrast features of English words with words in their first language**. (S.1.32) • Students use **dictionaries, glossaries, and thesauruses** selectively. (S.1.33)	• Students' **larger vocabulary** and **awareness of cultural referents** allows for more innovative generation of language in social and academic situations. Students use specific, technical, and/or abstract **vocabulary of grade-level, academic content**. (S.1.21, 1.28, 2.53, 2.54, 2.55, 2.58, 2.60, 2.65) • Students' ability to manipulate language to accomplish a specific purpose allows them to **summarize** and **critique** information, **support conclusions** with reasons, and **participate** fully in the classroom. (S.2.49, 2.50, 2.67, 2.68, 2.69, 3.60, 3.61, 3.62, 3.63, 3.64, 3.65) • Students **vary speech to fit audience and communicative intent**. They select suitable conversational topics, rephrase speech when a culturally based misunderstanding occurs, and use appropriate pronunciation, word stress, and intonation. (S.1.27, 2.56, 2.57, 2.62, 2.63, 2.64, 2.66, 2.70, 3.66, 3.67) • Students' awareness of the concept of language allows them to **talk about language** as well as its connection to culture. (S.1.22, 2.52, 2.61, 3.68, 3.69) • Students give **more sophisticated oral presentations**, including persuasive presentations, and interpretations of literary texts, films, and dramatic productions. (S.4.11, 4.12, 4.14, 4.15, 4.16, 4.17, 4.18)	• Students acquire more sophisticated text analysis skills and use them to analyze the **author's purpose** as well as different texts, including **myths**, **traditional** and **classical narratives**, and **primary source documents**. (R.4.12, 5.12, 5.13) • Students have a deeper understanding of the **origins of English vocabulary** words. (R.1.13) • Students recognize the **use of arguments** for and against an issue. (R.5.14) • Students' **research reports** include quotations, footnotes or endnotes, and bibliographies. (R.6.5)	• Students continue to refine their **revising and editing skills** as their vocabulary increases and their understanding of mechanics deepens. (W.3.6, 3.8, 3.10, 3.11) • Students write more sophisticated **multi-paragraph compositions** and **interpretations of literary texts**. (W.2.8, 2.9, 2.10) • Students critique information presented in the media. For example, students **distinguish between facts and misleading information** in television. (W.5.11) • Students **understand and respect intellectual property** as related to Internet use. (W.5.12)

STUDENT PROFILE 9-12

Student Profile: Grade Span 9–12, Beginning

Listening	Speaking	Reading	Writing
By the end of the Beginning level…	By the end of the Beginning level…	By the end of the Beginning level…	By the end of the Beginning level…
• Students have acquired **resources** to help them comprehend speech, including an awareness of verbal and non-verbal cues (e.g., requests to focus attention), an awareness of classroom expectations and conventions, an understanding of who to consult for assistance, and an awareness of rules for small-group decision-making. (S.2.12, 3.23, 3.26, 3.27, 3.45) • Students comprehend **single words and short phrases/expressions** connected to everyday, personal (needs, likes/dislikes, characteristics, etc.), and school-related topics. (S.1.1, 1.2, 2.1, 2.2, 3.1, 3.2) • Students comprehend **simple requests, information, sentences, and conversations** when words are spoken slowly and repeated as necessary. (S.2.3, 2.4, 3.3, 3.10) • Students begin to comprehend **academic vocabulary** with pictures or other visual support, and to clarify word meaning using bilingual dictionaries. (S.1.3, 1.11) • Students comprehend **simple poems and stories** with pictures or other visual support, and identify characters, setting, and parts of a story's plot. (S.3.4, 3.6, 3.7)	• Students speak about everyday, personal, and school-related topics using **single words and short phrases**. (S.1.4, 2.6, 2.7) • Students respond briefly to some **questions about academic content**. (S.3.18) • Students can **express confusion**. (S.2.8. 3.13) • Students mimic others' ways of speaking and employ appropriate **volume of voice** in different settings. (S.2.13, 2.19) • Students **ask concrete questions about familiar content** and ask questions **to clarify information**. (S.2.5, 3.14) • Students perform very basic **language functions,** including giving directions and making requests, and use appropriate speech when interacting with peers and adults. (S.2.20, 3.11, 3.12, 3.24) • Students **restate a main event** of a story read aloud, and **retell its beginning, middle, and end**. (S.3.16, 3.17, 3.20) • Students gain others' attention in **culturally and age-appropriate** ways. (S.2.11)	• Students recognize that **printed words carry meaning.** They have acquired the **concept of print**, and have developed **phonemic awareness**. They identify the sounds that letters make and use this knowledge to begin to decode text. (R.2.1, 2.3 2.4, 2.5, 2.6, 2.11, 2.13) • Students are aware of **basic features of written English**, such as upper- vs. lower-case letters, punctuation at the end of a sentence, and capitalization at the beginning of a sentence. They compare features of English to features of other languages. (R.2.9, 2.10, 2.15) • Students have acquired some **reading strategies**, including the abilities to recognize high-frequency words and phrases, and to use word context, word analysis, sentence structure, text structures, and parts of speech to comprehend text. (R.1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.10, 2.2, 2.7, 2.8, 2.12, 3.6) • Students **analyze** the elements of fiction, including the characters, setting, and plot of stories they have read. (R.3.1, 4.3, 4.10)	• Students begin to **plan for writing** by creating lists of words and phrases needed to accomplish writing tasks. (W.1.2, 1.5) • Students begin to write **stories and letters**. (W.2.4, 2.5) • Students write **directions, instructions, and explanations** with sentences in logical order. (W.2.2) • Students begin to consider the **purpose, audience**, and **topic** of a writing task. (W.1.1, 1.3, 1.4, 4.1) • Students begin to use **word processing** to publish writing. (W.5.1) • Students **spell** familiar words correctly and use knowledge of correct mechanics when editing. (W.4.2, 4.4) • Students work with peers to **use technology** in the classroom. (W.5.3) • Students comprehend and use acceptable-use guidelines. (W.5.4)

Student Profile: Grade Span 9–12, Early Intermediate

Listening	Speaking	Reading	Writing
By the end of the Early Intermediate level…	By the end of the Early Intermediate level…	By the end of the Early Intermediate level…	By the end of the Early Intermediate level…
• Students comprehend **sentences, dialogues, and stories** connected to everyday, personal (needs, likes/dislikes, characteristics, etc.), and school-related topics. (S.2.21, 3.29) • Students have acquired a larger vocabulary. They begin to recognize **synonyms, antonyms**, and words with multiple meanings. They identify words in English that are used frequently in their first language, and can predict the meanings of unknown compound words. (S.1.8, 1.9, 1.12, 1.14, 1.23) • Students comprehend **some *wh-*questions**, including oral questions about academic content that require short answers. (S.3.8, 3.30) • Students can take notes while listening for **specific information**, connect new information to prior knowledge, and identify important information about academic content. (S.3.9, 3.28, 3.50) • Students identify the main event in a **story** that is heard. (S.3.5) • Students use **dictionaries** and **glossaries,** determine the meanings of words with inflections, and are familiar with many prefixes and suffixes. (S.1.7, 1.19, 1.24)	• Students have acquired a **larger vocabulary** and are starting to organize words into categories. (S.1.5, 1.6) • Students initiate conversations and speak at greater length, performing more language functions and employing the basics of English grammar. (S.1.16, 2.9, 2.10, 2.16, 2.25, 2.26, 3.19, 3.21, 3.25, 3.38, 3.40, 3.43) • Students use speech to accomplish goals, including the **expression of opinions, wishes, gratitude, and apologies**. (S.2.24, 2.27, 2.28, 2.29, 4.10) • Students **answer *wh-* questions**, including questions based on text that is heard. (S.2.23, 3.15, 3.48) • Students participate in class activities and plan, rehearse, and give **basic presentations** on personal topics, cultural topics, or planned activities. Students **dramatize stories, plays, and poems**. Presentations reflect understanding of assessment criteria. (S.3.44, 3.46, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8) (**Speaking** column continues on next page)	• Students use knowledge of the **identifying characteristics of literary genres**, as well as **knowledge of graphic features** and **organizational structure,** to determine the purpose and meaning of text. (R.1.11, 1.12, 4.1, 4.8, 5.2, 5.3, 5.4, 5.10, 5.11, 5.17) • Students have an increasing ability to use **context clues** to determine the meanings of unfamiliar words and classify words into sense categories. (R.1.9, 4.2) • Students are developing knowledge of the **rules governing English grammar** and the **spelling** of many English words. (R.1.6, 2.14) • Students identify theme and distinguish cause from effect in text, and begin to support conclusions with **textual evidence**. (R.3.4, 3.5, 3.10, 3.11, 5.6) • Students read and begin to analyze **poetry, drama,** and **informational** and **expository materials.** (R.4.4, 4.7, 4.11, 4.13, 5.1) • Students **summarize** main ideas and supporting details. (R.3.2, 3.3) (**Reading** column continues on next page)	• Students **begin to revise and edit** their writing with an audience in mind. They identify ways to **make their ideas clearer** through **word choice and mechanics**, and can follow a rubric. Students' improved **spelling** skills assist them in editing their writing. (W.3.1, 3.4, 4.3, 4.5) • Students' developing vocabulary allows them to use new words and phrases to **increase detail** and **vary expression** in writing. (W.3.3, 3.5) • Students write **stories, letters, poems,** and **brief responses to literature**. (W.2.1, 2.3, 2.6, 2.12) • Students organize writing in multiple paragraphs. (W.1.6, 1.7, 2.7) • Students use computer applications and do **research** using the Internet. (W.5.2, 5.9, 5.10) • Students create **media** productions using images, texts, sound, and/or graphics. (W.5.13)

Student Profile: Grade Span 9–12, Early Intermediate (cont'd.)

Listening	Speaking	Reading	Writing
By the end of the Early Intermediate level…	By the end of the Early Intermediate level…	By the end of the Early Intermediate level…	By the end of the Early Intermediate level…
	• Students are becoming aware of the characteristics of the English language at the phrase level, including **intonation** and **word stress patterns.** (S.2.14, 2.15) • Students' analyses of personal experiences show understanding of **culture**. (S.2.17, 2.18) • Students demonstrate **beginning awareness of audience and purpose** when speaking. (S.2.33, 2.43) • Students' understanding of English grammar allows them to begin **to compare and contrast** aspects of English with their first language. (S.3.49) • Students converse in **culturally appropriate** ways. (S.2.30, 2.31) • Students **narrat**e and **summarize** stories, and **make predictions** based on a story that has been heard. (S.2.37, 3.22, 3.41)	• Students **recognize different forms of traditional literature**. (R.4.5) • Students generate questions, list sources, and obtain information for **research**. (R.6.1, 6.3, 6.4, 6.6)	

Student Profile: Grade Span 9–12, Intermediate

Listening	Speaking	Reading	Writing
By the end of the Intermediate level…	By the end of the Intermediate level…	By the end of the Intermediate level…	By the end of the Intermediate level…
• Students comprehend **longer strings of academic discourse** (even when not directed at them), as well as sustained interpersonal interaction. (S.2.22, 2.44, 2.46, 2.48, 3.32, 3.35. 3.36, 3.37, 3.53, 3.59) • Students use glossaries, thesauruses, and other resources to **increase comprehension of academic vocabulary.** They comprehend more words and phrases of grade-level **academic content**. (S.1.13, 1.25, 1.33, 3.31) • Students understand some jargon, most phrasal verbs, idioms, and slang. (S.1.15, 1.26, 1.30, 1.31, 2.32, 2.59) • Students have a **deeper comprehension of texts** read aloud to them, and identify details that support a main idea in a text that is heard. (S.3.33, 3.34) • Students **compare and contrast features of English words with words in their first language**. (S.1.32) • Students distinguish differences in meaning produced by variations in **intonation** and **word stress.** (S.2.34, 2.35) • Students comprehend **cultural referents** from the community culture. (S.2.47)	• Students' **growing vocabula**ry allows for more innovative generation of language in both social and academic situations. Students can now employ some **idioms**. (S.1.18, 1.20, 1.21, 1.29, 2.38, 2.53, 3.47) • Students **vary speech to fit audience and communicative intent**. They select suitable conversational topics and rephrase speech when misunderstandings occur. (S.1.27, 2.36, 2.42, 2.54, 2.55, 2.56, 2.57, 2.58, 2.60, 2.66, 2.70, 3.66, 4.12) • Students' ability to manipulate language to accomplish a specific purpose allows them to **summarize** information, **support conclusions** with reasons, and **participate** fully in the classroom. (S.2.28, 2.49, 2.50, 2.51, 3.42, 3.51, 3.60, 3.62, 3.64, 3.65) • Students analyze behavioral norms of different **cultural communities**. (S.2.39, 2.40, 2.41) • Students **respond to factual and inferential questions** based on academic content. (S.3.39) • Students **give formal academic presentations**, create rubrics for such presentations, and plan for presentations according to set criteria. (S.4.7, 4.9, 4.11,4.13, 4.14, 4.15) • Students' understanding of English grammar allows them **to compare and contrast** linguistic characteristics of English words and expressions with words and expressions in their first language. (S.1.10, 1.22, 2.61, 3.49)	• Students use awareness of **text features** (table of contents, footnotes, etc.), **structural features within a text** (topic sentences, introduction, etc.), and improved word analysis skills as **strategies** to comprehend text. (R.1.8, 5.9, 5.16) • Students expand their ability to **analyze literary and informational text**, supporting their interpretations and conclusions with **more evidence**. For example, they distinguish fact from opinion, comment on mood and tone, analyze more complex elements of fiction (point of view, foreshadowing, irony), and analyze logic and evidence in an author's argument. (R.3.7, 3.9, 4.6, 4.9, 4.14, 4.16, 5.7, 5.19) • Students give **more sophisticated summaries** of texts they have read. (R.3.8, 5.5, 5.12) • Students identify different kinds of **informational and expository texts**. (R.5.8) • Students summarize data gathered through **research**. Students' **research reports** include quotations, footnotes or endnotes, and bibliographies. (R.6.2, 6.5) • Students demonstrate reading fluency. (R.3.12)	• Students begin to write **responses to literary and informational texts**, **poems**, more **sophisticated stories**, **essays expressing an attitude or position, and research reports**. (W.1.8, 2.8, 2.9, 2.10, 2.11, 2.13, 2.14, 2.15) • Students **revise** their writing to improve amount of detail, precision of language, and organization. (W.3.2, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.14, 3.15, 4.6) • Students critique information presented in the media. For example, they **distinguish between facts and misleading information** in television. (W.5.11) • Students use **multiple media** to **research** and **analyze** information and **create different kinds of presentations**. They **understand and respect intellectual property** as related to Internet use. (W.5.5, 5.6, 5.7, 5.12, 5.16) • Students use agreed-upon criteria to **evaluate the effectiveness of presentations**. (W.5.8, 5.14, 5.20)

Student Profile: Grade Span 9–12, Transitioning

Listening	Speaking	Reading	Writing
By the end of the Transitioning level…	By the end of the Transitioning level…	By the end of the Transitioning level…	By the end of the Transitioning level…
• Students' **vocabulary is continuing to expand** and they understand various forms of humor. (S.2.45) • Students' deeper understanding of English grammar allows them to comprehend **language structures** from various content areas, **content explanation** without concrete referents, and **abstract inferential questions** on academic content. (S.3.52, 3.54, 3.58) • Students have **greater comprehension of academic lectures**. They have a sense of what is important vs. what is irrelevant and can discern the tone of the speaker. (S.3.55, 3.56, 3.57)	• Students' **larger vocabulary** allows for innovative generation of language in both social and academic situations. Students use single words, phrases, statements, and monologues as well as specific, technical, and/or abstract **vocabulary of grade-level academic content**. (S.1.28, 2.52, 2.65, 3.61, 3.67) • Students **critique** information that is heard and analyze cultural perspectives in texts, drama, music, and popular media. (S.2.67, 2.68, 2.69, 3.63) • Students' awareness of the concept of language allows them to **talk about language**, including the ways in which English has developed and the differences between its oral and written language patterns. (S.3.68, 3.69) • Students vary **pace, rhythm, sentence structure, and pauses in speech** appropriate to communicative intent. Students use appropriate **pronunciation, word stress, and intonation**. (S.2.62, 2.63, 2.64) • Students give **more sophisticated oral presentations**, including interpretations of literary texts, films, and dramatic productions, as well as persuasive presentations. (S.4.16, 4.17, 4.18)	• Students can evaluate information gained through **research.** (R.6.7, 6.8) • **More sophisticated text analysis skills** allow students to analyze **author's purpose** and support text interpretations with convincing evidence. Students analyze a range of texts including **myths**, **traditional** and **classical narratives**, **poetry, drama, and primary source documents**. (R.3.13, 3.14, 3.15, 3.16, 4.12, 4.15, 4.17, 4.18, 4.19, 5.13, 5.14, 5.15, 5.20, 5.21) • Students can **read a variety of texts fluently and efficiently**. They are aided by the ability to determine the meaning of words not readily understood by their context as well as by a deeper knowledge of English grammar and the way that English compares to other languages. (R.1.13, 1.14, 1.15, 1.16, 1.17, 1.19, 1.18, 1.20, 3.17, 5.18)	• Students continue to refine their **revising and editing skills** as their vocabulary increases and their understanding of mechanics deepens. They use scoring guides to critique their own work and revise and edit accordingly. (W.1.9, 3.13, 3.16, 3.17, 3.18, 4.7, 4.8, 4.9) • Students write **effective essays and research reports, and sophisticated stories, letters, and poems**. (W.1.10, 2.16, 2.17, 2.18, 2.19) • Students identify differences between the characteristics of informal speech and speech used in **media presentation,** and they **create media presentations** that present distinctive points of view on chosen topics. (W.5.17, 5.19) • Students identify stereotypes and biases used in **mass media** and compare how international events are reported in English-speaking media vs. in the media of other languages. (W.5.15, 5.18)