

**OHIO**

# English Language Proficiency Standards

for

## Limited English Proficient Students



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# English Language Proficiency Standards for LEP Students



## FOREWORD

Ohio's students represent more than 100 native or home languages, including Spanish, Somali, Arabic, German, Ukrainian, Japanese, Lao, Vietnamese, Korean, Russian, Serbo-Croatian, Chinese and Albanian. Our schools can benefit from these diverse language backgrounds and cultures by giving all students the opportunity to learn from the experiences and unique skills of their peers.

Many students need extra assistance to develop the English language skills they need to communicate with others, participate effectively in Ohio's classrooms and meet state academic content standards. To address these needs, the English Language Proficiency Standards in this document will serve as a resource for teachers and school staff who work with limited English proficient students in kindergarten through 12th grade. These standards define progressive levels of competence and serve as a guide for teachers in moving limited English proficient students toward proficiency, both in the English language and in Ohio's academic standards.

I would like to thank the educators who made critical contributions to these standards, as well as the teachers, instructional assistants, administrators and volunteers who provide students from diverse backgrounds with meaningful, high quality educational experiences every day.



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## STANDARDS FOR ENGLISH LANGUAGE PROFICIENCY

### Introduction

In Ohio, more than 29,000 limited English proficient (LEP) students were enrolled in the state's elementary and secondary public schools during the 2005-2006 school year. The term "limited English proficient" refers to those students whose native or home language is other than English, and whose current limitations in the ability to understand, speak, read or write in English inhibit their effective participation in a school's educational program. (See page 97 for a more detailed definition of limited English proficient students). The number of LEP students reported in Ohio for school year 2005-2006 represents an increase of 46 percent over the number reported four years previously and an increase of 124 percent over the number reported ten years ago.

Like their native-English-speaking peers, LEP students in Ohio are expected to achieve high educational standards. Ohio's high expectations for academic achievement are designed to help ensure that all students are prepared to meet the challenges of the twenty-first century.

However, in order to achieve high educational standards in school and become contributing members in society in the United States, LEP students have the unique challenge of acquiring a new language and learning new cultural norms in addition to learning academic content and skills. Obviously, this is no easy task. To truly have the opportunity to learn and meet high standards, LEP students must have educationally sound alternative programs that are designed to address the students' particular needs. In other words, LEP students need to be provided with the right conditions to be successful learners.

Recognizing the challenge that LEP students have in achieving high academic standards while learning a new language, the United States Supreme Court, in the case of *Lau v. Nichols* (414 U.S., 1974), upheld a memorandum issued by the former U.S. Department of Health, Education and Welfare, which stated:

Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students (35 Federal Regulation 11595, May 25, 1970).

Further, the Supreme Court stated that simply placing LEP students in a regular classroom is not sufficient, and that "there is not equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education" (414 U.S. at 556, 1974). In its ruling, the Supreme Court did not mandate a particular educational program to address the needs of LEP students. School districts have the flexibility to decide which educational approach best meets the needs of their LEP students that will lead to their attaining the level of English proficiency they need to succeed.

## Legal Responsibilities of School Districts in Serving LEP Students

In its publication, *The Provision of an Equal Education Opportunity to Limited English Proficient Students* (1992), the U.S. Department of Education, Office for Civil Rights, provides guidelines to school districts regarding their legal obligation to language minority students. The following is a summary of the guidelines.

First, school districts must identify all students whose primary or home language is other than English. Then, the district needs to assess all the students to determine if they are limited English proficient (LEP) and need special language assistance in order to effectively participate in the district's instructional program.

Once a school district has identified LEP students who need assistance, it must determine what kind of special language service program it will provide, and it must implement this program. In Ohio, no specific type of intervention program is prescribed. Thus, school districts have the flexibility to decide which educational approach best meets the needs of their LEP students. However, the program must be based on sound theory and best practice. In other words, the program must likely be effective in meeting the educational needs of its language minority students. Whatever program is selected, it must provide effective instruction that leads to academic achievement and timely acquisition of English proficiency.

School districts that implement LEP programs must ensure that staff are properly trained and that appropriate curricular materials are used. In addition, classroom facilities should be comparable to those used by other students. School districts also are responsible to effectively notify non-English speaking parents of school activities, which are also called to the attention of other parents. Such notices, to be effective, may have to be in a language (or languages) other than English.

Once a school district implements a special language program for its LEP students, it must monitor students' progress on a regular basis and take steps to modify the program if the students are not making reasonable progress.

## Purpose of English Language Proficiency Standards

Given the special language needs of LEP students, and given both the legal and pedagogical obligation for schools to appropriately address these needs, it is important that English language proficiency (ELP) standards be developed. The Ohio Department of Education developed the standards in this document, with the assistance of a writing team representing Ohio educators in the fields of English as a second language (ESL) and bilingual education.

*The purpose of the ELP standards in this document is to provide a framework which Ohio schools can use to design programs that meet their legal obligation to address the special language needs of LEP students. Specifically, the ELP standards describe the language competencies that LEP students need to develop in order to participate effectively in classrooms in which English is the language of instruction, to achieve Ohio's academic content standards, and to fully participate in U.S. society.*

## Framework of Ohio's ELP Standards

LEP students have two major goals in their development of English proficiency:

- to use English in their academic achievement in all content areas; and
- to use English to participate effectively in U.S. society.

In order to achieve these goals, LEP students need to develop English proficiency in the four communication domains of **listening, speaking, reading** and **writing**. Students also need to comprehend what they hear and what they read. Therefore, **comprehension** of both spoken and written English is an underlying competency that LEP students need to develop in order to achieve the above goals.

Given the proficiency goals and language domains indicated above, Ohio's ELP standards have been designed to provide a summary description of the English competencies that LEP students need to attain in order to learn successfully in classrooms where the language of instruction is English and to be able to participate fully in U.S. society. Specifically, the standards define competencies in the use of English in the four domains of listening, speaking, reading and writing. Comprehension, as exhibited through listening and reading, has been considered in the development of the standards. For each standard, **benchmarks** of progress have been established that reflect different levels of English proficiency.

The standards established for each of the four language domains are listed on the following page. It is important to note that all these standards relate to language that is:

- used in grade-appropriate academic settings;
- used in age-appropriate social settings; and
- appropriate for American social and cultural contexts.

## ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR LEP STUDENTS

### Listening Standards in English for LEP Students

1. LEP students will develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.
  - 1.1 Comprehend spoken instructions
  - 1.2 Identify main ideas and supporting details of spoken English
  - 1.3 Determine speaker attitude and point of view
  - 1.4 Comprehend the meaning of academic and/or specialized vocabulary when spoken
  - 1.5 Make inferences and predictions when listening to speakers

### Speaking Standards in English for LEP Students

2. LEP students will develop the English speaking skills required both for academic achievement and for communication in socially and culturally appropriate ways.
  - 2.1 Speak fluently, using clear pronunciation and with appropriate intonation and stress
  - 2.2 Speak using appropriate grammar and vocabulary
  - 2.3 Speak for varied purposes, both formal and informal, with focus, relevance and cohesion

### Reading Standards in English for LEP Students

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.
  - 3.1 Demonstrate reading strategies
  - 3.2 Identify the meaning of written vocabulary
  - 3.3 Read with comprehension
  - 3.4 Read for varied purposes

### Writing Standards in English for LEP Students

4. LEP students will develop the English writing skills required both for academic achievement and for communication in socially and culturally appropriate ways.
  - 4.1 Write using appropriate conventions and grammar
  - 4.2 Write for varied purposes and audiences, with appropriate tone and voice, using various media
  - 4.3 Write using the writing process
  - 4.4 Write using a range of vocabulary, sentence structures and verb tenses

## Social and Cultural Competencies Required for Effective Communication

In order to communicate effectively in a new language, students need to understand the social and cultural context in which the language is used. Therefore, teachers who work with LEP students have a role in helping the students gain the social and cultural competencies required for effective communication in English. As indicated in the English as New Language Standards (National Board for Professional Teaching Standards, 1998),

[Accomplished teachers] know that language and culture are interrelated, and that their students must arrive at an understanding of the new cultural setting in which they live and develop proficiency in their new language. Special challenges arise when deeply held values, beliefs, and understandings of the home culture that sustain a student's sense of identity conflict with the values and beliefs of the school. In such circumstances teachers proceed in a sensitive manner, alert to the potential for friction, respectful of cultural differences, aware of the value of the home language, and mindful of their obligation to educate students to function productively in mainstream society (p.1).

... [T]eachers understand that schools have cultures of their own. They know that newcomers may have expectations and behaviors based on prior experience of schooling in foreign settings that may facilitate or inhibit their academic experience in United States schools. They understand that students may bring values, beliefs, and behaviors that provide special support for the process of schooling. For example, students from cultural backgrounds that emphasize peer sociability tend to work well in small groups.

Given these understandings, teachers capitalize on the cultural assets their students bring to school. Teachers also know that some students may have school experiences that differ markedly from schooling in the United States or have had no prior schooling. Such students require sensitive assistance and support. For example, a student schooled in China may be perplexed by the notion of choosing a project or by an active learning station. Teachers, therefore, assist such students in adjusting to school in ways that are culturally appropriate and facilitate a positive academic experience (pp. 15-16).

Refer to page 99 for further information relating to students with limited formal schooling.

The following page lists some examples of school culture knowledge and competencies that should be addressed when helping LEP students achieve English proficiency.

## Knowledge and Competencies Related to American School Culture

### *Knowledge of American school facilities and their functions*

- Lockers
- Drinking fountains
- Cafeteria
- Library
- Gymnasium
- Student services (nurse, librarian, counselor, buses)

### *Understanding of American school policies and procedures*

- Class schedules
- Reports cards
- Grades
- Tornado and fire drills
- Clothing and equipment for physical education classes
- Variety and purposes of tests
- Test-taking techniques
- Rules relating to plagiarism and cheating

### *Understanding of expressions of respect in American schools*

- How to take turns appropriately
- How to interrupt appropriately
- Respect for others' possessions (e.g., do not touch or remove things from someone's desk without permission)
- Appropriate time for silence in different school settings
- Appropriate ways to get the teacher's attention in class
- Appropriate ways to demonstrate appreciation of others
- Appropriate ways to demonstrate respect for other speakers
- Norms of personal space

### *Understanding of expected classroom behavior in American schools*

- Use eye contact during oral communication with others
- Make an effort to actively participate in class discussions
- Raise one's hand to speak
- Ask and answer questions appropriately
- Follow seating arrangements (may be assigned by the teacher)
- Follow procedures for moving about in the classroom, sharpening pencils, etc.
- Follow the teacher's directions; ask for clarification if needed
- Use materials appropriately; follow clean-up procedures
- Ask permission to leave the classroom
- Follow procedures for lining up

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## *Understanding of expected out-of-classroom behavior in American schools*

- Follow hallway rules (e.g., pass through the hall quietly, keep hands to one's self, pass through halls in the expected time, use a pass if required)
- Follow cafeteria procedures for lining up, ordering food, eating etiquette, cleaning up
- Use the restroom appropriately (turn off faucets, keep the restroom clean)
- Follow the bell schedule
- Follow procedures for tardiness and absence
- Follow the rules for taking the bus (e.g., be at the appropriate pick-up spot, be on time, follow bus behavior guidelines, follow procedures when the bus is missed)
- Demonstrate appropriate playground behavior (e.g., show appropriate norms for competition, interaction with fellow players)

## **Basic Academic Knowledge for Effective Communication in American School Settings**

In addition to making sure that LEP students have the cultural and social knowledge required for achieving English proficiency in American schools, teachers also need to make sure that LEP students have the basic background knowledge needed to achieve English proficiency in American academic settings. For example, students who are new to U.S. schools may need help in gaining an understanding of the following:

- The U.S. system of measurements (e.g., time, money, distance)
- American holidays and holiday customs
- Famous American historical and literary figures
- Grade-appropriate knowledge of American icons, American poems and other literature
- U.S. history
- Local, state and national systems of government
- Local, state and national geography
- American fauna and flora

## **Relationship between Ohio's English Language Proficiency Standards and Ohio's English Language Arts Standards**

Ohio's English Language Proficiency Standards are linked to Ohio's English Language Arts Standards; however, the two sets of standards are not the same. The English Language Arts Standards describe what all students, including limited English proficient (LEP) students, should know and be able to do in a specific academic content area, with a focus on reading, writing and oral communication skills for different purposes. On the other hand, the English Language Proficiency Standards have been specifically developed for LEP students and define progressive levels of competence in the acquisition of English. As such, Ohio's English Language Proficiency Standards have been designed to assist teachers in moving LEP students toward proficiency both in the English language and in Ohio's academic content standards. The goal of Ohio's English Language Proficiency Standards is to help LEP students build a foundation in English that will enable them to succeed in all their academic subjects, including English Language Arts, Mathematics, Science, Social Studies, Foreign Languages and Technology.

## Levels of English Language Proficiency

The five levels are summarized below. It should be recognized that within each of these levels, students may represent a certain range of proficiencies (low, mid, high).

### *Prefunctional*

Students at this level may understand isolated words (particularly school and social environment vocabulary), some high-frequency social conventions, and simple (single word or short phrase) directions, commands and questions. They rely on nonverbal cues, such as gestures and facial expressions, and frequent repetition and rephrasing to understand spoken language. In conversation, they may be able to provide basic information in response to requests and questions. They can ask one- or two-word questions without regard to structure and intonation.

Regarding reading and prereading skills, students at this level may demonstrate an understanding of concepts of print (e.g., front-to-back, top-to-bottom, left-to-right) and begin to track print. They may be able to distinguish letters from other symbolic representations. They can imitate the act of reading (e.g., holding a book and turning pages); however, they get meaning mainly through pictures. Students at this level participate in writing activities by drawing pictures. They may be able to copy letters or form them from memory and may be able to copy some words. They can imitate the act of writing (e.g., scribbling), but their text does not transmit a message. They may attempt to apply writing conventions but do so inappropriately or do so correctly only when copying.

### *Beginning*

As LEP students' oral comprehension increases, they begin to imitate verbalizations by using single words or simple phrases and begin to use English spontaneously. They gradually construct more meaning from the words themselves, but the construction is often incomplete. They are able to generate simple texts that reflect their knowledge level of syntax. These texts may include a significant amount of nonconventional features, such as invented spelling, grammatical inaccuracies, pictorial representations, surface features and rhetorical patterns of the native language (i.e., ways of structuring text from native cultural and language).

### *Intermediate*

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

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

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## ***Advanced***

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

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

Source of the above proficiency level descriptions: *Beginning to Advanced: Teachers of English to Speakers of Other Languages* (TESOL), Inc., 1997, pp. 20-21.

## ***Proficient/Trial-mainstream***

At this final stage, students usually can participate in academic topical conversations without difficulty. In most cases, they can follow complex and multi-level directions without assistance, and they can understand oral information provided via electronic audio and video media. Students at this level usually speak English fluently in social and grade-level academic settings, and they control age-appropriate syntax and vocabulary in their speech.

Generally, students read and understand factual information in non-technical prose as well as discussions on concrete topics related to special events. They comprehend standard newspaper items addressed to the general reader, correspondence reports and technical materials. At this level, they can write short papers and clearly express statements of position, points of view and arguments. In their writing, they usually show control of varied sentence structures, spelling and vocabulary, expressing well-developed thoughts.

The chart on the next page indicates the five proficiency levels for each of the four communication domains: listening, speaking, reading and writing.

# English Language Proficiency Standards for LEP Students

## Ohio English Language Proficiency Levels – Overview

Language domains → Levels ▼	Listening	Speaking	Reading	Writing
<b>Level I Prefunctional</b>	<ul style="list-style-type: none"> <li>Has zero to very limited ability in understanding spoken English</li> <li>Relies on nonverbal cues, such as gestures and facial expressions, and requires frequent repetition and/or rephrasing to understand spoken language</li> <li>May understand isolated words, some social conventions and simple directions, commands and questions</li> </ul>	<ul style="list-style-type: none"> <li>Has zero to very limited ability in speaking English</li> <li>May say or repeat common phrases, words and formulaic language</li> <li>May be able to provide basic information in response to requests and questions</li> <li>Asks one- or two-word questions without regard to structure and intonation</li> </ul>	<ul style="list-style-type: none"> <li>Has zero to very limited ability in reading English</li> <li>May demonstrate basic concepts of print (front-to-back, top to-bottom, left-to-right)</li> <li>May distinguish letters from other symbolic representations</li> <li>May follow one-step directions depicted graphically</li> </ul>	<ul style="list-style-type: none"> <li>Has zero to very limited ability in writing English</li> <li>Can participate in writing activities by drawing pictures</li> <li>May be able to copy letters or form them from memory</li> <li>May be able to copy some words</li> <li>May attempt to apply some writing conventions, but often does so inappropriately</li> </ul>
<b>Level II Beginning</b>	<ul style="list-style-type: none"> <li>Understands simple, short statements and questions on a well-known topic within a familiar context</li> <li>Can follow simple multistep directions</li> <li>Can identify the main idea and some details of short conversations or simple orally delivered text on a familiar topic</li> <li>May still need repetition and rephrasing</li> </ul>	<ul style="list-style-type: none"> <li>Predominantly uses formulaic patterns and memorized phrases</li> <li>Uses language that is often marked by the lack of tense, number and agreement</li> <li>Uses school-social vocabulary that is limited to key words and has little or no academic vocabulary</li> <li>Responds to questions usually with one- or two-word answers</li> </ul>	<ul style="list-style-type: none"> <li>Begins to identify the names of both upper- and lowercase letters</li> <li>Can identify where words begin and end</li> <li>Can follow multistep directions depicted graphically</li> <li>During read-aloud, gets meaning primarily from pictures and the teacher's tone of voice and gestures</li> </ul>	<ul style="list-style-type: none"> <li>Produces writing that is marked by the lack of tense, number and agreement</li> <li>Makes frequent errors in mechanics such as punctuation and capitalization</li> <li>Writes most effectively when supported by a visual, a shared experience or scaffolding</li> <li>Begins to revise or edit own writing with teacher support</li> </ul>
<b>Level III Intermediate</b>	<ul style="list-style-type: none"> <li>Shows understanding of simple questions and statements on familiar topics</li> <li>Often requires restatements in graphic terms or at a lower rate</li> <li>Follows simple directions</li> <li>Shows appropriate responses when read or told a story (e.g., laughs at humor)</li> <li>Has difficulty comprehending academic-related content</li> </ul>	<ul style="list-style-type: none"> <li>Can communicate ideas and feelings in English but with difficulty</li> <li>Speaks coherently with hesitations and grammatical and syntactic errors</li> <li>Retells a simple story, but detail may be lacking</li> <li>Responds appropriately to questions, but with errors in grammar and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Reads simple printed material within a familiar context</li> <li>Understands short discourse on familiar topics</li> <li>Has a small repertoire of high frequency words</li> <li>Partially uses details to extract meaning</li> <li>Partially perceives the feeling and tone in a poem or story</li> <li>Has weaknesses in predicting from details</li> </ul>	<ul style="list-style-type: none"> <li>Composes short paragraphs that are mostly intelligible</li> <li>Begins to edit for sentence-level structure, spelling and mechanics; revises for content, organization and vocabulary, usually with support of the teacher</li> <li>Writes with less dependence on visual supports, shared experiences and scaffolding</li> </ul>
<b>Level IV Advanced</b>	<ul style="list-style-type: none"> <li>Understands conversations in most school and/or social settings</li> <li>Understands main ideas and significant details of extended discussions or presentations on familiar and relevant academic topics</li> <li>Asks for clarification on oral information related to academic content</li> <li>Understands multiple meanings of words and uses context clues to understand messages</li> </ul>	<ul style="list-style-type: none"> <li>Speaks in coherent, fluent sentences but with occasional errors in vocabulary and syntax</li> <li>Demonstrates sufficient vocabulary to communicate in nonacademic settings and most academic ones</li> <li>Responds appropriately to many questions in classroom settings, grammatical structures</li> <li>Begins to use language to connect, tell, expand on a topic and reason</li> </ul>	<ul style="list-style-type: none"> <li>Reads familiar text with little teacher or visual support; needs supports to comprehend unfamiliar text</li> <li>Has oral fluency and uses self-monitoring and self-correction strategies when necessary</li> <li>Identifies main ideas of reading passages</li> <li>Identifies most specific facts within a text</li> <li>Has difficulty using details to make predictions</li> </ul>	<ul style="list-style-type: none"> <li>Participates in writing activities with minimal teacher support</li> <li>Writes mostly coherent, unified and appropriately sequenced sentences</li> <li>Produces writing that meets creative demands of most social and academic situations</li> <li>Makes errors in modality, tense, agreement and other areas of grammar</li> <li>Produces writing that generally expresses complete thoughts</li> </ul>
<b>Level V Proficient – Trial Mainstream</b>	<ul style="list-style-type: none"> <li>Shows understanding of most grade-level content-area and school and/or social speech</li> <li>Understands main ideas and relevant details of extended discussions and presentations</li> <li>Makes interpretations of spoken communications</li> <li>Understands broad range of spoken vocabulary, including idiomatic expressions</li> <li>Understands oral information provided via electronic media</li> </ul>	<ul style="list-style-type: none"> <li>Speaks English fluently in social and grade-level academic settings</li> <li>Produces speech that includes a variety of grammatical structures</li> <li>Participates in classroom discussions without difficulty</li> <li>Shows flexibility, creativity and spontaneity in speech in various settings</li> <li>Uses language effectively to connect, tell, expand, and to reason</li> </ul>	<ul style="list-style-type: none"> <li>Reads for different purposes across a variety of text types</li> <li>Understands multiple word meanings</li> <li>Shows understanding of the main idea</li> <li>Understands figurative language in a poem</li> <li>Makes connections between written text and personal experiences or tasks</li> <li>Participates in reading activities with little or no teacher support</li> </ul>	<ul style="list-style-type: none"> <li>Participates in writing activities with no teacher support</li> <li>Shows good control of sentence structure, spelling and vocabulary</li> <li>Writes effectively for different audiences and purposes</li> <li>Edits for sentence-level structure, spelling and mechanics; revises for content, organization and vocabulary</li> </ul>

## Criteria for Exiting LEP Program

In order to exit from LEP programs in Ohio, students need to demonstrate the ability to understand, speak, read and write in English at a level in which they are able to:

- a. successfully achieve in classrooms where the language of instruction is English;
- b. meaningfully participate in academic assessments in English; and
- c. fully participate in society in the United States.

The following criteria will be used to indicate that a student has attained the required level of English proficiency to exit from a district's LEP program:

1. Achievement at the proficient level (composite score) in Ohio's approved English language proficiency assessment;
2. Two years of successful participation in classrooms where the language of instruction is English (this is referred to as the "trial-mainstream" period, which begins after the student has met the first exit criterion above); and
3. Attainment of proficient or above in Ohio's language arts assessments (reading and writing) taken during the student's "trial-mainstream" period.

## **Benchmarks of English Language Proficiency by Language Domains**

Based on the proficiency levels described on the previous pages, benchmarks have been established for each language domain. These benchmarks describe the language skills that LEP students should be able to demonstrate as they enter into a given proficiency level while they are in the indicated grade span. For this reason, the lowest benchmark level is the Beginning level, which is the first step for those LEP students currently in the Prefunctional level.

In a number of cases, the benchmarks relate to only one or two grades within a grade span. In such cases, the specific grades are indicated within the given grade span. For example, “K” marked in the grade span K-12 indicates that the benchmark relates only to kindergarten students.

Like the standards, the benchmarks relate to language that is:

- used in grade-appropriate academic settings;
- used in age-appropriate social settings; and
- appropriate for American social and cultural contexts.

# Listening Benchmarks



## LANGUAGE DOMAIN: LISTENING

- LEP students will develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 1.1 Comprehend spoken instructions

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Beginning Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Follow modeled directions, supported with visuals	✓	✓	✓	✓
Follow oral directions as part of a familiar routine, with support	2	✓	✓	✓
Follow oral directions in media presentations, with extensive support	2	✓	✓	✓
Follow simple oral directions, with repetition or rephrasing	2	✓	✓	✓
Follow simple, routine oral directions, with extensive support	K-1			
<b>Intermediate Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Follow simple, routine oral directions, with limited support	2	✓	✓	✓
Follow oral directions in media presentations, with support	2	✓	✓	✓
Follow multi-step directions, with repetition or rephrasing, within a familiar context or with visual support	2	✓	✓	✓
Follow simple oral directions, with support	K-1			
<b>Advanced Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Follow simple and familiar oral directions	2	✓	✓	✓
Follow oral directions in media presentations, with limited support	2	✓	✓	✓
Follow multi-step oral directions, with limited repetition or rephrasing, within a familiar context	2	✓	✓	✓
Follow simple oral directions, with limited support	K-1			
<b>Proficient/Trial-mainstream Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Follow simple and familiar oral directions in unfamiliar contexts	2	✓	✓	✓
Follow multi-step oral directions in unfamiliar situations	2	✓	✓	✓
Follow oral directions in media presentations, independently	2	✓	✓	✓
Follow simple oral directions, independently	K-1			

## LANGUAGE DOMAIN: LISTENING

- LEP students will develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 1.2 Identify main ideas and supporting details of spoken English

Benchmarks	Grade levels			
<b>Beginning Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Identify the main idea of brief, routine messages in familiar contexts, which may be supported by visuals	2	✓	✓	✓
Identify details of brief, routine messages in familiar contexts, which may be supported by visuals	2	✓	✓	✓
Identify the main idea and details of simple fiction read aloud, supported by visuals	2	✓	✓	✓
Identify the main idea of simple expository information presented orally, supported by visuals	2	✓	✓	✓
Identify the main idea of simple oral presentations via radio, video, television and other media	2	✓	✓	✓
<b>Intermediate Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Identify the main idea of longer, routine messages in familiar contexts, which may be supported by visuals	2	✓	✓	✓
Identify details of longer, routine messages in familiar contexts, which may be supported by visuals	2	✓	✓	✓
Identify the main idea and details of fiction read aloud, with support	2	✓	✓	✓
Identify the main idea of expository information presented orally, with support	2	✓	✓	✓
Identify the main idea and significant, relevant details of oral presentations via radio, video, television and other media, with support	2	✓	✓	✓

## LANGUAGE DOMAIN: LISTENING

- LEP students will develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 1.2 Identify main ideas and supporting details of spoken English (continued)

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Advanced Level</b>				
Identify the main idea of extended, routine messages in familiar contexts, which may be supported by visuals	2	✓	✓	✓
Identify details of extended, routine messages in familiar contexts, which may be supported by visuals	2	✓	✓	✓
Identify the main idea and details of age-appropriate fiction read aloud, with limited support	2	✓	✓	✓
Identify the main idea of expository information presented orally, with limited support	2	✓	✓	✓
Identify the main idea and significant, relevant details of extended oral presentations via radio, video, television and other media, with limited support	2	✓	✓	✓
<b>Proficient/Traditional-mainstream Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Identify the main idea of extended messages in familiar and unfamiliar contexts, with limited support	2	✓	✓	✓
Identify details of extended messages in familiar or unfamiliar contexts, with limited support	2	✓	✓	✓
Identify the main idea and details of age-appropriate fiction read aloud, independently	2	✓	✓	✓
Identify the main idea of expository information presented orally, independently	2	✓	✓	✓
Identify the main idea and significant, relevant details of extended oral presentations via radio, video, television and other media	2	✓	✓	✓

## LANGUAGE DOMAIN: LISTENING

- LEP students will develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 1.3 Determine speaker attitude and point of view

Benchmarks	Grade levels			
<b>Beginning Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Identify the speaker's obvious attitude, mood or emotion in simple oral messages by reading body language and/or tone and voice quality, with support	✓	✓	✓	✓
<b>Intermediate Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Identify and/or describe the speaker's attitude, mood or emotion in oral messages by reading body language and/or tone and voice quality, with limited support	✓	✓	✓	✓
Interpret the speaker's attitude, mood, emotion and/or innuendo in extended oral messages by reading body language and/or tone and voice quality, with limited support			✓	✓
<b>Advanced Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Identify and/or describe a range of speakers' attitudes, moods or emotions in extended oral messages by reading body language and/or tone and voice quality, with limited support	✓	✓	✓	✓
Interpret multiple speakers' range of attitudes, moods, emotions, innuendos and/or biases in extended oral messages by reading body language and/or tone and voice quality			✓	✓
<b>Proficient/Trial-mainstream Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Describe, compare and contrast a range of speakers' attitudes, moods or emotions in extended oral messages by reading body language and/or tone and voice quality	✓	✓	✓	✓
Interpret and make predictions of multiple speakers' range of attitudes, moods, emotions, innuendos and/or biases in extended oral messages by reading body language and/or tone and voice quality			✓	✓

## LANGUAGE DOMAIN: LISTENING

1. LEP students will develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 1.4 Comprehend the meaning of academic and/or specialized vocabulary when spoken

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Beginning Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Recognize high-frequency, grade-level spoken academic vocabulary when presented with extensive contextual support	✓	✓	✓	✓
Comprehend specialized vocabulary spoken in familiar, routine and/or social contexts, with extensive support	✓	✓	✓	✓
<b>Intermediate Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Recognize and comprehend high-frequency, grade-level spoken academic vocabulary when presented with contextual support	✓	✓	✓	✓
Comprehend specialized vocabulary spoken in a variety of contexts, with support	✓	✓	✓	✓
Identify the literal meanings of words, with support	✓	✓	✓	✓
Use knowledge of cognates to comprehend new vocabulary, with extensive support	✓	✓	✓	✓
Identify figurative meanings of words and idiomatic phrases, with support	2	✓	✓	✓
<b>Advanced Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Recognize and comprehend grade-level spoken academic vocabulary, with little or no support	✓	✓	✓	✓
Comprehend specialized vocabulary spoken in a variety of contexts, with little or no support	✓	✓	✓	✓
Identify the literal meanings of words, with limited support	✓	✓	✓	✓
Identify figurative meanings of words and idiomatic phrases, with limited support	2	✓	✓	✓
Use knowledge of cognates to comprehend new vocabulary, with limited support	✓	✓	✓	✓

## LANGUAGE DOMAIN: LISTENING

- LEP students will develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 1.4 Comprehend the meaning of academic and/or specialized vocabulary when spoken *(continued)*

Proficient/Trial-mainstream Level	BenchmarksGrade levels			
	K-2	3-5	6-8	9-12
Recognize and comprehend grade-level spoken academic vocabulary, independently	✓	✓	✓	✓
Comprehend specialized vocabulary spoken in a variety of contexts, independently	✓	✓	✓	✓
Identify the literal meanings of words, independently	✓	✓	✓	✓
Identify figurative meanings of words and idiomatic phrases, independently	2	✓	✓	✓
Use knowledge of cognates to comprehend new vocabulary, independently	✓	✓	✓	✓

## LANGUAGE DOMAIN: LISTENING

- LEP students will develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 1.5 Make inferences and predictions when listening to speakers

Benchmarks	Grade levels			
<b>Beginning Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Make simple predictions based on familiar, brief spoken material, with support	✓	✓	✓	✓
<b>Intermediate Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Make predictions based on familiar, brief spoken material, with support	✓	✓	✓	✓
Make inferences and predictions based on familiar, extended spoken material, with limited support		✓	✓	✓
<b>Advanced Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Make predictions based on unfamiliar, extended spoken material, with support	✓	✓	✓	✓
Make inferences and predictions based on unfamiliar, extended spoken material, with little support		✓	✓	✓
<b>Proficient/Trial-mainstream Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Make predictions based on unfamiliar, extended spoken material, without support	✓	✓	✓	✓
Make inferences and predictions based on unfamiliar, extended spoken material, without support		✓	✓	✓

# Speaking Benchmarks



## LANGUAGE DOMAIN: SPEAKING

2. LEP students will develop the English speaking skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 2.1 Speak fluently, using clear pronunciation and with appropriate intonation and stress

Benchmarks	Grade levels			
<b>Beginning Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Produce basic words and familiar phrases that can be understood	✓	✓	✓	✓
Begin to use appropriate intonation and stress when using longer phrases	✓	✓	✓	✓
<b>Intermediate Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Produce a wide range of words, phrases and sentences that can be understood	✓	✓	✓	✓
Produce most phrases and sentences with appropriate intonation and stress	✓	✓	✓	✓
<b>Advanced Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Produce a wider range of words, phrases and sentences that can be understood	✓	✓	✓	✓
Produce sustained speech with appropriate intonation and stress	✓	✓	✓	✓
<b>Proficient/Trial-mainstream Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Produce a full range of words, phrases and sentences that can be understood	✓	✓	✓	✓
Regularly speak clearly and with appropriate intonation and stress	✓	✓	✓	✓

## LANGUAGE DOMAIN: SPEAKING

2. LEP students will develop the English speaking skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 2.2 Speak using appropriate grammar and vocabulary

Benchmarks	Grade levels			
<b>Beginning Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
State familiar and rehearsed expressions using correct grammar and other conventions of language	✓	✓	✓	✓
Use basic high-frequency and memorized vocabulary when speaking	✓	✓	✓	✓
<b>Intermediate Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Speak familiar and rehearsed expressions with few non-native errors in a variety of social and academic settings	✓	✓	✓	✓
Use a range of familiar and newly-introduced vocabulary when speaking	✓	✓	✓	✓
<b>Advanced Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Speak with few non-native errors in a variety of social and academic settings	✓	✓	✓	✓
Frequently use new content and technical vocabulary when communicating in academic settings	✓	✓	✓	✓
<b>Proficient/Trial-mainstream Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Speak with near-native proficiency in both informal and formal social and academic settings	✓	✓	✓	✓
Regularly use new content and technical vocabulary when communicating in academic settings	✓	✓	✓	✓

## LANGUAGE DOMAIN: SPEAKING

2. LEP students will develop the English speaking skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 2.3 Speak for varied purposes, both informal and formal, with focus, relevance and cohesion

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Beginning Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Connect with others through rehearsed greetings and expressions of basic feelings and opinions	✓	✓	✓	✓
Ask and answer simple questions about personal and social situations	✓	✓	✓	✓
Ask and answer simple questions about familiar topics in classroom settings	✓	✓	✓	✓
Request clarification and/or information, using rehearsed expressions	✓	✓	✓	✓
Seek and/or give support to others, following a model	✓	✓	✓	✓
Repeat and/or retell simple directions or information	✓	✓	✓	✓
Begin to identify and use appropriate language styles, gestures and topics for different kinds of interactions, with support	✓	✓	✓	✓
Reply to greetings and simple questions on the telephone	✓	✓	✓	✓
Retell familiar stories, using visual aids and rehearsed words and phrases	✓	✓	✓	✓
Interact with adults and peers to complete simple tasks and make simple announcements, with support	✓	✓	✓	✓
<b>Intermediate Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Express a wider range of feelings and opinions, using details	✓	✓	✓	✓
Ask and answer questions about personal and social situations	✓	✓	✓	✓
Ask and answer two-part questions about familiar topics in classroom settings	1-2	✓	✓	✓
Request clarification and/or information in a variety of settings	✓	✓	✓	✓
Seek support from and/or give support to others	✓	✓	✓	✓
Paraphrase or restate simple directions or information	✓	✓	✓	✓
Identify and use appropriate language styles, gestures and topics for different kinds of interactions, with limited support	✓	✓	✓	✓
Engage in routine telephone conversations, asking for repetition or clarification when needed	✓	✓	✓	✓
Retell stories, using visual support	✓	✓	✓	✓
Interact with adults and peers to complete more complex tasks and make announcements, with limited support	✓	✓	✓	✓

## LANGUAGE DOMAIN: SPEAKING

2. LEP students will develop the English speaking skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 2.3 Speak for varied purposes, both informal and formal, with focus, relevance and cohesion (continued)

Benchmarks	Grade levels			
<b>Intermediate Level (continued)</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Orally relay simple messages to other persons	✓	✓	✓	✓
Participate in group oral presentations	✓	✓	✓	✓
Tell about or explain personal experiences or events	✓	✓	✓	✓
<b>Advanced Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Give directions or information	K-1			
Give directions or information, using extended language	2	✓	✓	✓
Engage in telephone conversations, recording messages when necessary	✓	✓	✓	✓
Narrate or tell original stories, with or without visual support	✓	✓	✓	✓
Interact independently with adults and peers in various settings	✓	✓	✓	✓
Make formal and informal presentations on familiar topics	✓	✓	✓	✓
Make formal introductions	✓	✓	✓	✓
Orally relay complex messages to other individuals	2	✓	✓	✓
Ask and answer multi-step questions about a variety of topics in classroom settings	1-2	✓	✓	✓
Restate, summarize and clarify information	2	✓	✓	✓
Present ideas, supported by evidence		✓	✓	✓
<b>Proficient/Trial-mainstream Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Engage effectively in telephone conversations	✓	✓	✓	✓
Make formal and informal multimedia presentations	2	✓	✓	✓
Debate, argue and challenge ideas		✓	✓	✓
Give a persuasive presentation		✓	✓	✓

# English Language Proficiency Standards for LEP Students



# Reading Benchmarks

R



# English Language Proficiency Standards for LEP Students

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.1 Demonstrate reading strategies

Benchmark	Grade levels			
<b>Beginning Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Recognize the differences between illustrations and print	✓	✓	✓	✓
Demonstrate pre- and early reading skills, including knowledge of the alphabet, letter-sound correspondence, directionality of print and structural analysis to decode words	✓	✓	✓	✓
Develop and use background knowledge to gain meaning from texts, with extensive support	✓	✓	✓	✓
Use pictures and other graphics to help identify the purpose and meaning of texts, with support	✓	✓	✓	✓
Recognize, repeat and/or read aloud rehearsed words, phrases, sentences and basic reading materials, with extensive support	✓	✓	✓	✓
Begin to use a dictionary and/or picture dictionary (bilingual or English) to help identify the meanings of words, with extensive support	✓	✓	✓	✓
Recognize patterns in simplified texts to make predictions	✓	✓	✓	✓
<b>Intermediate Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Recognize different forms and conventions of print in relation to the function and meaning of texts, with support	✓	✓	✓	✓
Demonstrate the higher-level reading strategies of previewing, predicting and reviewing texts, with support	✓	✓	✓	✓
Develop and use background knowledge to gain meaning from texts, with support	✓	✓	✓	✓
Use pictures and other graphics to help identify the purpose and meaning of texts, with limited support	✓	✓	✓	✓
Use organizers and/or outlines to assist in comprehension, with support	✓	✓	✓	✓
Read aloud from familiar texts with increasing accuracy, with support	1-2	✓	✓	✓
Use a dictionary, picture dictionary and/or glossary (bilingual or English) to help identify the meanings of words, with extensive support	✓			
Use a dictionary, picture dictionary and/or glossary (bilingual or English) to help identify the meanings of words, with support		✓	✓	✓
Recognize patterns in a variety of texts to draw inferences, with support		✓	✓	✓
Demonstrate the higher-level reading strategies of skimming and scanning, with support		✓	✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.1 Demonstrate reading strategies (continued)

Benchmark	Grade levels			
	K-2	3-5	6-8	9-12
<b>Advanced Level</b>				
Recognize different forms and conventions of print in relation to the function and meaning of texts, with limited support	✓	✓	✓	✓
Demonstrate the higher-level reading strategies of previewing, predicting and reviewing texts, with limited support	✓	✓	✓	✓
Use organizers and/or outlines to assist with comprehension, with limited support	✓	✓	✓	✓
Develop, discuss and apply background knowledge to gain meaning from texts, with limited support	✓	✓	✓	✓
Use a variety of cues to help identify the purpose and meaning of texts, with support	✓	✓	✓	✓
Read aloud with increasing accuracy from familiar and unfamiliar texts, with limited support	1-2	✓	✓	✓
Use a dictionary, picture dictionary and/or glossary (bilingual or English) to determine the meanings of words, with support	✓			
Use a dictionary, picture dictionary and/or glossary (bilingual or English) to determine the meanings of words, with limited support		✓	✓	✓
Use patterns and other cues in a variety of texts to draw inferences and conclusions, with limited support		✓	✓	✓
Demonstrate the higher-level reading strategies of skimming and scanning texts, with limited support		✓	✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.1 Demonstrate reading strategies (continued)

Benchmark	Grade levels			
	K-2	3-5	6-8	9-12
<b>Proficient/Trial-mainstream Level</b>				
Recognize different forms and conventions of print in relation to the function and meaning of texts, independently	✓	✓	✓	✓
Demonstrate the higher-level reading strategies of previewing, predicting and reviewing a variety of texts, independently	✓	✓	✓	✓
Develop, discuss and apply background knowledge to gain meaning from a variety of texts, independently	✓	✓	✓	✓
Use multiple cues to help identify the purpose and meaning of a variety of texts, independently	✓	✓	✓	✓
Use organizers and/or outlines to assist in comprehension, independently	✓	✓	✓	✓
Read aloud with accuracy from age- and grade-appropriate texts	1-2	✓	✓	✓
Use a dictionary, picture dictionary and/or glossary to determine the meanings of words, independently	✓			
Use a dictionary and/or glossary to determine the meanings of words, independently		✓	✓	✓
Demonstrate the higher-level reading strategies of skimming and scanning a variety of texts, independently		✓	✓	✓
Use multiple cues in a variety of texts to draw inferences and conclusions, independently		✓	✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.2 Identify the meaning of written vocabulary

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Beginning Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Identify basic words, such as color words, number words and directional words	✓	✓	✓	✓
Recognize and comprehend sight words, signs and symbols found in everyday life	✓	✓	✓	✓
Classify high-frequency words into categories, with the help of visuals and scaffolding	✓	✓	✓	✓
Recognize synonyms and antonyms of high-frequency words, with extensive support	✓	✓	✓	✓
Use context clues to determine the meaning of new vocabulary within a familiar context, with support	✓	✓	✓	✓
Begin to recognize common homonyms, homographs and/or homophones, with support	1-2	✓	✓	✓
Predict the meaning of high-frequency compound words, with support	1-2	✓	✓	✓
<b>Intermediate Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Use context clues to determine the meaning of new vocabulary, with support	✓	✓	✓	✓
Classify words into categories, with limited support	✓	✓	✓	✓
Apply the meaning of synonyms and antonyms, with support	✓	✓	✓	✓
Apply knowledge of roots and affixes to determine word meanings, with support	1-2	✓	✓	✓
Recognize, read and use homonyms, homographs and homophones, with support	1-2	✓	✓	✓
Apply knowledge of individual words in unknown compound words to determine meaning, with support	1-2	✓	✓	✓
Use knowledge of contractions and common abbreviations to identify whole words	1-2	✓	✓	✓
Use text structures to determine the meaning of new vocabulary, with support		✓	✓	✓
Apply knowledge of connotation and denotation to learn the meanings of new words, with support		✓	✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.2 Identify the meaning of written vocabulary (continued)

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Advanced Level</b>				
Use context clues to determine the meaning of new content area vocabulary, with limited support	✓	✓	✓	✓
Classify words used in content areas, with support	✓	✓	✓	✓
Use synonyms and antonyms to determine the meaning of new subject area vocabulary, with support	✓	✓	✓	✓
Apply knowledge of roots and affixes to determine word meanings of content area vocabulary, with support	1-2	✓	✓	✓
Read homographs aloud, correctly adjusting sounds to fit meanings (e.g., read – present tense; read – past tense), and use homonyms in context, with support	1-2	✓	✓	✓
Use text structures to determine the meaning of new vocabulary, with limited support		✓	✓	✓
Apply knowledge of connotation and denotation to learn the meanings of new words, with limited support		✓	✓	✓
Determine the meaning of vocabulary in figurative language, with support		✓	✓	✓
Interpret metaphors and similes to understand new uses of words and phrases in texts, with support		✓	✓	✓
Use analogies to determine the meaning of new subject area vocabulary, with support			✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.2 Identify the meaning of written vocabulary (continued)

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Proficient/Mainstream Level</b>				
Apply knowledge of roots and affixes to determine word meanings of subject area vocabulary, independently	1-2	✓	✓	✓
Classify words used in content areas, independently	✓	✓	✓	✓
Use context clues to determine the meaning of new subject area vocabulary, independently	✓	✓	✓	✓
Use synonyms and antonyms to determine the meaning of new subject area vocabulary, independently	✓	✓	✓	✓
Use text structures to determine the meaning of new vocabulary, independently		✓	✓	✓
Apply knowledge of connotation and denotation to learn the meanings of new words, independently		✓	✓	✓
Read homographs aloud, correctly adjusting sounds to fit meanings and use homonyms in context, independently	✓	✓	✓	✓
Determine the meaning of vocabulary in figurative language, independently		✓	✓	✓
Interpret metaphors and similes to understand new uses of words and phrases in texts, independently		✓	✓	✓
Use analogies to determine the meaning of new subject area vocabulary, independently			✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.3 Read with comprehension

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Beginning Level</b>				
Follow simple written directions, with extensive support	✓	✓	✓	✓
Recall and sequence information from fictional and non-fictional texts, with support	✓	✓	✓	✓
Answer literal and evaluative questions about age-appropriate, simplified texts, with support	✓	✓	✓	✓
Demonstrate comprehension of age-appropriate, simplified texts by using pictures and/or graphic organizers, with support	✓	✓	✓	✓
Predict content, events and/or outcomes in age-appropriate, simplified texts, using illustrations, previous information from texts and prior experiences, with support	✓	✓	✓	✓
Identify the purpose of age-appropriate and grade-level texts, with support	1-2	✓	✓	✓
Summarize the content of age-appropriate, simplified texts by identifying main ideas and some supporting details, with extensive support		✓	✓	✓
Use analogies to determine the meaning of new subject area vocabulary, independently			✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.3 Read with comprehension (continued)

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Intermediate Level</b>				
Follow simple written directions, with support	✓	✓	✓	✓
Recall, retell and sequence information from fictional and non-fictional texts, with support	✓	✓	✓	✓
Answer literal and evaluative questions about age-appropriate, familiar texts, with limited support	✓	✓	✓	✓
Demonstrate comprehension of age-appropriate, familiar texts by using pictures and/or graphic organizers	✓	✓	✓	✓
Predict content, events and/or outcomes in age-appropriate texts, using illustrations, previous information from texts and prior experiences, with limited support	✓	✓	✓	✓
Make comparisons across texts, using prior knowledge and experiences, with support	✓	✓	✓	✓
Monitor oral and silent reading comprehension by identifying pronunciation errors and beginning to self correct, or by rereading and using context cues, with support	1-2	✓	✓	✓
State the purpose of age-appropriate grade-level texts in students' own words, with support	1-2	✓	✓	✓
Answer inferential questions about age-appropriate, familiar texts, with support	2	✓	✓	✓
Summarize the content of age-appropriate, familiar texts by identifying main ideas and some supporting details		✓	✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.3 Read with comprehension (continued)

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Advanced Level</b>				
Follow written directions, with support	✓	✓	✓	✓
Recall, retell and sequence information from fictional and non-fictional texts, with limited support	✓	✓	✓	✓
Answer literal and evaluative questions about age-appropriate subject area texts, with limited support	✓	✓	✓	✓
Predict content, events and outcomes in age-appropriate subject area texts, using illustrations, previous information from texts and prior experiences, with limited support	✓	✓	✓	✓
Demonstrate comprehension of age-appropriate content-area texts by using pictures and/or graphic organizers, with support	✓	✓	✓	✓
Make comparisons within and across content-area texts, using prior knowledge and experience, with limited support	✓	✓	✓	✓
Summarize the content of age-appropriate subject area texts by identifying main ideas and some supporting details	1-2	✓	✓	✓
Monitor oral and silent reading comprehension of grade-level texts by identifying pronunciation errors and self-correcting, or by rereading and using context cues, with limited support	1-2	✓	✓	✓
Accurately recall and summarize main ideas and supporting details of texts, with limited support	2	✓	✓	✓
State the purpose of age-appropriate grade-level texts in students' own words, with limited support	1-2	✓	✓	✓
Establish and adjust purposes for reading, with limited support		✓	✓	✓
Answer inferential questions about age-appropriate subject area texts, with limited support		✓	✓	✓
Monitor reading comprehension by summarizing, note taking, making lists or using graphic organizers to construct meaning, with limited support		✓	✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.3 Read with comprehension (continued)

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Proficient/Mainstream Level</b>				
Follow written directions, independently	✓	✓	✓	✓
Recall, retell and sequence information from fictional and non-fictional texts, independently	✓	✓	✓	✓
Apply reading comprehension strategies to understand age-appropriate grade-level texts, independently	✓	✓	✓	✓
Demonstrate comprehension of age-appropriate content-area texts by using pictures and/or graphic organizers	✓	✓	✓	✓
State the purpose of age-appropriate grade-level texts in students' own words, independently	1-2	✓	✓	✓
Ask and answer literal, inferential and evaluative questions about age-appropriate grade-level texts, independently		✓	✓	✓
Make critical comparisons across texts, noting the author's style as well as the literal and implied content of texts, independently		✓	✓	✓
Monitor reading comprehension by summarizing, note taking, list making or using graphic organizers to construct meaning		✓	✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.4 Read for varied purposes

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Beginning Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Look through books with purpose	K			
Identify purposes for reading, including to gain information, to perform a task, for enjoyment or for a literary experience	✓	✓	✓	✓
Read and follow simple, single-step, written instructions	✓	✓	✓	✓
Identify age-appropriate, simplified texts as fact or fiction	1-2	✓	✓	✓
Read age-appropriate, simplified informational texts, and identify main ideas and supporting details	1-2	✓	✓	✓
Identify information in simple diagrams, charts, graphs and maps	1-2	✓	✓	✓
Read age-appropriate, simplified literary texts, and identify basic components such as theme, main characters and setting	1-2	✓	✓	✓
Read and comprehend simple poems with visuals or illustrations	1-2	✓	✓	✓
Use the table of contents, glossary, captions and illustrations in age-appropriate, simplified texts to identify basic information, with support	2	✓	✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.4 Read for varied purposes (continued)

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Intermediate Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Look through books with purpose, and use pictures and illustrations to aid comprehension, with support	K			
Read and follow multi-step, written instructions, with support	1-2	✓	✓	✓
Read age-appropriate grade-level informational texts, and identify main ideas and supporting details, with support	✓	✓	✓	✓
Identify information in diagrams, charts, graphs and maps	✓	✓	✓	✓
Read age-appropriate grade-level literary texts and poems, with support, and identify basic components, such as theme, main characters and setting	✓	✓	✓	✓
Identify criteria for choosing independent reading material for various purposes (personal interest, recommendations of other persons, knowledge of authors and genres)	1-2	✓	✓	✓
Identify age-appropriate grade-level texts as fact or fiction	1-2	✓	✓	✓
Use the table of contents, glossary, captions and illustrations in age-appropriate grade-level texts to identify basic information, with limited support	2	✓	✓	✓
Identify fact, opinion, cause and effect, with support		✓	✓	✓
Read and use a variety of texts: books, magazines, newspapers and online resources, to research information on a given topic, with support		✓	✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.4 Read for varied purposes (continued)

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Advanced Level</b>				
Look through books with purpose, and use pictures and illustrations to aid comprehension, with limited support	K			
Identify different books as reality or fantasy, with limited support	K			
Identify characters, setting, main idea and plot of texts, with limited support	K			
Apply criteria to choose independent reading material for various purposes	✓	✓	✓	✓
Use the table of contents, glossary, captions and illustrations in age-appropriate grade-level texts to identify basic information, independently	2	✓	✓	✓
Identify and explain defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction, with limited support	1-2	✓	✓	✓
Draw conclusions from information found in grade-level texts, with limited support	1-2	✓	✓	✓
Read for varied purposes; use text features to aid comprehension, with limited support	1-2	✓	✓	✓
Analyze, compare and contrast characters, setting, theme, point of view and plot of text, with limited support	2	✓	✓	✓
Distinguish between fact and opinion, cause and effect in content areas, with limited support		✓	✓	✓
Locate and use a variety of texts: books, magazines, newspapers and online resources, to research information on a given topic, with limited support		✓	✓	✓
Recognize and discuss plagiarism and its effects, with limited support			✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.4 Read for varied purposes (continued)

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Proficient/Mainstream Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Look through books with purpose, and use pictures and illustrations to aid comprehension, independently	K			
Identify different books as reality or fantasy, independently	K			
Identify characters, setting, main idea and plot of texts, independently	K			
Identify and explain defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction, independently	1-2	✓	✓	✓
Draw conclusions from information found in grade-level texts, independently	1-2	✓	✓	✓
Read for varied purposes; use text features to aid comprehension	1-2	✓	✓	✓
Analyze, compare and contrast characters, setting, theme, point of view and plot of text, independently	2	✓	✓	✓
Distinguish between fact and opinion, cause and effect in content areas, independently		✓	✓	✓
Locate and use a variety of texts: books, magazines, newspapers and online resources, to research information on a given topic, with limited support		✓	✓	✓
Recognize and discuss plagiarism and its effects			✓	✓
Identify persuasive techniques such as “bandwagon,” testimonials, transfers, “glittering” generalities, emotional word repetition, “bait and switch”			✓	✓
Evaluate consumer, workplace and public documents				✓

# English Language Proficiency Standards for LEP Students



# Writing Benchmarks

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## LANGUAGE DOMAIN: WRITING

4. LEP students will develop the English writing skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 4.1 Write using appropriate conventions and grammar

Benchmarks	Grade levels			
<b>Beginning Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Write numbers and all letters of the alphabet legibly in manuscript	✓	✓	✓	✓
Write with correct directionality and spacing	✓	✓	✓	✓
Write simple sentences with correct capitalization, punctuation, spelling and grammar, following a model	✓	✓	✓	✓
Write most common contractions correctly	1-2	✓	✓	✓
Write all letters of the alphabet legibly in cursive		✓	✓	✓
<b>Intermediate Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Show characteristics of early-name alphabetic spelling	K			
Write simple sentences independently, with correct capitalization, punctuation, spelling and moderate control of grammar	1-2	✓	✓	✓
Write more complex sentences with correct capitalization, punctuation, spelling and moderate control of grammar, following a model	2	✓	✓	✓
<b>Advanced Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Use some end consonant sounds when spelling	K			
Write simple sentences independently, with correct capitalization, punctuation, spelling and control of grammar	1-2	✓	✓	✓
Write a variety of sentence structures independently, with correct capitalization, punctuation, spelling and moderate control of grammar		✓	✓	✓
<b>PROFICIENT/TRIAL-MAINSTREAM LEVEL</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Write simple sentences, using proper end punctuation	K			
Write sentences at grade-level expectations independently, with correct capitalization, punctuation, spelling and good control of grammar	1-2	✓	✓	✓
Write a variety of sentence structures at grade-level expectations independently, with correct capitalization, punctuation, spelling and good control of grammar		✓	✓	✓

## LANGUAGE DOMAIN: WRITING

4. LEP students will develop the English writing skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 4.2 Write for varied purposes and audiences, with appropriate tone and voice, using various media

*Note: Implicit in this standard is that students will use technology as a writing tool*

Benchmarks	Grade levels			
<b>Beginning Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Write basic personal information	✓	✓	✓	✓
Write simple personal and reflective journal entries, with extensive support	1-2	✓	✓	✓
Write simple notes and letters, with extensive support	1-2	✓	✓	
Write simple narratives and poems, with extensive support	1-2	✓	✓	✓
Write as a learning strategy, as when taking notes and completing graphic organizers, with extensive support	1-2	✓	✓	✓
Write to demonstrate learning, share ideas and present new information in simple formats, with extensive support	1-2	✓	✓	✓
<b>Intermediate Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Write simple notes and letters, with extensive support	K			
Write personal and reflective journal entries, with support	1-2	✓	✓	✓
Write notes and letters, with support	1-2	✓	✓	✓
Write narratives and poems, with support	1-2	✓	✓	✓
Write as a learning strategy, with support	1-2	✓	✓	✓
Write to demonstrate learning, share ideas and present new information, with support	1-2	✓	✓	✓
Write to demonstrate learning, with support	1-2	✓	✓	✓
Complete personal information on simple forms and/or applications, with support		✓	✓	✓

## LANGUAGE DOMAIN: WRITING

4. LEP students will develop the English writing skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 4.2 Write for varied purposes and audiences, with appropriate tone and voice, using various media *(continued)*

*Note: Implicit in this standard is that students will use technology as a writing tool*

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Advanced Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Write simple personal and reflective journal entries, with extensive support	K			
Write simple notes and letters, with extensive support	K			
Write personal and reflective journal entries, with limited support	1-2	✓	✓	✓
Write notes and letters, with limited support	1-2	✓	✓	✓
Write narratives and poems, with limited support	1-2	✓	✓	✓
Write as a learning strategy, with limited support	1-2	✓	✓	✓
Write to demonstrate learning, share ideas and present new information, with limited support	1-2	✓	✓	✓
<b>Proficient/Trial-mainstream Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Write to demonstrate learning, share ideas and present new information in simple formats, independently	K			
Write personal and reflective journal entries, independently	1-2	✓	✓	✓
Write notes and letters, independently	1-2	✓	✓	✓
Write narratives and poems, independently	1-2	✓	✓	✓
Write as a learning strategy, independently	1-2	✓	✓	✓
Write to demonstrate learning, share ideas and present new information, independently	1-2	✓	✓	✓
Complete forms and/or applications, independently		✓	✓	✓

## LANGUAGE DOMAIN: WRITING

4. LEP students will develop the English writing skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 4.3 Write using the writing process

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Beginning Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Use pre-writing strategies to generate and organize ideas for writing about a given topic, with extensive support	✓	✓	✓	✓
Draft complete sentences based on pre-writing activities, with extensive support	1-2	✓	✓	✓
Review and revise draft sentences for content, organization and vocabulary, with extensive support	1-2	✓	✓	✓
Edit written work for mechanics and structure, with extensive support	1-2	✓	✓	✓
Judge the quality of writing, with extensive support	1-2	✓	✓	✓
Publish for display and/or sharing using available technology, with extensive support	1-2	✓	✓	✓
<b>Intermediate Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Use pre-writing strategies to generate and organize ideas for writing about a given topic, with extensive support	✓	✓	✓	✓
Edit written work for mechanics and structure to improve fluency, with support	1-2	✓	✓	✓
Judge the quality of writing, with support	1-2	✓	✓	✓
Publish for display and/or sharing using available technology, with support	1-2	✓	✓	✓
Organize and draft a paragraph based on pre-writing activities, with support	2	✓	✓	✓
Review and revise draft paragraphs for content, organization and vocabulary, with support	2	✓	✓	✓



## LANGUAGE DOMAIN: WRITING

4. LEP students will develop the English writing skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 4.3 Write using the writing process (continued)

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Advanced Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Edit written work for mechanics and structure, with extensive support	K			
Develop topics for writing, and apply pre-writing strategies to organize ideas, with limited support	1-2	✓	✓	✓
Organize and draft a composition based on pre-writing activities, with limited support	1-2	✓	✓	✓
Review and revise draft compositions for content, organization and vocabulary, with limited support	1-2	✓	✓	✓
Edit written work for mechanics and structure to improve fluency, with limited support	1-2	✓	✓	✓
Judge the quality of writing, with limited support	1-2	✓	✓	✓
Publish for display and/or sharing using available technology, with limited support	1-2	✓	✓	✓

## LANGUAGE DOMAIN: WRITING

4. LEP students will develop the English writing skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 4.3 Write using the writing process (continued)

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Proficient/Trial-mainstream Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Draft complete sentences based on pre-writing activities, with extensive support	K			
Review and revise draft sentences for content, organization and vocabulary, with extensive support	K			
Judge the quality of writing, with extensive support	K			
Publish for display and/or sharing, using available technology, with extensive support	K			
Organize and draft a composition based on pre-writing activities, independently	1-2	✓	✓	✓
Review and revise draft compositions for content, organization and vocabulary, independently	1-2	✓	✓	✓
Edit written work for mechanics and structure to improve fluency independently	1-2	✓	✓	✓
Judge the quality of writing, independently	1-2	✓	✓	✓
Publish for display and/or sharing using available technology, independently	1-2	✓	✓	✓
Develop topics for writing and apply pre-writing strategies to organize ideas, independently	2	✓	✓	✓



## LANGUAGE DOMAIN: WRITING

4. LEP students will develop the English writing skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 4.4 Write using a range of vocabulary, sentence structures and verb tenses

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Beginning Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Write the names of objects or places	K			
Use basic, high-frequency vocabulary and simple structures to communicate ideas	1-2	✓	✓	✓
<b>Intermediate Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Use basic, high-frequency vocabulary and simple structures to communicate ideas	K			
Use basic vocabulary and common structures to communicate a range of ideas	1-2	✓	✓	✓
Express ideas using present, past and future tenses		✓	✓	✓
<b>Advanced Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Use basic vocabulary and common structures to communicate a range of ideas	K			
Use more extensive vocabulary, common idioms and a variety of structures to express a wider range of ideas	1-2	✓	✓	✓
Express ideas using a wider range of verb tenses	1-2	✓	✓	✓
<b>Proficient/Trial-mainstream Level</b>				
Express ideas using present and past tenses	K			
Express complex ideas and use a wide range of vocabulary, idioms and structures	1-2	✓	✓	✓
Express ideas using a full range of verb tenses	1-2	✓	✓	✓
Use appropriate language structures and content vocabulary for academic subjects	1-2	✓	✓	✓

**Benchmarks of English  
Language Proficiency  
by  
Proficiency Levels**

B

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A

P  
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# Beginning Level Benchmarks



## LANGUAGE DOMAIN: LISTENING

- LEP students will develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 1.1 Comprehend spoken instructions

Benchmarks	Grade levels			
Beginning Level	K-2	3-5	6-8	9-12
Follow modeled directions, supported with visuals	✓	✓	✓	✓
Follow oral directions as part of a familiar routine, with support	2	✓	✓	✓
Follow oral directions in media presentations, with extensive support	2	✓	✓	✓
Follow simple oral directions, with repetition or rephrasing	2	✓	✓	✓
Follow simple, routine oral directions, with extensive support	K-1			

### Standard 1.2 Identify main ideas and supporting details of spoken English

Benchmarks	Grade levels			
Beginning Level	K-2	3-5	6-8	9-12
Identify the main idea of brief, routine messages in familiar contexts, which may be supported by visuals	2	✓	✓	✓
Identify details of brief, routine messages in familiar contexts, which may be supported by visuals	2	✓	✓	✓
Identify the main idea and details of simple fiction read aloud, supported by visuals	2	✓	✓	✓
Identify the main idea of simple expository information presented orally, supported by visuals	2	✓	✓	✓
Identify the main idea of simple oral presentations via radio, video, television and other media	2	✓	✓	✓

## LANGUAGE DOMAIN: LISTENING

- LEP students will develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 1.3 Determine speaker attitude and point of view

Benchmarks	Grade levels			
Beginning Level	K-2	3-5	6-8	9-12
Identify the speaker's obvious attitude, mood or emotion in simple oral messages by reading body language and/or tone and voice quality, with support	✓	✓	✓	✓

### Standard 1.4 Comprehend the meaning of academic and/or specialized vocabulary when spoken

Benchmarks	Grade levels			
Beginning Level	K-2	3-5	6-8	9-12
Recognize high-frequency, grade-level spoken academic vocabulary when presented with extensive contextual support	✓	✓	✓	✓
Comprehend specialized vocabulary spoken in familiar, routine and/or social contexts, with extensive support	✓	✓	✓	✓

### Standard 1.5 Make inferences and predictions when listening to speakers

Benchmarks	Grade levels			
Beginning Level	K-2	3-5	6-8	9-12
Make simple predictions based on familiar, brief spoken material, with support	✓	✓	✓	✓

## LANGUAGE DOMAIN: SPEAKING

2. LEP students will develop the English speaking skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 2.1 Speak fluently, using clear pronunciation and with appropriate intonation and stress

Benchmarks	Grade levels			
<b>Beginning Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Produce basic words and familiar phrases that can be understood	✓	✓	✓	✓
Begin to use appropriate intonation and stress when using longer phrases	✓	✓	✓	✓

### Standard 2.2 Speak using appropriate grammar and vocabulary

Benchmarks	Grade levels			
<b>Beginning Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
State familiar and rehearsed expressions using correct grammar and other conventions of language	✓	✓	✓	✓
Use basic high-frequency and memorized vocabulary when speaking	✓	✓	✓	✓

## LANGUAGE DOMAIN: SPEAKING

2. LEP students will develop the English speaking skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 2.3 Speak for varied purposes, both informal and formal, with focus, relevance and cohesion

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Beginning Level</b>				
Connect with others through rehearsed greetings and expressions of basic feelings and opinions	✓	✓	✓	✓
Ask and answer simple questions about personal and social situations	✓	✓	✓	✓
Ask and answer simple questions about familiar topics in classroom settings	✓	✓	✓	✓
Request clarification and/or information, using rehearsed expressions	✓	✓	✓	✓
Seek and/or give support to others, following a model	✓	✓	✓	✓
Repeat and/or retell simple directions or information	✓	✓	✓	✓
Begin to identify and use appropriate language styles, gestures and topics for different kinds of interactions, with support	✓	✓	✓	✓
Reply to greetings and simple questions on the telephone	✓	✓	✓	✓
Retell familiar stories, using visual aids and rehearsed words and phrases	✓	✓	✓	✓
Interact with adults and peers to complete simple tasks and make simple announcements, with support	✓	✓	✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.1 Demonstrate reading strategies

Benchmarks	Grade levels			
Beginning Level	K-2	3-5	6-8	9-12
Recognize the differences between illustrations and print	✓	✓	✓	✓
Demonstrate pre- and early reading skills, including knowledge of the alphabet, letter-sound correspondence, directionality of print and structural analysis to decode words	✓	✓	✓	✓
Develop and use background knowledge to gain meaning from texts, with extensive support	✓	✓	✓	✓
Use pictures and other graphics to help identify the purpose and meaning of texts, with support	✓	✓	✓	✓
Recognize, repeat and/or read aloud rehearsed words, phrases, sentences and basic reading materials, with extensive support	✓	✓	✓	✓
Begin to use a dictionary and/or picture dictionary (bilingual or English) to help identify the meanings of words, with extensive support	✓	✓	✓	✓
Recognize patterns in simplified texts to make predictions	✓	✓	✓	✓

### Standard 3.2 Identify the meaning of written vocabulary

Benchmarks	Grade levels			
Beginning Level	K-2	3-5	6-8	9-12
Identify basic words, such as color words, number words and directional words	✓	✓	✓	✓
Recognize and comprehend sight words, signs and symbols found in everyday life	✓	✓	✓	✓
Classify high-frequency words into categories, with the help of visuals and scaffolding	✓	✓	✓	✓
Recognize synonyms and antonyms of high-frequency words, with extensive support	✓	✓	✓	✓
Use context clues to determine the meaning of new vocabulary within a familiar context, with support	✓	✓	✓	✓
Begin to recognize common homonyms, homographs and/or homophones, with support	1-2	✓	✓	✓
Predict the meaning of high-frequency compound words, with support	1-2	✓	✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.3 Read with comprehension

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Beginning Level</b>				
Follow simple written directions, with extensive support	✓	✓	✓	✓
Recall and sequence information from fictional and non-fictional texts, with support	✓	✓	✓	✓
Answer literal and evaluative questions about age-appropriate, simplified texts, with support	✓	✓	✓	✓
Demonstrate comprehension of age-appropriate, simplified texts by using pictures and/or graphic organizers, with support	✓	✓	✓	✓
Predict content, events and/or outcomes in age-appropriate, simplified texts, using illustrations, previous information from texts and prior experiences, with support	✓	✓	✓	✓
Identify the purpose of age-appropriate and grade-level texts, with support	1-2	✓	✓	✓
Summarize the content of age-appropriate, simplified texts by identifying main ideas and some supporting details, with extensive support		✓	✓	✓
Use analogies to determine the meaning of new subject area vocabulary, independently			✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.4 Read for varied purposes

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Beginning Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Look through books with purpose	K			
Identify purposes for reading, including to gain information, to perform a task, for enjoyment or for a literary experience	✓	✓	✓	✓
Read and follow simple, single-step, written instructions	✓	✓	✓	✓
Identify age-appropriate, simplified texts as fact or fiction	1-2	✓	✓	✓
Read age-appropriate, simplified informational texts, and identify main ideas and supporting details	1-2	✓	✓	✓
Identify information in simple diagrams, charts, graphs and maps	1-2	✓	✓	✓
Read age-appropriate, simplified literary texts, and identify basic components such as theme, main characters and setting	1-2	✓	✓	✓
Read and comprehend simple poems with visuals or illustrations	1-2	✓	✓	✓
Use the table of contents, glossary, captions and illustrations in age-appropriate, simplified texts to identify basic information, with support	2	✓	✓	✓

## LANGUAGE DOMAIN: WRITING

4. LEP students will develop the English writing skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 4.1 Write using appropriate conventions and grammar

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Beginning Level</b>				
Write numbers and all letters of the alphabet legibly in manuscript	✓	✓	✓	✓
Write with correct directionality and spacing	✓	✓	✓	✓
Write simple sentences with correct capitalization, punctuation, spelling and grammar, following a model	✓	✓	✓	✓
Write most common contractions correctly	1-2	✓	✓	✓
Write all letters of the alphabet legibly in cursive		✓	✓	✓

### Standard 4.2 Write for varied purposes and audiences, with appropriate tone and voice, using various media

*Note: Implicit in this standard is that students will use technology as a writing tool*

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Beginning Level</b>				
Write basic personal information	✓	✓	✓	✓
Write simple personal and reflective journal entries, with extensive support	1-2	✓	✓	✓
Write simple notes and letters, with extensive support	1-2	✓	✓	
Write simple narratives and poems, with extensive support	1-2	✓	✓	✓
Write as a learning strategy, as when taking notes and completing graphic organizers, with extensive support	1-2	✓	✓	✓
Write to demonstrate learning, share ideas and present new information, in simple formats, with extensive support	1-2	✓	✓	✓

## LANGUAGE DOMAIN: WRITING

4. LEP students will develop the English writing skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 4.3 Write using the writing process

Benchmarks	Grade levels			
Beginning Level	K-2	3-5	6-8	9-12
Use pre-writing strategies to generate and organize ideas for writing about a given topic, with extensive support	✓	✓	✓	✓
Draft complete sentences based on pre-writing activities, with extensive support	1-2	✓	✓	✓
Review and revise draft sentences for content, organization and vocabulary, with extensive support	1-2	✓	✓	✓
Edit written work for mechanics and structure, with extensive support	1-2	✓	✓	✓
Judge the quality of writing, with extensive support	1-2	✓	✓	✓
Publish for display and/or sharing using available technology, with extensive support	1-2	✓	✓	✓

### Standard 4.4 Write using a range of vocabulary, sentence structures and verb tenses

Benchmarks	Grade levels			
Beginning Level	K-2	3-5	6-8	9-12
Write the names of objects or places	K			
Use basic, high-frequency vocabulary and simple structures to communicate ideas	1-2	✓	✓	✓

# Intermediate Level Benchmarks



## LANGUAGE DOMAIN: LISTENING

- LEP students will develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 1.1 Comprehend spoken instructions

Benchmarks	Grade levels			
Intermediate Level	K-2	3-5	6-8	9-12
Follow simple, routine oral directions, with limited support	2	✓	✓	✓
Follow oral directions in media presentations, with support	2	✓	✓	✓
Follow multi-step directions, with repetition or rephrasing, within a familiar context or with visual support	2	✓	✓	✓
Follow simple oral directions, with support	K-1			

### Standard 1.2 Identify main ideas and supporting details of spoken English

Benchmarks	Grade levels			
Intermediate Level	K-2	3-5	6-8	9-12
Identify the main idea of longer, routine messages in familiar contexts, which may be supported by visuals	2	✓	✓	✓
Identify details of longer, routine messages in familiar contexts, which may be supported by visuals	2	✓	✓	✓
Identify the main idea and details of fiction read aloud, with support	2	✓	✓	✓
Identify the main idea of expository information presented orally, with support	2	✓	✓	✓
Identify the main idea and significant, relevant details of oral presentations via radio, video, television and other media, with support	2	✓	✓	✓

## LANGUAGE DOMAIN: LISTENING

- LEP students will develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 1.3 Determine speaker attitude and point of view

Benchmarks	Grade levels			
Intermediate Level	K-2	3-5	6-8	9-12
Identify and/or describe the speaker's attitude, mood or emotion in oral messages by reading body language and/or tone and voice quality, with limited support	✓	✓	✓	✓
Interpret the speaker's attitude, mood, emotion and/or innuendo in extended oral messages by reading body language and/or tone and voice quality, with limited support			✓	✓

### Standard 1.4 Comprehend the meaning of academic and/or specialized vocabulary when spoken

Benchmarks	Grade levels			
Intermediate Level	K-2	3-5	6-8	9-12
Recognize and comprehend high-frequency, grade-level spoken academic vocabulary when presented with contextual support	✓	✓	✓	✓
Comprehend specialized vocabulary spoken in a variety of contexts, with support	✓	✓	✓	✓
Identify the literal meanings of words, with support	✓	✓	✓	✓
Use knowledge of cognates to comprehend new vocabulary, with extensive support	✓	✓	✓	✓
Identify figurative meanings of words and idiomatic phrases, with support	2	✓	✓	✓

### Standard 1.5 Make inferences and predictions when listening to speakers

Benchmarks	Grade levels			
Intermediate Level	K-2	3-5	6-8	9-12
Make predictions based on familiar, brief spoken material presented, with support	✓	✓	✓	✓
Make inferences and predictions based on familiar, extended spoken material presented, with limited support		✓	✓	✓

## LANGUAGE DOMAIN: SPEAKING

2. LEP students will develop the English speaking skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 2.1 Speak fluently, using clear pronunciation and with appropriate intonation and stress

Benchmarks	Grade levels			
<b>Intermediate Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Produce a wide range of words, phrases and sentences that can be understood	✓	✓	✓	✓
Produce most phrases and sentences with appropriate intonation and stress	✓	✓	✓	✓

### Standard 2.2 Speak using appropriate grammar and vocabulary

Benchmarks	Grade levels			
<b>Intermediate Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Speak familiar and rehearsed expressions with few non-native errors in a variety of social and academic settings	✓	✓	✓	✓
Use a range of familiar and newly-introduced vocabulary when speaking	✓	✓	✓	✓

## LANGUAGE DOMAIN: SPEAKING

2. LEP students will develop the English speaking skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 2.3 Speak for varied purposes, both informal and formal, with focus, relevance and cohesion

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Intermediate Level</b>				
Express a wider range of feelings and opinions, using details	✓	✓	✓	✓
Ask and answer simple questions about personal and social situations	✓	✓	✓	✓
Ask and answer two-part questions about familiar topics in classroom settings	1-2	✓	✓	✓
Request clarification and/or information in a variety of settings	✓	✓	✓	✓
Seek support from and/or give support to others	✓	✓	✓	✓
Paraphrase or restate simple directions or information	✓	✓	✓	✓
Identify and use appropriate language styles, gestures and topics for different kinds of interactions, with limited support	✓	✓	✓	✓
Engage in routine telephone conversations, asking for repetition or clarification when needed	✓	✓	✓	✓
Retell stories, using visual support	✓	✓	✓	✓
Interact with adults and peers to complete more complex tasks and make announcements, with limited support	✓	✓	✓	✓
Orally relay simple messages to other persons	✓	✓	✓	✓
Participate in group oral presentations	✓	✓	✓	✓
Tell about or explain personal experiences or events	✓	✓	✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.1 Demonstrate reading strategies

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Intermediate Level</b>				
Recognize different forms and conventions of print in relation to the function and meaning of texts, with support	✓	✓	✓	✓
Demonstrate the higher-level reading strategies of previewing, predicting and reviewing texts, with support	✓	✓	✓	✓
Develop and use background knowledge to gain meaning from texts, with support	✓	✓	✓	✓
Use pictures and other graphics to help identify the purpose and meaning of texts, with limited support	✓	✓	✓	✓
Use organizers and/or outlines to assist in comprehension, with support	✓	✓	✓	✓
Read aloud from familiar texts with increasing accuracy, with support	1-2	✓	✓	✓
Use a dictionary, picture dictionary and/or glossary (bilingual or English) to help identify the meanings of words, with extensive support	✓			
Use a dictionary, picture dictionary and/or glossary (bilingual or English) to help identify the meanings of words, with support		✓	✓	✓
Recognize patterns in a variety of texts to draw inferences, with support		✓	✓	✓
Demonstrate the higher-level reading strategies of skimming and scanning, with support		✓	✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.2 Identify the meaning of written vocabulary

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Intermediate Level</b>				
Use context clues to determine the meaning of new vocabulary, with support	✓	✓	✓	✓
Classify words into categories, with limited support	✓	✓	✓	✓
Apply the meaning of synonyms and antonyms, with support	✓	✓	✓	✓
Apply knowledge of roots and affixes to determine word meanings, with support	1-2	✓	✓	✓
Recognize, read and use homonyms, homographs and homophones, with support	1-2	✓	✓	✓
Apply knowledge of individual words in unknown compound words to determine meaning, with support	1-2	✓	✓	✓
Use knowledge of contractions and common abbreviations to identify whole words	1-2	✓	✓	✓
Use text structures to determine the meaning of new vocabulary, with support		✓	✓	✓
Apply knowledge of connotation and denotation to learn the meanings of new words, with support		✓	✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.3 Read with comprehension

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Intermediate Level</b>				
Follow simple written directions, with support	✓	✓	✓	✓
Recall, retell and sequence information from fictional and non-fictional texts, with support	✓	✓	✓	✓
Answer literal and evaluative questions about age-appropriate, familiar texts, with limited support	✓	✓	✓	✓
Demonstrate comprehension of age-appropriate, familiar texts by using pictures and/or graphic organizers	✓	✓	✓	✓
Predict content, events and/or outcomes in age-appropriate texts, using illustrations, previous information from texts and prior experiences, with limited support	✓	✓	✓	✓
Make comparisons across texts, using prior knowledge and experiences, with support	✓	✓	✓	✓
Monitor oral and silent reading comprehension by identifying pronunciation errors and beginning to self correct, or by rereading and using context cues, with support	1-2	✓	✓	✓
State the purpose of age-appropriate grade-level texts in students' own words, with support	1-2	✓	✓	✓
Answer inferential questions about age-appropriate, familiar texts, with support	2	✓	✓	✓
Summarize the content of age-appropriate, familiar texts by identifying main ideas and some supporting details		✓	✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.4 Read for varied purposes

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Intermediate Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Look through books with purpose, and use pictures and illustrations to aid comprehension, with support	K			
Read and follow multi-step, written instructions, with support	1-2	✓	✓	✓
Read age-appropriate grade-level informational texts, and identify main ideas and supporting details, with support	✓	✓	✓	✓
Identify information in diagrams, charts, graphs and maps	✓	✓	✓	✓
Read age-appropriate grade-level literary texts and poems, with support, and identify basic components such as theme, main characters and setting	✓	✓	✓	✓
Identify criteria for choosing independent reading material for various purposes (personal interest, recommendations of other persons, knowledge of authors and genres)	1-2	✓	✓	✓
Identify age-appropriate grade-level texts as fact or fiction	1-2	✓	✓	✓
Use the table of contents, glossary, captions and illustrations in age-appropriate grade-level texts to identify basic information, with limited support	2	✓	✓	✓
Identify fact, opinion, cause and effect, with support		✓	✓	✓
Read and use a variety of texts: books, magazines, newspapers and online resources, to research information on a given topic, with support		✓	✓	✓

## LANGUAGE DOMAIN: WRITING

4. LEP students will develop the English writing skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 4.1 Write using appropriate conventions and grammar

Benchmarks	Grade levels			
Intermediate Level	K-2	3-5	6-8	9-12
Show characteristics of early-name alphabetic spelling	K			
Write simple sentences independently, with correct capitalization, punctuation, spelling and moderate control of grammar	1-2	✓	✓	✓
Write more complex sentences with correct capitalization, punctuation, spelling and moderate control of grammar, following a model	2	✓	✓	✓

### Standard 4.2 Write for varied purposes and audiences, with appropriate tone and voice, using various media

*Note: Implicit in this standard is that students will use technology as a writing tool*

Benchmarks	Grade levels			
Intermediate Level	K-2	3-5	6-8	9-12
Write simple notes and letters, with extensive support	K			
Write personal and reflective journal entries, with support	1-2	✓	✓	✓
Write notes and letters, with support	1-2	✓	✓	✓
Write narratives and poems, with support	1-2	✓	✓	✓
Write as a learning strategy, with support	1-2	✓	✓	✓
Write to demonstrate learning, share ideas and present new information, with support	1-2	✓	✓	✓
Write to demonstrate learning, with support	1-2	✓	✓	✓
Complete personal information on simple forms and/or applications, with support		✓	✓	✓

## LANGUAGE DOMAIN: WRITING

4. LEP students will develop the English writing skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 4.3 Write using the writing process

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Intermediate Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Use pre-writing strategies to generate and organize ideas for writing about a given topic, with extensive support	✓	✓	✓	✓
Edit written work for mechanics and structure to improve fluency, with support	1-2	✓	✓	✓
Judge the quality of writing, with support	1-2	✓	✓	✓
Publish for display and/or sharing using available technology, with support	1-2	✓	✓	✓
Organize and draft a paragraph based on pre-writing activities, with support	2	✓	✓	✓
Review and revise draft paragraphs for content, organization and vocabulary, with support	2	✓	✓	✓

### Standard 4.4 Write using a range of vocabulary, sentence structures and verb tenses

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Intermediate Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Use basic, high-frequency vocabulary and simple structures to communicate ideas	K			
Use basic vocabulary and common structures to communicate a range of ideas	2	✓	✓	✓
Express ideas using present, past and future tenses		✓	✓	✓

# English Language Proficiency Standards for LEP Students



# Advanced Level Benchmarks



## LANGUAGE DOMAIN: LISTENING

- LEP students will develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 1.1 Comprehend spoken instructions

Benchmarks	Grade levels			
Advanced Level	K-2	3-5	6-8	9-12
Follow simple and familiar oral directions	2	✓	✓	✓
Follow oral directions in media presentations, with limited support	2	✓	✓	✓
Follow multi-step oral directions, with limited repetition or rephrasing, within a familiar context	2	✓	✓	✓
Follow simple oral directions, with limited support	K-1			

### Standard 1.2 Identify main ideas and supporting details of spoken English

Benchmarks	Grade levels			
Advanced Level	K-2	3-5	6-8	9-12
Identify the main idea of extended, routine messages in familiar contexts, which may be supported by visuals	2	✓	✓	✓
Identify details of extended, routine messages in familiar contexts, which may be supported by visuals	2	✓	✓	✓
Identify the main idea and details of age-appropriate fiction read aloud, with limited support	2	✓	✓	✓
Identify the main idea of expository information presented orally, with limited support	2	✓	✓	✓
Identify the main idea and significant, relevant details of extended oral presentations via radio, video, television and other media, with limited support	2	✓	✓	✓

## LANGUAGE DOMAIN: LISTENING

- LEP students will develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 1.3 Determine speaker attitude and point of view

Benchmarks	Grade levels			
Advanced Level	K-2	3-5	6-8	9-12
Identify and/or describe a range of speakers' attitudes, moods or emotions in extended oral messages by reading body language and/or tone and voice quality, with limited support	✓	✓	✓	✓
Interpret multiple speakers' range of attitudes, moods, emotions, innuendos and/or biases in extended oral messages by reading body language and/or tone and voice quality			✓	✓

### Standard 1.4 Comprehend the meaning of academic and/or specialized vocabulary when spoken

Benchmarks	Grade levels			
Advanced Level	K-2	3-5	6-8	9-12
Recognize and comprehend grade-level, spoken academic vocabulary, with little or no support	✓	✓	✓	✓
Comprehend specialized vocabulary spoken in a variety of contexts, with little or no support	✓	✓	✓	✓
Identify the literal meanings of words, with limited support	✓	✓	✓	✓
Identify figurative meanings of words and idiomatic phrases, with limited support	2	✓	✓	✓
Use knowledge of cognates to comprehend new vocabulary, with limited support	✓	✓	✓	✓

### Standard 1.5 Make inferences and predictions when listening to speakers

Benchmarks	Grade levels			
Advanced Level	K-2	3-5	6-8	9-12
Make predictions based on unfamiliar, extended spoken material, with support	✓	✓	✓	✓
Make inferences and predictions based on unfamiliar, extended spoken material, with little support		✓	✓	✓

## LANGUAGE DOMAIN: SPEAKING

2. LEP students will develop the English speaking skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 2.1 Speak fluently, using clear pronunciation and with appropriate intonation and stress

Benchmarks	Grade levels			
<b>Advanced Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Produce a wider range of words, phrases and sentences that can be understood	✓	✓	✓	✓
Produce sustained speech with appropriate intonation and stress	✓	✓	✓	✓

### Standard 2.2 Speak using appropriate grammar and vocabulary

Benchmarks	Grade levels			
<b>Advanced Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Speak with few non-native errors in a variety of social and academic settings	✓	✓	✓	✓
Frequently use new content and technical vocabulary when communicating in academic settings	✓	✓	✓	✓

## LANGUAGE DOMAIN: SPEAKING

2. LEP students will develop the English speaking skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 2.3 Speak for varied purposes, both informal and formal, with focus, relevance and cohesion

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Advanced Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Give directions or information	K-1			
Give directions or information, using extended language	2	✓	✓	✓
Engage in telephone conversations, recording messages when necessary	✓	✓	✓	✓
Narrate or tell original stories, with or without visual support	✓	✓	✓	✓
Interact independently with adults and peers in various settings	✓	✓	✓	✓
Make formal and informal presentations on familiar topics	✓	✓	✓	✓
Make formal introductions	✓	✓	✓	✓
Orally relay complex messages to other individuals	2	✓	✓	✓
Ask and answer multi-step questions about a variety of topics in classroom settings	1-2	✓	✓	✓
Restate, summarize and clarify information	2	✓	✓	✓
Present ideas, supported by evidence		✓	✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.1 Demonstrate reading strategies

Benchmarks	Grade levels			
Advanced Level	K-2	3-5	6-8	9-12
Recognize different forms and conventions of print in relation to the function and meaning of texts, with limited support	✓	✓	✓	✓
Demonstrate the higher-level reading strategies of previewing, predicting and reviewing texts, with limited support	✓	✓	✓	✓
Use organizers and/or outlines to assist with comprehension, with limited support	✓	✓	✓	✓
Develop, discuss and apply background knowledge to gain meaning from texts, with limited support	✓	✓	✓	✓
Use a variety of cues to help identify the purpose and meaning of texts, with support	✓	✓	✓	✓
Read aloud with increasing accuracy from familiar and unfamiliar texts, with limited support	1-2	✓	✓	✓
Use a dictionary, picture dictionary and/or glossary (bilingual or English) to determine the meanings of words, with support	✓			
Use a dictionary, picture dictionary and/or glossary (bilingual or English) to determine the meanings of words, with limited support		✓	✓	✓
Use patterns and other cues in a variety of texts to draw inferences and conclusions, with limited support		✓	✓	✓
Demonstrate the higher-level reading strategies of skimming and scanning texts, with limited support		✓	✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.2 Identify the meaning of written vocabulary

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Advanced Level</b>				
Use context clues to determine the meaning of new content area vocabulary, with limited support	✓	✓	✓	✓
Classify words used in content areas, with support	✓	✓	✓	✓
Use synonyms and antonyms to determine the meaning of new subject area vocabulary, with support	✓	✓	✓	✓
Apply knowledge of roots and affixes to determine word meanings of content area vocabulary, with support	1-2	✓	✓	✓
Read homographs aloud, correctly adjusting sounds to fit meanings (e.g., read – present tense; read – past tense), and use homonyms in context, with support	1-2	✓	✓	✓
Use text structures to determine the meaning of new vocabulary, with limited support		✓	✓	✓
Apply knowledge of connotation and denotation to learn the meanings of new words, with limited support		✓	✓	✓
Determine the meaning of vocabulary in figurative language, with support		✓	✓	✓
Interpret metaphors and similes to understand new uses of words and phrases in texts, with support		✓	✓	✓
Use analogies to determine the meaning of new subject area vocabulary, with support			✓	✓

# English Language Proficiency Standards for LEP Students

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.3 Read with comprehension

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Advanced Level</b>				
Follow written directions, with support	✓	✓	✓	✓
Recall, retell and sequence information from fictional and non-fictional texts, with limited support	✓	✓	✓	✓
Answer literal and evaluative questions about age-appropriate subject area texts, with limited support	✓	✓	✓	✓
Predict content, events and outcomes in age-appropriate subject area texts, using illustrations, previous information from texts and prior experiences, with limited support	✓	✓	✓	✓
Demonstrate comprehension of age-appropriate content-area texts by using pictures and/or graphic organizers, with support	✓	✓	✓	✓
Make comparisons within and across content-area texts, using prior knowledge and experience, with limited support	✓	✓	✓	✓
Summarize the content of age-appropriate subject area texts by identifying main ideas and some supporting details	1-2	✓	✓	✓
Monitor oral and silent reading comprehension of grade-level texts by identifying pronunciation errors and self-correcting, or by rereading and using context cues, with limited support	1-2	✓	✓	✓
Accurately recall and summarize main ideas and supporting details of texts, with limited support	2	✓	✓	✓
State the purpose of age-appropriate grade-level texts in students' own words, with limited support	1-2	✓	✓	✓
Establish and adjust purposes for reading, with limited support		✓	✓	✓
Answer inferential questions about age-appropriate subject area texts, with limited support		✓	✓	✓
Monitor reading comprehension by summarizing, note taking, making lists or using graphic organizers to construct meaning, with limited support		✓	✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.4 Read for varied purposes

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Advanced Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Look through books with purpose, and use pictures and illustrations to aid comprehension, with limited support	K			
Identify different books as reality or fantasy, with limited support	K			
Identify characters, setting, main idea and plot of texts, with limited support	K			
Apply criteria to choose independent reading material for various purposes	✓	✓	✓	✓
Use the table of contents, glossary, captions and illustrations in age-appropriate grade-level texts to identify basic information, independently	2	✓	✓	✓
Identify and explain defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction, with limited support	1-2	✓	✓	✓
Draw conclusions from information found in grade-level texts, with limited support	1-2	✓	✓	✓
Read for varied purposes; use text features to aid comprehension, with limited support	1-2	✓	✓	✓
Analyze, compare and contrast characters, setting, theme, point of view and plot of text, with limited support	2	✓	✓	✓
Distinguish between fact and opinion, cause and effect in content areas, with limited support		✓	✓	✓
Locate and use a variety of texts: books, magazines, newspapers and online resources, to research information on a given topic, with limited support		✓	✓	✓
Recognize and discuss plagiarism and its effects, with limited support			✓	✓

## LANGUAGE DOMAIN: WRITING

4. LEP students will develop the English writing skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 4.1 Write using appropriate conventions and grammar

Benchmarks	Grade levels			
Advanced Level	K-2	3-5	6-8	9-12
Use some end consonant sounds when spelling	K			
Write simple sentences independently, with correct capitalization, punctuation, spelling and control of grammar	1-2	✓	✓	✓
Write a variety of sentence structures independently, with correct capitalization, punctuation, spelling and moderate control of grammar		✓	✓	✓

### Standard 4.2 Write for varied purposes and audiences, with appropriate tone and voice, using various media

*Note: Implicit in this standard is that students will use technology as a writing tool*

Benchmarks	Grade levels			
Advanced Level	K-2	3-5	6-8	9-12
Write simple personal and reflective journal entries, with extensive support	K			
Write simple notes and letters, with extensive support	K			
Write personal and reflective journal entries, with limited support	1-2	✓	✓	✓
Write notes and letters, with limited support	1-2	✓	✓	✓
Write narratives and poems, with limited support	1-2	✓	✓	✓
Write as a learning strategy, with limited support	1-2	✓	✓	✓
Write to demonstrate learning, share ideas and present new information, with limited support	1-2	✓	✓	✓

## LANGUAGE DOMAIN: WRITING

4. LEP students will develop the English writing skills required both for academic achievement and for communication in socially and culturally appropriate ways.

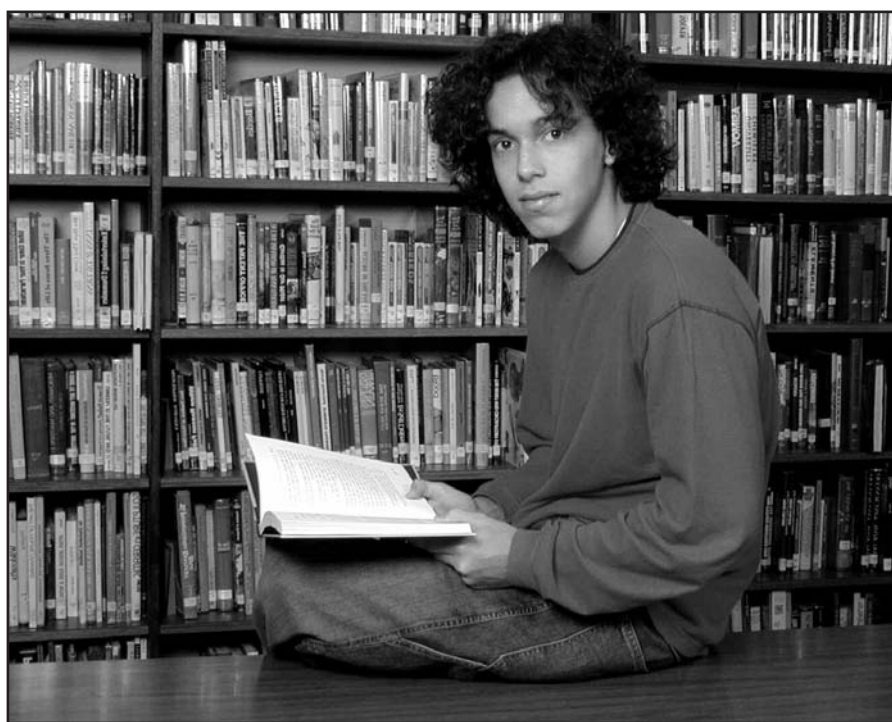
### Standard 4.3 Write using the writing process

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Advanced Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Edit written work for mechanics and structure, with extensive support	K			
Develop topics for writing, and apply pre-writing strategies to organize ideas, with limited support	1-2	✓	✓	✓
Organize and draft a composition based on pre-writing activities, with limited support	1-2	✓	✓	✓
Review and revise draft compositions for content, organization and vocabulary, with limited support	1-2	✓	✓	✓
Edit written work for mechanics and structure to improve fluency, with limited support	1-2	✓	✓	✓
Judge the quality of writing, with limited support	1-2	✓	✓	✓
Publish for display and/or sharing using available technology, with limited support	1-2	✓	✓	✓

### Standard 4.4 Write using a range of vocabulary, sentence structures and verb tenses

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Advanced Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Use basic vocabulary and common structures to communicate a range of ideas	K			
Use more extensive vocabulary, common idioms and a variety of structures to express a wider range of ideas	1-2	✓	✓	✓
Express ideas using a wider range of verb tenses	1-2	✓	✓	✓

# English Language Proficiency Standards for LEP Students



# Proficient/Trial-mainstream Level Benchmarks



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TM

## LANGUAGE DOMAIN: LISTENING

- LEP students will develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 1.1 Comprehend spoken instructions

Benchmarks	Grade levels			
Proficient/Trial-mainstream Level	K-2	3-5	6-8	9-12
Follow simple and familiar oral directions in unfamiliar contexts	2	✓	✓	✓
Follow multi-step oral directions in unfamiliar situations	2	✓	✓	✓
Follow oral directions in media presentations, independently	2	✓	✓	✓
Follow simple oral directions, independently	K-1			

### Standard 1.2 Identify main ideas and supporting details of spoken English

Benchmarks	Grade levels			
Proficient/Trial-mainstream Level	K-2	3-5	6-8	9-12
Identify the main idea of extended messages in familiar and unfamiliar contexts, with limited support	2	✓	✓	✓
Identify details of extended messages in familiar or unfamiliar contexts, with limited support	2	✓	✓	✓
Identify the main idea and details of age-appropriate fiction read aloud, independently	2	✓	✓	✓
Identify the main idea of expository information presented orally, independently	2	✓	✓	✓
Identify the main idea and significant, relevant details of extended oral presentations via radio, video, television and other media	2	✓	✓	✓

## LANGUAGE DOMAIN: LISTENING

- LEP students will develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 1.3 Determine speaker attitude and point of view

Benchmarks	Grade levels			
Proficient/Trial-mainstream Level	K-2	3-5	6-8	9-12
Describe, compare and contrast a range of speakers' attitudes, moods or emotions in extended oral messages by reading body language and/or tone and voice quality	✓	✓	✓	✓
Interpret and make predictions of multiple speakers' range of attitudes, moods, emotions, innuendos and/or biases in extended oral messages by reading body language and/or tone and voice quality			✓	✓

### Standard 1.4 Comprehend the meaning of academic and/or specialized vocabulary when spoken

Benchmarks	Grade levels			
Proficient/Trial-mainstream Level	K-2	3-5	6-8	9-12
Recognize and comprehend grade-level spoken academic vocabulary, independently	✓	✓	✓	✓
Comprehend specialized vocabulary spoken in a variety of contexts, independently	✓	✓	✓	✓
Identify the literal meanings of words, independently	✓	✓	✓	✓
Identify figurative meanings of words and idiomatic phrases, independently	2	✓	✓	✓
Use knowledge of cognates to comprehend new vocabulary, independently	✓	✓	✓	✓

### Standard 1.5 Make inferences and predictions when listening to speakers

Benchmarks	Grade levels			
Proficient/Trial-mainstream Level	K-2	3-5	6-8	9-12
Make predictions based on unfamiliar, extended spoken material, without support	✓	✓	✓	✓
Make inferences and predictions based on unfamiliar, extended spoken material, without support		✓	✓	✓

## LANGUAGE DOMAIN: SPEAKING

2. LEP students will develop the English speaking skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 2.1 Speak fluently, using clear pronunciation and with appropriate intonation and stress

Benchmarks	Grade levels			
<b>Proficient/Trial-mainstream Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Produce a full range of words, phrases and sentences that can be understood	✓	✓	✓	✓
Regularly speak clearly and with appropriate intonation and stress	✓	✓	✓	✓

### Standard 2.2 Speak using appropriate grammar and vocabulary

Benchmarks	Grade levels			
<b>Proficient/Trial-mainstream Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Speak with near-native proficiency in both informal and formal social and academic settings	✓	✓	✓	✓
Regularly use new content and technical vocabulary when communicating in academic settings	✓	✓	✓	✓

### Standard 2.3 Speak for varied purposes, both informal and formal, with focus, relevance and cohesion

Benchmarks	Grade levels			
<b>Proficient/Trial-mainstream Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Engage effectively in telephone conversations	✓	✓	✓	✓
Make formal and informal multimedia presentations	2	✓	✓	✓
Debate, argue and challenge ideas		✓	✓	✓
Give a persuasive presentation		✓	✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.1 Demonstrate reading strategies

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Proficient/Traditional-mainstream Level</b>				
Recognize different forms and conventions of print in relation to the function and meaning of texts, independently	✓	✓	✓	✓
Demonstrate the higher-level reading strategies of previewing, predicting and reviewing a variety of texts, independently	✓	✓	✓	✓
Develop, discuss and apply background knowledge to gain meaning from a variety of texts, independently	✓	✓	✓	✓
Use multiple cues to help identify the purpose and meaning of a variety of texts, independently	✓	✓	✓	✓
Use organizers and/or outlines to assist in comprehension, independently	✓	✓	✓	✓
Read aloud with accuracy from age- and grade-appropriate texts	1-2	✓	✓	✓
Use a dictionary, picture dictionary and/or glossary to determine the meanings of words, independently	✓			
Use a dictionary and/or glossary to determine the meanings of words, independently		✓	✓	✓
Demonstrate the higher-level reading strategies of skimming and scanning a variety of texts, independently		✓	✓	✓
Use multiple cues in a variety of texts to draw inferences and conclusions, independently		✓	✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.2 Identify the meaning of written vocabulary

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Proficient/Trifluent-mainstream Level</b>				
Apply knowledge of roots and affixes to determine word meanings of subject area vocabulary, independently	1-2	✓	✓	✓
Classify words used in content areas, independently	✓	✓	✓	✓
Use context clues to determine the meaning of new subject area vocabulary, independently	✓	✓	✓	✓
Use synonyms and antonyms to determine the meaning of new subject area vocabulary, independently		✓	✓	✓
Use text structures to determine the meaning of new vocabulary, independently		✓	✓	✓
Apply knowledge of connotation and denotation to learn the meanings of new words, independently		✓	✓	✓
Read homographs aloud, correctly adjusting sounds to fit meanings and use homonyms in context, independently	✓	✓	✓	✓
Determine the meaning of vocabulary in figurative language, independently		✓	✓	✓
Interpret metaphors and similes to understand new uses of words and phrases in texts, independently		✓	✓	✓
Use analogies to determine the meaning of new subject area vocabulary, independently			✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.3 Read with comprehension

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Proficient/Mainstream Level</b>				
Follow written directions, independently	✓	✓	✓	✓
Recall, retell and sequence information from fictional and non-fictional texts, independently	✓	✓	✓	✓
Apply reading comprehension strategies to understand age-appropriate grade-level texts, independently	✓	✓	✓	✓
Demonstrate comprehension of age-appropriate content-area texts by using pictures and/or graphic organizers	✓	✓	✓	✓
State the purpose of age-appropriate grade-level texts in students' own words, independently	1-2	✓	✓	✓
Ask and answer literal, inferential and evaluative questions about age-appropriate and grade-level texts, independently		✓	✓	✓
Make critical comparisons across texts, noting the author's style as well as the literal and implied content of texts, independently		✓	✓	✓
Monitor reading comprehension by summarizing, note taking, list making or using graphic organizers to construct meaning		✓	✓	✓

## LANGUAGE DOMAIN: READING

3. LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 3.4 Read for varied purposes

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Proficient/Trial-mainstream Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Look through books with purpose, and use pictures and illustrations to aid comprehension, independently	K			
Identify different books as reality or fantasy, independently	K			
Identify characters, setting, main idea and plot of texts, independently	K			
Identify and explain defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction, independently	1-2	✓	✓	✓
Draw conclusions from information found in grade-level texts, independently	1-2	✓	✓	✓
Read for varied purposes; use text features to aid comprehension	1-2	✓	✓	✓
Analyze, compare and contrast characters, setting, theme, point of view and plot of text, independently	2	✓	✓	✓
Distinguish between fact and opinion, cause and effect in content areas, independently		✓	✓	✓
Locate and use a variety of texts: books, magazines, newspapers and online resources, to research information on a given topic, with limited support		✓	✓	✓
Recognize and discuss plagiarism and its effects			✓	✓
Identify persuasive techniques such as “bandwagon,” testimonials, transfers, “glittering” generalities, emotional word repetition, “bait and switch”			✓	✓
Evaluate consumer, workplace and public documents				✓

## LANGUAGE DOMAIN: WRITING

4. LEP students will develop the English writing skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 4.1 Write using appropriate conventions and grammar

Benchmarks	Grade levels			
Proficient/Trial-mainstream Level	K-2	3-5	6-8	9-12
Write simple sentences, using proper end punctuation	K			
Write sentences at grade-level expectations with correct capitalization, punctuation, spelling and good control of grammar, independently	1-2	✓	✓	✓
Write a variety of sentence structures at grade-level expectations independently, with correct capitalization, punctuation, spelling and good control of grammar		✓	✓	✓

### Standard 4.2 Write for varied purposes and audiences, with appropriate tone and voice, using various media

*Note: Implicit in this standard is that students will use technology as a writing tool*

Benchmarks	Grade level			
Proficient/Trial-mainstream Level	K-2	3-5	6-8	9-12
Write to demonstrate learning, share ideas and present new information, in simple formats, independently	K			
Write personal and reflective journal entries, independently	1-2	✓	✓	✓
Write notes and letters, independently	1-2	✓	✓	✓
Write narratives and poems, independently	1-2	✓	✓	✓
Write as a learning strategy, independently	1-2	✓	✓	✓
Write to demonstrate learning, share ideas and present new information, independently	1-2	✓	✓	✓
Complete forms and/or applications, independently		✓	✓	✓

## LANGUAGE DOMAIN: WRITING

4. LEP students will develop the English writing skills required both for academic achievement and for communication in socially and culturally appropriate ways.

### Standard 4.3 Write using the writing process

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Proficient/Trial-mainstream</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Draft complete sentences based on pre-writing activities, with extensive support	K			
Review and revise draft sentences for content, organization and vocabulary, with extensive support	K			
Judge the quality of writing, with extensive support	K			
Publish for display and/or sharing, using available technology, with extensive support	K			
Organize and draft a composition based on pre-writing activities, independently	1-2	✓	✓	✓
Review and revise draft compositions for content, organization and vocabulary, independently	1-2	✓	✓	✓
Edit written work for mechanics and structure to improve fluency, independently	1-2	✓	✓	✓
Judge the quality of writing, independently	1-2	✓	✓	✓
Publish for display and/or sharing, using available technology, independently	1-2	✓	✓	✓
Develop topics for writing, and apply pre-writing strategies to organize ideas, independently	2	✓	✓	✓

### Standard 4.4 Write using a range of vocabulary, sentence structures and verb tenses

Benchmarks	Grade levels			
	K-2	3-5	6-8	9-12
<b>Proficient/Trial-mainstream Level</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Express ideas using present and past tenses	K			
Express complex ideas and use a wide range of vocabulary, idioms and structures	1-2	✓	✓	✓
Express ideas using a full range of verb tenses	1-2	✓	✓	✓
Use appropriate language structures and content vocabulary for academic subjects	1-2	✓	✓	✓

## DEFINITION: LIMITED ENGLISH PROFICIENT

Ohio follows the same federal government definition of Limited English Proficient as described in the *No Child Left Behind Act of 2001* [P.L. 107-110, Title IX, Part A, Sec. 9101, (25)].

The term “limited English proficient,” when used with respect to an individual, means an individual –

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school; and
- (C) (i) who was not born in the United States or whose native language is a language other than English; or
  - (ii) (I) who is a Native American or Alaska Native, or a native resident of outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
  - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual:
  - (i) the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b)(3);
  - (ii) the ability to achieve successfully in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.

## PROFILE OF OHIO'S LEP STUDENTS

Ohio's LEP students represent over 110 different native or home languages. The top ten language groups include Spanish, Arabic, Somali, Pennsylvania Dutch (a dialect of German used by the Amish), Japanese, Serbo-Croatian (Bosnian, Croatian and Serbian), Ukrainian, Russian, Vietnamese and Korean.

Many of Ohio's LEP students are children of families who have recently immigrated to the United States from other countries. According to a survey conducted by the Ohio Department of Education in March-April 2005, 161 Ohio school districts reported serving a total of 12,019 immigrant students who have been enrolled in U.S. schools fewer than three years. People immigrate to the United States for a variety of reasons. They may come to join other family members or to seek an improved economic opportunity. Others are seeking refuge from political repression or persecution in their home countries. According to the Department of Jobs and Family Services, Refugee Service Office, 3,456 new refugees arrived in Ohio between 2000-2003. The refugees' countries of origin included Bosnia and Herzegovina, Belarus, Croatia, Cuba, Ethiopia, Iran, Iraq, Moldova, Russia, Rwanda, Sierra Leone, Somalia, Ukraine, Uzbekistan and Vietnam. Approximately 45% of the refugee arrivals were ages 0-19. In addition to the primary resettlement of refugees in Ohio, there has been a large secondary migration to Ohio from other states. In the Columbus metropolitan area alone, it is estimated that there are between 25,000 – 30,000 recently arrived Somali refugees.

Other groups of Ohio's LEP students are from families that have been in the United States for many years but speak languages other than English at home. For example, Ohio's schools enroll students of Puerto Rican, Mexican-American and other Latino backgrounds for whom Spanish is the home language. A significant number of Spanish-speaking children are members of migrant agricultural working families. More than 4,545 migrant children were enrolled in Ohio's elementary and secondary schools during the 2004-2005 school year. Also, many children from the Amish communities in northeastern Ohio learn German (Pennsylvania Dutch) as their first language. Approximately 950 Amish LEP students were enrolled in Holmes County schools during 2004-2005.

Ohio's LEP students include those who have had the benefit of prior education, including literacy development in their native languages. Other LEP students, especially those from refugee families, have had little or no prior formal educational experiences.

Ohio's goal for all LEP students is to attain English proficiency so that they can achieve the State's academic standards and fully participate in U.S. society. However, the length of time required to attain English proficiency will vary according to a number of factors, including age, grade level, extent of prior formal schooling, and current level of English proficiency.

### **Students with Limited Formal Schooling**

Students with limited formal schooling (LFS) are generally recent arrivals to the United States whose backgrounds differ significantly from the school environment they are entering. This category includes students whose schooling was interrupted because of war, poverty, patterns of migration or other reasons, as well as students coming from

## English Language Proficiency Standards for LEP Students

remote, rural settings with little prior opportunity for sequential schooling. These students may exhibit some of the following characteristics:

- Pre- or semi-literacy in their native language;
- Minimal understanding of the function of literacy;
- Performance significantly below grade level; and/or
- A lack of awareness of the organization and culture of school.

(Teachers of English to Speakers of Other Languages, Inc., 1997, p.21)

A student's previous experiences with education significantly affect the ease and rapidity with which he or she learns English and other academic material. Collier (1989) found that English learners require at least five to seven years of instructional time to reach academic parity with native English speakers. But, for students with limited formal schooling, Collier and Thomas found that the achievement of academic parity can be delayed an additional one to five years (1989). The primary explanation for this is that students with limited or no experience in the classroom have acquired a different set of skills than those who have had more formal education experiences.

Those students with more experience in the classroom have acquired and developed learning strategies they can apply to their new learning and thus are likely to progress more rapidly than those who have had little or no exposure to formal education. An area where this is particularly obvious is literacy. Students who have had experiences with books have developed a set of skills that allows them to use books, even though in a new language, more rapidly than those who have not had this experience. For example, students who are familiar with books know that words carry meaning and that pictures give clues to content, and they are able to apply this previous knowledge to more rapidly extend their comprehension of new printed material. In contrast, non-literate students of any age need to start by establishing an awareness of the connection between oral language and print, and progress through all the stages of literacy learning.

In addition to lacking the tools of literacy, students with no previous educational experience have not developed knowledge of or comfort with classrooms and classroom routines. Thus, these students enter the classroom filled with anxiety and a lack of self-confidence. Students with limited or no school experience need to quickly learn appropriate school behaviors and expectations. For example, students must learn where to sit, when to sit, how to volunteer information, what information to volunteer and when to change classes. They also must learn that the teacher asks questions even though he or she already knows the answers, and that they must answer the questions anyway! They need to learn time management skills such as arriving in class on time, reaching the bus on time and assessing how much time is necessary to complete a learning task.

Because of the lack of previous school schema, LFS students need specifically to be taught the skills and knowledge about the schooling situation that other students bring with them. The major areas in which LFS students need special assistance or direct instruction include orientation to the American school setting and structure, behavioral knowledge and academic information. Refer to pages 6-7 for information relating to specific knowledge and competencies that may need to be directly taught to LFS students.

## GLOSSARY

*Note: Definitions followed by an asterisk (\*) indicate that the source of the definition is from K-12 English Language Arts Content Standards, published by the Ohio Department of Education in 2003.*

<b>affix</b>	A word element that is added to a base word, either before (prefix) or after (suffix), which changes the meaning or grammatical function of a word. An example of a prefix is <i>re-</i> , as in <i>reprint</i> . An example of a suffix is <i>-en</i> , as in <i>oxen</i> .*
<b>antonym</b>	A word opposite in meaning to another word (e.g., good and bad).*
<b>brainstorming</b>	A prewriting technique in which students, either alone or in groups, jot down all words or phrases that come to mind on a topic to expand the range of available ideas, to solve a problem or to clarify a concept.*
<b>cognates</b>	Words related by derivation, borrowing, or descent and having similarities in written form and/or pronunciation (e.g., <i>president</i> in English and <i>presidente</i> in Spanish)
<b>cohesion</b>	The quality found in writing or formal speaking in which the ideas are clearly arranged so a reader or listener can follow the progression from one idea to the next.*
<b>comparison and contrast</b>	An organizational structure of text in which a description of similarities and differences between two or more things occurs.*
<b>comprehension</b>	The process in which a reader constructs meaning through interaction with text; accurately understanding what is written or said.*
<b>connotation</b>	The attitudes and feelings associated with a word as opposed to a word's literal meaning.*
<b>context clues</b>	Information a reader may obtain from a text that helps confirm the meaning of a word or group of words.*
<b>conventions</b>	The accepted rules of written and spoken language.*
<b>cues</b>	Hand, body or facial gestures and/or context clues that communicate meaning with little or no use of language.*
<b>decode</b>	To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning. <i>Note:</i> To learn to read, one must learn the conventional code in which something is written in order to decode the written message.*
<b>denotation</b>	The literal or “dictionary” meaning of a word.*

# English Language Proficiency Standards for LEP Students

<b>description</b>	One of the four traditional forms of composition in speech and writing that gives a verbal picture of a character and an event, including the setting in which they occur.*
<b>editing</b>	See <i>writing process</i> .
<b>e.g.</b>	<i>Exempli gratia</i> (Latin), meaning “for example.”*
<b>figurative language</b>	Language enriched by word images and figures of speech (e.g., metaphor, simile, personification).*
<b>fluency</b>	The act of reading easily, smoothly and automatically with a rate appropriate for the text, indicating that students understand meaning.*
<b>focus</b>	The center of interest or attention; in writing and speaking, the central idea.*
<b>genre</b>	An established class or category of artistic composition or literature (e.g., poetry, drama or novel).*
<b>graphic organizer</b>	A method of organizing information that incorporates the use of outlines, T-lists, Venn diagrams, or other graphic or pictorial devices.*
<b>high-frequency word</b>	A word that appears many more times than most other words in spoken or written language.*
<b>homograph</b>	A word with the same spelling as another word, whether or not pronounced alike, as <i>pen</i> (a writing instrument) vs. <i>pen</i> (an enclosure).*
<b>homonym</b>	A word with different origin and meaning but the same oral or written form as one or more other words, as <i>bear</i> (an animal) vs. <i>bear</i> (to support) vs. <i>bare</i> (exposed). Homonyms include homophones and homographs.*
<b>homophone</b>	A word with different origin and meaning but the same pronunciation as another word, whether or not spelled alike (e.g., <i>hair</i> and <i>hare</i> ).*
<b>hypothesize</b>	To make an assertion about something assumed but not positively known.*
<b>idiom</b>	A combination of words that is not strictly in accordance with grammatical rules and often possesses a meaning other than its grammatical or logical one (e.g., an easy test might be described as <i>a piece of cake</i> ). <i>Note:</i> LEP students usually are not familiar with most idioms and idiomatic phrases used in daily speech in the classroom and found in writing. Therefore, teachers need to take time to explain idioms and make sure that the LEP students understand them.
<b>intonation</b>	The rise and fall of a voice pitch.*
<b>language</b>	The systematic use of sounds, signs and symbols as a method of communication; in writing, the choice of words used to convey meaning.*

# English Language Proficiency Standards for LEP Students

<b>main idea</b>	The gist of a passage; the central thought; the chief topic of a passage expressed or implied in a word or phrase; the topic sentence of a paragraph; a statement in sentence form which gives the stated or implied major topic of a passage and the specific way in which the passage is limited in content or reference.*
<b>media</b>	A means of communication, especially of mass communication, such as books, newspapers, magazines, radio, television, motion pictures, recordings and the Internet.*
<b>metaphor</b>	A figure of speech in which an implied comparison is made between two unlike things (e.g., <i>he's a tiger on the football team</i> ).*
<b>mood</b>	The feeling or atmosphere that a writer creates for a reader; a reflection of an author's attitude toward a subject or theme.*
<b>narration</b>	One of the four traditional forms of composition in speech and writing that tells a story or gives an account of something, dealing with sequences of events and experiences, though not necessarily in strict order.*
<b>persuasion</b>	One of the four traditional forms of composition in speech and writing that moves the reader by argument or entreaty to a belief or position. *
<b>persuasive technique</b>	A method used in speaking or writing to get an audience to agree with the speaker's or writer's point of view.*
<b>plot</b>	The careful sequencing of events in a story generally built around a conflict. Stages of plot include exposition (background), rising action, climax, falling action and denouement (resolution).*
<b>point of view</b>	The perspective or attitude of a narrator of a piece of literature.*
<b>prefix</b>	See <i>affix</i> .
<b>prewriting</b>	See <i>writing process</i> .
<b>scaffolding</b>	A process in which more extensive instructional supports are provided early in learning and gradually withdrawn as the students gain more skill and independence (Chamot and O'Malley, 1994).
<b>setting</b>	The time and place of the action of a literary work.*
<b>sight word</b>	A word that is immediately recognized as a whole and does not require word analysis for identification.*
<b>simile</b>	A figure of speech in which a comparison is made between two unlike things using the words <i>like</i> or <i>as</i> (e.g., <i>she's as sly as a fox</i> ).*

# English Language Proficiency Standards for LEP Students

<b>skim and scan</b>	To examine or read something quickly, but selectively, for a particular purpose.*
<b>speak clearly</b>	To pronounce at a level of clarity that does not impede communication. (Note: In the case of limited English proficient [LEP] students, “speak clearly” is not the same as “speak with native-like pronunciation.”)
<b>style</b>	An author’s distinctive manner of expression.*
<b>suffix</b>	See <i>affix</i> .
<b>support</b>	<p>Instructional strategies that are designed to assist students in either comprehending speech and written texts or producing meaningful speech and written texts. Strategies include the use of visual aids, manipulatives, cues, graphic organizers, modified speech and simplified written texts, questioning and probing for clarification, explanations, modeling, and peer tutoring.</p> <p>Limited support – A minimal use of the supports indicated above, only on an “as-needed” basis.</p> <p>Extensive support – A systematic and regular use of the supports described above.</p>
<b>symbol</b>	A concrete thing used to suggest something larger and more abstract.*
<b>synonym</b>	One of two or more words in a language that have similar meanings (e.g., <i>answer</i> and <i>respond</i> ).*
<b>syntax</b>	The way in which sentences are formed; the grammatical rules that govern their formation; the pattern or structure of word order in sentences, clauses and phrases.*
<b>T-list</b>	A graphic organizer used for note taking to record main ideas and supporting details with or without scaffolding (Chamot and O’Malley, 1994).
<b>text structure</b>	An author’s method of organizing a text (e.g., sequencing, compare and contrast, cause and effect, or problem-solution). *
<b>theme</b>	A topic of discussion or writing; a major idea or proposition broad enough to cover the entire scope of a literary work or work of art. Note: A theme may be stated or implied, but clues to it may be found in the ideas that are given special prominence or tend to recur in a work.*
<b>tone</b>	The reflection of an author’s attitude toward his or her subject.*
<b>tools to judge the quality of writing</b>	These include rubrics, checklists and feedback from other persons.
<b>topic sentence</b>	A sentence intended to express the main idea in a paragraph or passage.*

# English Language Proficiency Standards for LEP Students

<b>Venn diagram</b>	A mapping technique using overlapping circles that show features either unique or common to two or more concepts.*
<b>visual aid</b>	An instructional device, such as a chart, map, diagram, cutaway or overlay, that helps a reader comprehend information.*
<b>voice</b>	In many languages, a syntactic pattern that indicates the verb-subject relationship; the principal voices in English and many other languages are active and passive.
<b>writing process</b>	
• <b>prewriting:</b>	Determine audience and purpose of writing; formulate ideas, gather information and consider ways to organize them (e.g., through brainstorming, lists, webs and Venn diagrams).
• <b>drafting:</b>	Organize with a developed beginning, middle and end; use complete sentences, transitional words and phrases.
• <b>revising:</b>	Reread and assess for content, organization and clarity; add descriptive words and details.
• <b>editing:</b>	Review with a focus on clarity, correctness, mechanics, structure and fluency.
• <b>judging the quality of writing</b>	Critique writing using rubrics, checklists and/or feedback from other persons.
• <b>publishing:</b>	Prepare the document for display or sharing with others, using available technology.



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