

English Language Proficiency Standards

STANDARD 2: English language learners will speak in English for a variety of basic interpersonal and academic purposes, with fluency, using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies.

TOPIC A: Speaking

Indicator 1: Express personal information and ideas.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
Pre K – 1	<p>a. Express likes/dislikes, feelings, and emotions using words or simple phrases, such as, “happy.”</p> <p>b. State basic personal information using one or two word phrases, such as stating name of mother or father.</p> <p>c. Express needs in concrete situations using everyday, common vocabulary in words and simple phrases, such as, “paper and pencil.”</p>	<p>a. Express likes/dislikes, feelings, and emotions using words or simple phrases, such as, “I like boy.”</p> <p>b. State basic personal information using one or two word phrases, such as, “I have two sisters.”</p> <p>c. Express needs in concrete situations using everyday, common vocabulary in words and simple phrases, such as, “tie shoes.”</p>	<p>a. Express likes/dislikes, feelings, and emotions using simple sentences, such as, “I like ice cream. I don’t like yogurt.”</p> <p>b. State personal information in social and classroom situations using simple sentences, such as, “I am in __ grade.”</p> <p>c. Express some needs and wants using high frequency vocabulary in simple sentences, such as, “I need to go to the bathroom.”</p>	<p>a. Express likes/dislikes, feelings, and emotions using compound sentences, such as, “I like carrots but I don’t like peas.”</p> <p>b. Explain personal information in social and classroom situations using simple sentences, such as, “My teacher is Ms. Smith.”</p> <p>c. Express some needs and wants in interpersonal and academic situations using high frequency vocabulary in simple sentences, such as, “Can you help me do this math problem?”</p>	<p>a. Express opinions, feelings, and emotions and explain a reason using complex sentences, such as, “I like the movie because it was funny.”</p> <p>b. Explain actions, choices and decisions in social and classroom situations, such as, “I drew a flower for my mother.”</p> <p>c. Express most needs and wants related to academic situations in simple and compound sentences, such as, “Do you know the answers on page 10 and 11?” *1</p>

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English Language Proficiency Standards

Indicator 1: Express personal information and ideas.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
2 — 3	<p>a. State basic personal information using short phrases, such as, “two sisters.”</p> <p>b. Express likes/dislikes, feelings, and emotions using simple phrases or sentences, such as, “need crayons.”</p> <p>c. Express needs in concrete situations using everyday, common vocabulary in words and simple phrases, such as, “drink water.”</p>	<p>a. State basic personal information using phrases and simple sentences, such as, “I ride the yellow bus.”</p> <p>b. Express likes/dislikes, feelings, and emotions using simple sentences, such as, “I am happy.”</p> <p>c. Express needs in concrete situations using everyday, common vocabulary in words, simple phrases and sentences, such as, “I need lunch money.”</p>	<p>a. State basic personal information using phrases and sentences, such as, “My house is on Canton Street.”</p> <p>b. Express likes/dislikes, feelings, and emotions using a limited variety of sentences, such as, “I don’t like snakes.”</p> <p>c. Express some needs and wants in interpersonal and academic situations using high frequency vocabulary in simple sentences, such as, “I need a red marker to make this chart.”</p>	<p>a. Explain personal information in social and classroom situations using a variety of sentences, such as, “After school I go home and take care of my sister.”</p> <p>b. Express likes/dislikes, feelings, and emotions using a variety of sentences, such as, “I feel sad when it rains.”</p> <p>c. Express needs and wants in interpersonal and most academic situations using high frequency vocabulary in simple sentences, such as, “I want to go home to get my homework.”</p>	<p>a. Explain actions, choices and decisions in social and classroom situations using a variety of sentences, such as, “I decided to do my science project on magnets.”</p> <p>b. Express opinions, feelings, and emotions and explain a reason using complex sentences, such as, “I think that . . . , because . . . ”</p> <p>c. Express needs and wants related to academic situations in simple and complex sentences, such as, “I need to go to the library because my book is due today.”</p>

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Indicator 1: Express personal information and ideas.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
4 — 5	<p>a. State basic personal information, such as name, age, languages spoken.</p> <p>b. State favorites, likes/dislikes, and basic feelings using words, patterned sentences or simple phrases, such as, “like apples.”</p> <p>c. Express basic wants and needs as related to school situations using words or simple phrases, such as, “notebook please.”</p> <p>d. State actions and choices using words and simple phrases, such as, “I add.”</p>	<p>a. State personal information using simple sentences, such as, “I have two brothers.”</p> <p>b. State likes/dislikes and feelings using simple sentences, such as, “I like to swim.”</p> <p>c. Express basic wants and needs using simple sentences, such as, “I need a pencil please.”</p> <p>d. State actions and choices using simple sentences, such as, “I work on a computer.”</p>	<p>a. Relate a personal experience with moderate detail and some prompting.</p> <p>b. State opinions and feelings using a variety of expressions in simple sentences, such as, “I think..., I love..., I feel...”</p> <p>c. Express some needs and wants in interpersonal and academic situations using high frequency vocabulary in simple sentences, such as, “I want to write on the board.”</p> <p>d. Explain actions, choices, and decisions using simple sentences, such as, “I decided to write about my dad.”</p>	<p>a. Relate a personal experience with moderate detail and minimal prompting.</p> <p>b. Explain personal opinions and feelings with supporting details in a variety of sentences, such as, “I think that..., because,”</p> <p>c. Express most needs and wants in interpersonal and academic situations using high frequency vocabulary in simple sentences, such as, “Our group wants to read about Native Americans.”</p> <p>d. Explain actions, choices, and decisions with supporting details, such as, “I chose this topic, because...”</p>	<p>a. Relate a personal experience with sufficient detail and without prompting.</p> <p>b. Explain opinions and feelings about specific issues with supporting details using varied sentence types and expressions, such as, “In my opinion, they should..., because...”</p> <p>c. Express needs and wants related to academic situations in simple and complex sentences, such as, “I would like to be President of the United States because...”</p> <p>d. Explain actions, choices, and decisions, including hypothetical situations, such as, “If I were a doctor, I would”</p>

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English Language Proficiency Standards

STANDARD 2: English language learners will speak in English for a variety of basic interpersonal and academic purposes, with fluency, using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies.

TOPIC A: Speaking

Indicator 2: Communicate academic information with clarity and fluency.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
Pre K – 1	<p>a. State one step procedures, such as, “Erase board.”</p> <p>b. Describe events, stories and experiences and experiences using pictures.</p> <p>c. Evaluate academic information using non-verbal strategies, such as raise your hand if you agree that the character in the story you heard acted appropriately.</p> <p>d. Describe and compare attributes and characteristics of people, places, and things using words and simple phrases, such as farm animals.</p> <p>e. Express predictions and future events using pictures to sequence event.</p>	<p>a. Describe one step procedures, such as, “Erase board with an eraser.”</p> <p>b. Describe events, stories, and experiences using pictures with labels.</p> <p>c. Evaluate academic information using non-verbal strategies, such as use visual cues to express likes and dislikes about a story.</p> <p>d. Describe and compare attributes and characteristics of people, places, and things using words and simple phrases, such as, “The big red dog.”</p> <p>e. Express predictions and future events using pictures, such as sequencing pictures in response to a question.</p>	<p>a. Explain simple procedures, such as, “Erase board with an eraser, then dust the eraser.”</p> <p>b. Describe events, stories, and experiences using words, phrases and simple sentences, such as, “See the cow look at the cat.”</p> <p>c. Evaluate academic information using words or phrases, such as, “Yes, I like or no, I don’t like.”</p> <p>d. Describe and compare attributes and characteristics of people, places, and things using simple sentences, such as members of your family or the stories in you neighborhood.</p> <p>e. Express predictions and future events in simple phrases and sentences, such as, “The rabbit will win.”</p>	<p>a. Explain simple procedures, such as, “Erase board with an eraser, then dust the eraser and put it back.”</p> <p>b. Describe events, stories, and experiences using words, phrases and simple sentences such as, “I saw a bug.”</p> <p>c. Evaluate academic information using words or phrases, such as expressing opinions using a graphic organizer.</p> <p>d. Describe and compare attributes and characteristics of people, places, and things using simple and some complex sentences, such as, “The three little pigs and the seven dwarfs.”</p> <p>e. Express predictions and future events in simple sentences, such as, “Tomorrow it is going to rain.”</p>	<p>a. Explain concrete multi-step procedures, such as, “Erase board with eraser, then dust the eraser outside and put it back in the box.”</p> <p>b. Describe events, stories, and experiences using a variety of sentence types, such as, “I caught a fish when we went to the pond.”</p> <p>c. Evaluate academic information in complete sentences, such as, “The boy in the story was nice.”</p> <p>d. Describe and compare attributes and characteristics of people, places, and things using complex sentences, such as, “The hare was faster than the tortoise.” *1</p> <p>e. Express predictions and future events in complex sentences, such as, “I think the story will have a happy ending.” *1</p>

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Indicator 2: Communicate academic information with clarity and fluency.

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2 — 3	<p>a. State one step procedures, such as, “I circle the A.”</p> <p>b. Relate experiences and events using pictures and common verbs and phrases.</p> <p>c. Describe characteristics of people, places, and things using pictures and common adjectives.</p> <p>d. Predict future events using pictures.</p>	<p>a. Describe one-step procedures, such as, “I circle the A in red.”</p> <p>b. Relate experiences, events, and stories using pictures and a few sequence words, such as first, then.</p> <p>c. Describe and compare attributes and characteristics of people, places, and things using comparative forms of common adjectives.</p> <p>d. Predict future events using pictures and words or phrases.</p> <p>e. Express cause/effect relationships using phrases with because, such as, “Because it’s raining.”</p>	<p>a. Explain simple procedures, such as, “I put water on the plant to make it grow.”</p> <p>b. Retell events, stories and experiences using a greater variety of sequence words in simple sentences in the past tense, such as ordinal numbers.</p> <p>c. Describe and compare attributes and characteristics of people, places, and things using regular comparative forms of common adjectives and adverbs.</p> <p>d. Predict future events and probability using sentences in the near future, such as going to or future tense, such as will.</p> <p>e. Express cause/effect relationships using complete sentences with because, such as, “The ground is wet because it rained last night.”</p>	<p>a. Explain two-step procedures, such as, “I add four pennies and one penny to make five cents.”</p> <p>b. Retell events, stories and experiences using a wide variety of sequence words in sentences in the past tense, such as then, next, after that.</p> <p>c. Describe and compare attributes and characteristics of people, places, and things using comparative, superlative and regular and some irregular forms of adverbs and adjectives.</p> <p>d. Predict future events and probability using sentences in the near future, such as going to, future tense, such as will or modals, such as might.</p> <p>e. Express cause/effect relationships using complete sentences with because, so if...then, such as, “It’s raining so we can’t go outside.”</p>	<p>a. Explain concrete multi-step procedures, such as, “I measured the liquid, poured it into the glass and watched it change.”</p> <p>b. Retell events, stories, and experiences using a wide variety of sentence types in a combination of past and perfect tenses.</p> <p>c. Describe and compare attributes and characteristics of people, places, and things using comparative, superlative, regular and irregular forms of adverbs and adjectives.</p> <p>d. Predict future events and probability with reasons to support the prediction in the implied future tense, such as going to, future tense, such as will or modals, such as might.</p> <p>e. Express cause/effect relationships using complete sentences with “because”, “so” “If...then,” such as, “If the clouds are full of water, then it will rain.”</p>

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Indicator 2: Communicate academic information with clarity and fluency.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
4 — 5	<p>a. Demonstrate understanding of academic information using non-verbal strategies or single-word responses.</p> <p>b. State one step procedures in short phrases, such as, “Multiply.”</p> <p>c. Retell events, stories, and experiences using pictures, words, and phrases.</p> <p>d. Describe attributes and characteristics of people, places, and things using simple words, such as big, short, fast</p> <p>e. Express predictions, probability, and future events using pictures and simple words and phrases.</p>	<p>a. Demonstrate understanding of academic information using phrases or simple sentences.</p> <p>b. State one step procedures in simple sentences, such as, “First, I will read the story.”</p> <p>c. Retell events, stories, and experiences using pictures, words, phrases, and simple sentences.</p> <p>d. Describe and compare attributes and characteristics of people, places, and things using simple words and phrases, such as big city, small town.</p> <p>e. Express predictions, probability, and future events using simple phrases and sentences.</p>	<p>a. Demonstrate understanding of academic information using sentences.</p> <p>b. Describe simple procedures in sentences, such as, “First, write the dates on the timeline.”</p> <p>c. Describe events, stories and experiences using simple and some complex sentences with some detail.</p> <p>d. Describe and compare attributes and characteristics of people, places, and things using simple sentences, such as, “A ...is bigger than a...”</p> <p>e. Express predictions, probability, and future events in simple and some complex sentences.</p>	<p>a. Demonstrate understanding of academic information using some grade-level vocabulary in complex sentences.</p> <p>b. Describe multi-step procedures in sentences, such as, “I put the prism in the water and turned on the light and saw a rainbow.”</p> <p>c. Describe and compare events, stories and experiences with relevant detail using a variety of sentence structures and with sufficient detail.</p> <p>d. Describe and compare attributes and characteristics of people, places, and things using some complex sentences and near grade-level vocabulary, such as, “A...is big, but a...is small.”</p> <p>e. Express predictions, probability, and future events in complex sentences supported with reasons.</p>	<p>a. Demonstrate understanding of academic information using grade-level vocabulary in complex sentences.</p> <p>b. Explain multi-step procedures using complex sentences and grade-level vocabulary, such as, “Before we write a story, we brainstorm ideas and complete an organizer.”</p> <p>c. Describe and compare events, stories, and experiences with relevant detail using varied sentences and grade-level vocabulary.</p> <p>d. Describe and compare attributes and characteristics of people, places, and things using complex sentences and grade-level vocabulary, such as, “A city is larger and more crowded than a town.”</p> <p>e. Express predictions, probability, and future events using complex sentences and supported with reasons using grade-level vocabulary.</p>

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		f. State cause and effect relationships using phrases with because, such as, “Because plants need sunlight.”	f. Identify and restate cause and effect relationships using complete sentences with because, such as, “I know my answer is correct because I subtracted both numbers.”	f. Identify and restate cause and effect relationships using complete sentences with because, so, if...then, such as, “It’s below zero so the water freezes.”	f. Explain cause and effect relationships in past, present, and future tenses and complex sentence structures, such as, “If I put the gas on high, the water will boil more quickly.”
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English Language Proficiency Standards

STANDARD 2: English language learners will speak in English for a variety of basic interpersonal and academic purposes, with fluency, using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies.

TOPIC A: Speaking

Indicator 3: Use vocabulary to communicate effectively in speaking.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
Pre K – 1	<p>a. Use some common nouns and simple adjectives to describe people, places and objects such as a favorite animal.</p> <p>b. Use some common action verbs and basic high frequency verbs, such as go, see and run.</p> <p>c. Use some common words that show relationships, such as big/little and hot/cold.</p> <p>d. Use some common words that show sequence and transition, such as numbers one, two and three.</p> <p>e. Use some common words that show spatial relationships, such as in, on and up.</p>	<p>a. Use common nouns and simple adjectives to describe people, places and objects.</p> <p>b. Use common verbs and simple adverbs to describe action and states of being, such as, “He is walking.”</p> <p>c. Use common words that show relationships such as all, both and same/different.</p> <p>d. Use common words that show sequence and transition, such as first and next.</p> <p>e. Use common words that show spatial relationships, such as under and over</p>	<p>a. Use a moderate range of nouns and adjectives to describe people, places and objects with some detail.</p> <p>b. Use a moderate range of verbs and adverbs to describe action and states of being, with some detail.</p> <p>c. Use a moderate range of words that show relationships, such as compare: faster than and bigger than</p> <p>d. Use a moderate range of words that show sequence and transition, such as first, second, third and fourth.</p> <p>e. Use a moderate range of words that show spatial relationships, such as around and between.</p>	<p>a. Use a moderate range of grade-level nouns and adjectives to convey information, ideas, and feelings clearly and with some detail.</p> <p>b. Use a moderate range of grade-level verbs and adverbs to convey information, ideas, and feelings clearly and with some detail.</p> <p>c. Use a moderate range of grade-level words that show relationships, such as compare, cause and effect.</p> <p>d. Use a moderate range of grade-level words that show sequence and transition, such as finally.</p> <p>e. Use a moderate range of grade level words that show spatial relationships, such as prepositions and directional words, to convey information, ideas, and feelings clearly.</p>	<p>a. Use a wide range of grade-level nouns and adjectives to convey information, ideas and feelings clearly in detail, and appropriately for context</p> <p>b. Use a wide range of grade-level verbs and adverbs to convey information, ideas and feelings clearly, and appropriately for context</p> <p>c. Use a wide range of grade level words that show relationships such as compare, cause and effect.</p> <p>d. Use a wide range of grade level words that show sequence and transition, such as in conclusion.</p> <p>e. Use a wide range of grade level words that show spatial relationships, such as prepositions and directional words to convey information, ideas, and feelings clearly.</p>

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English Language Proficiency Standards

Indicator 3: Use vocabulary to communicate effectively in speaking.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
2 — 3	<p>a. Use some common nouns and simple adjectives to describe people, places and objects.</p> <p>b. Use some common action verbs and basic high frequency verbs, such as to be and to have.</p> <p>c. Use some common words that show relationships, given a writing model, such as big/little and hot/cold.</p> <p>d. Use some common words that show sequence and transition, given a writing model, such as numbers one, two, three, first and last</p> <p>e. Use some common words that show spatial relationships, such as in, on and under.</p>	<p>a. Use common nouns and simple adjectives to describe people, places and objects with a few details.</p> <p>b. Use common verbs and simple adverbs to describe action and states of being.</p> <p>c. Use common words that show relationships such as all, both and same/different.</p> <p>d. Use common words that show sequence and transition, such as first, next, one day and then</p> <p>e. Use common words that show spatial relationships, such as over, between and around</p>	<p>a. Use a moderate range of nouns and adjectives to describe people, places and objects with some detail.</p> <p>b. Use a moderate range of verbs and adverbs to describe action and states of being, with some detail.</p> <p>c. Use a moderate range of words that show relationships, such as compare and contrast, such as faster than... the longest...</p> <p>d. Use a moderate range of words that show sequence and transition, such as ordinal numbers, all, finally, in the beginning, in the middle, at the end and also.</p> <p>e. Use a moderate range of words that show spatial relationships, such as through and against.</p> <p>f. Use a few common idioms and figurative expressions, such as all right and to be over</p>	<p>a. Use a moderate range of grade-level nouns and adjectives to convey information, ideas, and feelings clearly and with some detail.</p> <p>b. Use a moderate range of grade-level verbs and adverbs to convey information, ideas, and feelings clearly and with some detail.</p> <p>c. Use a moderate range of grade-level words that show relationships, such as compare and contrast, cause and effect.</p> <p>d. Use a moderate range of grade-level words that show sequence and transition, such as finally.</p> <p>e. Use a moderate range of grade level words that show spatial relationships, such as prepositions and directional words.</p> <p>f. Use a moderate range of common idioms and figurative expressions, including phrasal verbs, such as give back and take place.</p>	<p>a. Use a wide range of grade-level nouns and adjectives to convey information, ideas and feelings clearly in detail, and appropriately for context</p> <p>b. Use a wide range of grade-level verbs and adverbs to convey information, ideas and feelings clearly, and appropriately for context</p> <p>c. Use a wide range of grade level words that show, such as compare and contrast, cause and effect</p> <p>d. Use a wide range of grade level words that show sequence and transition, such as in conclusion.</p> <p>e. Use a wide range of grade level words that show spatial relationships, such as prepositions and directional words.</p> <p>f. Use a variety of common idioms and figurative expressions, including phrasal verbs such as make money and take off.</p>

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English Language Proficiency Standards

Indicator 3: Use vocabulary to communicate effectively in speaking.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
4 — 5	<p>a. Use some common nouns and simple adjectives to describe people, places and objects.</p> <p>b. Use some common action verbs and basic high frequency verbs, such as to be and to have.</p> <p>c. Use some common words that show relationships, given a model, such as big/little and hot/cold.</p> <p>d. Use some common words that show sequence and transition, given a model, such as numbers one, two, three, first and last.</p> <p>e. Use some common words that show spatial relationships, such as in, on and under.</p>	<p>a. Use common nouns and simple adjectives to describe people, places and objects with a few details.</p> <p>b. Use common verbs and simple adverbs to describe action and states of being.</p> <p>c. Use common words that show relationships such as all, both and same/different.</p> <p>d. Use common words that show sequence and transition, such as first, next, one day and then.</p> <p>e. Use common words that show spatial relationships, such as over, between and around.</p>	<p>a. Use a moderate range of nouns and adjectives to describe people, places and objects with some detail.</p> <p>b. Use a moderate range of verbs and adverbs to describe action and states of being, with some detail.</p> <p>c. Use a moderate range of words that show relationships, such as compare and contrast, such as faster than... the longest...</p> <p>d. Use a moderate range of words that show sequence and transition, such as ordinal numbers, all, finally, in the beginning, in the middle, at the end and also.</p> <p>e. Use a moderate range of words that show spatial relationships, such as through and against.</p> <p>f. Use a few common idioms and figurative expressions, such as all right and to be over.</p>	<p>a. Use a moderate range of grade-level nouns and adjectives to convey information, ideas, and feelings clearly and with some detail.</p> <p>b. Use a moderate range of grade-level verbs and adverbs to convey information, ideas, and feelings clearly and with some detail.</p> <p>c. Use a moderate range of grade-level words that show relationships, such as compare and contrast, cause and effect.</p> <p>d. Use a moderate range of grade-level words that show sequence and transition, such as finally.</p> <p>e. Use a moderate range of words that show spatial relationships, such as prepositions and directional words.</p> <p>f. Use a moderate range of common idioms and figurative expressions, including phrasal verbs, such as give back and take place.</p>	<p>a. Use a wide range of grade-level nouns and adjectives to convey information, ideas and feelings clearly in detail, and appropriately for context</p> <p>b. Use a wide range of grade-level verbs and adverbs to convey information, ideas and feelings clearly, and appropriately for context</p> <p>c. Use a wide range of grade level words that show relationships, such as compare and contrast, cause and effect.</p> <p>d. Use a wide range of grade level words that show sequence and transition, such as in conclusion.</p> <p>e. Use a wide range of grade level words that show spatial relationships, such as prepositions and directional words.</p> <p>f. Use a variety of common idioms and figurative expressions, including phrasal verbs such as make money and take off.</p>

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TOPIC A: Speaking

Indicator 4: Use Standard English grammar to speak clearly and accurately.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
Pre K – 1	<p>a. Communicate with appropriate syntax when speaking in short phrases and memorized patterns, such as, “what’s your name?”</p> <p>b. Communicate using present verb tenses in context, such as, “I have money.”</p>	<p>a. Communicate with appropriate syntax when speaking in short phrases and memorized patterns, such as, “How old are you?”</p> <p>b. Communicate using present and some commonly used past verb tenses in context, such as, “He went to the pool.”</p>	<p>a. Communicate with appropriate syntax such as with appropriate subject-verb and pronoun agreement when speaking in simple sentences, such as, “I brush my teeth.”</p> <p>b. Communicate using simple present, past and future verb tenses in context, such as, “We will go outside for recess.”</p>	<p>a. Communicate with appropriate syntax when speaking in simple and some compound sentences, such as, “I eat hot dogs and beans.”</p> <p>b. Communicate using simple present, past and future verb tenses in context with appropriate subject-verb and pronoun agreement, such as, “We will play bingo with Ms. Smith.”</p>	<p>a. Communicate with appropriate syntax when speaking in simple and complex sentences, such as, “My friend goes to art class on Tuesday.”</p> <p>b. Communicate using various present, past and future verb tenses in context with appropriate subject-verb and pronoun agreement, such as, “We are going camping next weekend with my friends.”</p>

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English Language Proficiency Standards

Indicator 4: Use Standard English grammar to speak clearly and accurately.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
2 — 3	<p>a. Use a variety of common nouns, including simple plural forms with –s.</p> <p>b. Use subject pronouns in simple sentences, such as, “I am from Africa.”</p> <p>c. Use some common high frequency verbs: to be, to have and to walk in simple present tense, present progressive, and one word commands, such as, “I have two nickels. We ride the bus. He is working. Hurry!”</p> <p>d. Use some basic modifiers of quantity, color, and size in correct word order, in phrases, such as a tall ship or the three little pigs.</p> <p>e. Use appropriate word order, such as subject-verb-object, when speaking in short affirmative sentences and memorized patterns.</p>	<p>a. Use a variety of nouns, including simple plural forms with –s and –es.</p> <p>b. Use subject and object pronouns in simple sentences, such as, “We see them.”</p> <p>c. Use common verbs in simple present, simple future, present progressive, and some common verbs in simple past tense, such as, “We walked... and she was...”</p> <p>d. Use basic modifiers of quantity, color, and size in correct word order, in phrases and simple sentences, such as, “A triangle has three sides.”</p> <p>e. Use appropriate word order in some simple affirmative and negative sentences, including simple statements and questions, and short imperative statements</p>	<p>a. Use a variety of nouns, including a few irregular plurals, such as box-boxes, foot-feet.</p> <p>b. Use subject, object, and possessive pronouns in simple sentences, such as, “They are mine.”</p> <p>c. Use verbs in simple present, simple future, present progressive, and regular and some common irregular verbs in simple past tense, with correct subject-verb agreement, such as, “It looks and he had.”</p> <p>d. Use modifiers of quantity, color and size with nouns in correct agreement in patterned statements, such as, “A quarter is 25 cents.”</p> <p>e. Use appropriate word order in some simple affirmative and negative sentences, including simple statements, questions, and short imperative statements</p>	<p>a. Use a variety of nouns, including many irregular plural forms, such as mouse-mice.</p> <p>b. Use subject, object, possessive and demonstrative pronouns in simple and compound sentences, such as, “This is mine and that is his.”</p> <p>c. Use verbs in present, future, progressive, and regular and some irregular simple past tenses, with correct subject verb agreement, such as, “They drew and he carried.”</p> <p>d. Use modifiers in correct agreement in number, including some adverbs and sensory words, such as, “She is wearing a red coat and a pair of gloves.”</p> <p>e. Use appropriate word order in a variety of simple to complex statements and questions, such as sentences with adverbs, quantifiers, and other modifiers.</p>	<p>a. Use a variety of nouns, including most irregular plural forms, such as brush-es, child-children, deer-deer.</p> <p>b. Use subject, object, possessive and demonstrative pronouns in simple and complex sentences, such as, “Can you tell me if these are yours or theirs?”</p> <p>c. Use verbs in present, past, future, progressive, and conditional tenses, both regular and irregular, with correct subject-verb agreement, such as, “We were writing... He brought... and I would choose...”</p> <p>d. Use a variety of modifiers in correct agreement, including adverbs and quantifiers with count nouns in correct order, such as, “She is wearing a bright red coat and a pair of yellow gloves.”</p> <p>e. Use appropriate word order in a variety of simple to complex statements and questions, such as sentences with prepositional phrases and dependent clauses.</p>

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English Language Proficiency Standards

	f. Use the most basic modal auxiliaries, such as may and can.	f. Use basic modal auxiliaries, such as may, can and will.	f. Use common modal auxiliaries, such as may, can, will and should.	f. Use most modal auxiliaries, such as would, should and some common related idioms, such as have to.	f. Use modal auxiliaries and related idioms, such as would rather and have to.
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English Language Proficiency Standards

Indicator 4: Use Standard English grammar to speak clearly and accurately.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
4 — 5	<p>a. Use a variety of common nouns, including simple plural forms with –s.</p> <p>b. Use subject pronouns in simple sentences, such as, “It is a planet. They are mammals.”</p> <p>c. Use some common verbs in simple present tense, present progressive and one word commands, such as is running, run!</p> <p>d. Use some basic modifiers of quantity, color, and size in correct word order, in phrases, such as a tall ship or the three red flags.</p> <p>e. Use correct word order when speaking in short phrases and memorized patterns, such as subject-verb-object, “I like the story.”</p>	<p>a. Use a variety of nouns, including simple plural forms with –s and –es.</p> <p>b. Use subject and object pronouns in simple sentences, such as, “I like her.”</p> <p>c. Use simple present, simple future, present progressive, and some common verbs in simple past tense, such as walked and was.</p> <p>d. Use basic modifiers of quantity, color, and size in correct word order, in phrases and simple sentences, such as, “A triangle has three sides.”</p> <p>e. Use correct word order in some simple affirmative and negative sentences, including simple statements and questions, and short imperative statements</p>	<p>a. Use a variety of nouns, including a few irregular plurals, such as box-boxes, foot-feet.</p> <p>b. Use subject, object, and possessive pronouns in simple sentences, such as, “They are mine.”</p> <p>c. Use simple present, simple future, present progressive, and regular and some common irregular verbs in simple past, tense, with correct subject-verb agreement, such as is looking and had.</p> <p>d. Use modifiers of quantity, color and size with nouns in correct agreement in patterned statements, such as, “An equilateral triangle has three equal sides.”</p> <p>e. Use correct word order in some simple affirmative and negative sentences, including simple statements, questions, and short imperative statements.</p>	<p>a. Use a variety of nouns, including many irregular plural forms, such as mouse-mice.</p> <p>b. Use subject, object, possessive and demonstrative pronouns in simple and compound sentences, such as, “Those papers are his, but these diagrams are ours.”</p> <p>c. Use present, future, progressive, and regular and most irregular simple past tenses, with correct subject-verb agreement, such as drew and found.</p> <p>d. Use modifiers in correct agreement in number, including some adverbs and sensory words, such as, “I am wearing a red coat and a pair of gloves.”</p> <p>e. Use correct word order in a variety of simple to complex statements and questions, such as sentences with adverbs, quantifiers, and other modifiers.</p>	<p>a. Use a variety of nouns, including most irregular plural forms, such as child-children and deer-deer.</p> <p>b. Use subject, object, possessive and demonstrative pronouns in simple and complex sentences, such as, “Can you tell me if these are yours or theirs?”</p> <p>c. Use present, future, past, progressive, present perfect, and conditional tenses, with correct subject verb agreement, such as have seen and would choose.</p> <p>d. Use a variety of modifiers in correct order, including adverbs and quantifiers with count nouns in correct order, such as, “I am wearing a bright red coat and a pair of yellow gloves.”</p> <p>e. Use correct word order in a variety of simple to complex statements and questions, such as sentences with prepositional phrases and dependent clauses.</p>

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English Language Proficiency Standards

	f. Use the most basic modal auxiliaries, such as may and can.	f. Use basic modal auxiliaries, such as may, can and will.	f. Use common modal auxiliaries, such as may, can, will and should.	f. Use most modal auxiliaries, such as would, should and some common related idioms, such as have to.	f. Use modal auxiliaries and related idioms, such as would rather and have to.
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English Language Proficiency Standards

STANDARD 2: English language learners will speak in English for a variety of basic interpersonal and academic purposes, with fluency, using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies.

TOPIC A: Speaking

Indicator 5: Ask questions for a variety of purposes.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
Pre K – 1	<p>a. Ask questions to gain basic information about simple academic content and to get assistance, such as making a polite request using words or phrases: “Is this right?”</p> <p>b. Ask questions to gain information about basic interpersonal topics using words and simple phrases, such as, “Help please?”</p>	<p>a. Ask questions to gain basic information about simple academic content and to get assistance, such as making a polite request using words or phrases: “What page?”</p> <p>b. Ask questions to gain information about basic interpersonal topics using words and simple phrases, such as, “Can you help?”</p>	<p>a. Ask questions to gain information about some academic content and to get assistance using simple sentences, such as, “Where are we?”</p> <p>b. Ask questions to gain information about basic interpersonal and some academic topics, such as, “How did you do this?”</p>	<p>a. Ask questions to gain information about some academic content and to get assistance using simple sentences, such as, “What page are we on?”</p> <p>b. Ask questions to gain information about basic interpersonal topics using simple sentences, such as, “Can you come to my party?”</p>	<p>a. Ask questions to monitor understanding, gain information about academic content, and to get assistance, such as, “Please, may I have a pencil?”</p> <p>b. Ask questions to gain information about various interpersonal topics using a variety of sentences, such as, “Why do bears sleep all winter?”</p>
2 – 3	<p>a. Ask simple questions with limited vocabulary and accuracy to gain basic information or to get assistance in social and academic situations, such as, “Is it ok?”</p> <p>b. Ask simple questions with very limited accuracy to understand and clarify academic content, such as, “What is this?”</p>	<p>a. Ask simple questions with limited vocabulary and accuracy to gain basic information or to get assistance in social and academic situations, such as, “Who is my partner?”</p> <p>b. Ask simple questions with limited accuracy to understand and clarify academic content, such as, “Is this ok?”</p>	<p>a. Ask questions using present and past tense with some degree of accuracy to gain basic information or to get assistance in social and academic situations, such as, “Where are the media center?”</p> <p>b. Ask present and past tense questions with some accuracy to understand and clarify academic content, such as, “What happened to the water?”</p>	<p>a. Ask questions in a variety of verb tenses to gain basic information or to get assistance in social and academic situations, such as, “Why did the bus come late today?”</p> <p>b. Ask questions in a variety of verb tenses to understand and clarify academic content, such as, “Where has the water gone?”</p>	<p>a. Ask questions in a variety of verb tenses with accuracy to gain basic information or to get assistance in social and academic situations, such as, “Would you help me, please.”</p> <p>b. Ask questions with accuracy in a variety of verb tenses to understand and clarify academic content, such as, “Why did the water disappear?”</p>

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English Language Proficiency Standards

Indicator 5: Ask questions for a variety of purposes.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
4 — 5	<p>a. Ask simple questions with very limited vocabulary and accuracy to gain basic information or to get assistance, such as, “Is this my book?”</p> <p>b. Ask simple questions with very limited accuracy to understand and clarify academic content, such as, “What is this?”</p>	<p>a. Ask simple questions with limited vocabulary and accuracy to gain basic information or get assistance, such as, “What is this?”</p> <p>b. Ask simple questions with limited accuracy to understand and clarify academic content, such as, “What is a colony?”</p>	<p>a. Ask present and past tense questions with some degree of accuracy to gain basic information or assistance, such as, “What did you say?”</p> <p>b. Ask present and past tense questions with some accuracy to understand and clarify academic content, such as, “Why is the color changing?”</p>	<p>a. Ask questions in a variety of verb tenses with some accuracy to gain basic information or to get assistance, such as, “Could you show me?”</p> <p>b. Ask questions in a variety of verb tenses with some accuracy to understand and clarify academic content, such as, “When will the water evaporate?”</p>	<p>a. Ask questions in a variety of verb tenses with accuracy to gain basic information or to get assistance, such as, “Would you explain it to me?”</p> <p>b. Ask questions with accuracy in a variety of verb tenses to understand and clarify academic content, such as, “Why did the Pilgrims leave their homes?”</p>

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English Language Proficiency Standards

STANDARD 2: English language learners will speak in English for a variety of basic interpersonal and academic purposes, with fluency, using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies.

TOPIC A: Speaking

Indicator 6: Participate in conversations and discussions on a variety of topics.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
Pre K-1	<p>a. Use social cues and pragmatics in basic interpersonal situations, such as taking turns when engaged in oral discourse.</p> <p>b. State basic personal information in discourse with multiple errors, such as, “My name Hwan Hee.”</p> <p>c. Communicate appropriately using everyday greetings and participate in other basic social interactions, such as, “Hi, my name is Alexis.”</p>	<p>a. Use social cues and pragmatics in basic interpersonal situations, such as taking turns when engaged in oral discourse.</p> <p>b. State personal information in discourse with multiple errors, such as, “My name Hwan Hee. I go Homestead School.”</p> <p>c. Communicate appropriately using everyday greetings and participate in other basic social interactions, such as, “Hi, want to come to my house?”</p>	<p>a. Use common social and pragmatics cues, such as reading body language to determine emotions.</p> <p>b. State and describe personal or academic information in discourse with some errors in syntax, such as, “My name is Hwan Hee Park. I go Homestead Elementary School.”</p> <p>c. Communicate appropriately using everyday greetings, stating some invitations, and participating in other social interactions, such as, “Hi, want to play with me?”</p>	<p>a. Use common social and pragmatics cues, such as identify the correct sentence with the correct situation.</p> <p>b. State and describe personal or academic information in discourse with few errors in syntax, such as, “My name is Hwan Hee Park. I’m 6 year old. I go to Homestead Elementary School. I in first grade.”</p> <p>c. Communicate appropriately using everyday greetings, stating some invitations, and participating in other social interactions, such as, “Goodbye. See you tomorrow.”</p>	<p>a. Use appropriate social and pragmatic cues when participating in a dialogue and/or giving an oral presentation.</p> <p>b. Compare and analyze personal and academic information in discourse.</p> <p>c. Communicate appropriately when responding to most greetings, and other social and academic interactions, such as, “Good morning. Can I go to the computer?”</p>

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English Language Proficiency Standards

Indicator 6: Participate in conversations and discussions on a variety of topics.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
2 — 3	<p>a. Use pragmatics and self monitoring strategies in basic interpersonal discourse, such as turn-taking and proximity.</p> <p>b. Participate in short, basic interpersonal interactions using simple phrases, such as using everyday greetings and introductions: “My name is Miguel.”</p> <p>c. Participate in paired conversations, given frequent prompting, on some basic interpersonal and academic topics, such as, “I like the rabbit (in the story).”</p>	<p>a. Use social cues and pragmatics in basic interpersonal discourse, such as turn-taking, voice volume and proximity.</p> <p>b. Participate in basic interpersonal interactions, such as using everyday greetings and introductions: “My name is Miguel. I live in Maryland.”</p> <p>c. Participate verbally in short, paired and small group conversations, on familiar topics, such as expressing an opinion about a topic: “My favorite character is Alice.”</p>	<p>a. Use pragmatics and self monitoring strategies in basic interpersonal and academic discourse, such as starting over, and referring to illustrations.</p> <p>b. Participate in most interpersonal interactions, such as giving and accepting invitations or offering to share, such as, “Will you be my partner?”</p> <p>c. Participate verbally in paired and small group conversations, on social or familiar academic topics, such as, “I think we need to subtract (to solve this problem).”</p>	<p>a. Use pragmatics and self monitoring strategies in basic interpersonal and academic discourse, such as starting over, referring to illustrations and asking for clarification.</p> <p>b. Mastery at previous level.</p> <p>c. Participate verbally in paired, small group and whole class discussions on most social or academic topics using some discourse strategies, such as, “Put the seed in the soil and add water.”</p>	<p>a. Use pragmatics and self monitoring strategies in basic interpersonal and academic discourse, such as starting over, referring to illustrations, asking for clarification and rephrasing.</p> <p>b. Mastery at previous level.</p> <p>c. Communicate appropriately in social and academic interactions, such as, “Many pilgrims died in the winter because they had no food.”</p>

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English Language Proficiency Standards

Indicator 6: Participate in conversations and discussions on a variety of topics.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
4 — 5	<p>a. Use pragmatics and self monitoring strategies in basic interpersonal discourse, such as turn-taking and proximity.</p> <p>b. Participate in short, basic interpersonal interactions using simple phrases, such as using everyday greetings and introductions.</p> <p>c. Participate in paired conversations, given frequent prompting, on some basic interpersonal and academic topics, such as naming family members.</p>	<p>a. Use social cues and pragmatics in basic interpersonal discourse, such as turn-taking, voice volume and proximity.</p> <p>b. Participate in basic interpersonal interactions, such as using everyday greetings and introductions.</p> <p>c. Participate verbally in short, paired and small group conversations, on familiar topics, such as expressing an opinion about a topic.</p>	<p>a. Use pragmatics and self monitoring strategies in basic interpersonal and academic discourse, such as starting over, and referring to illustrations.</p> <p>b. Participate in most interpersonal interactions, such as giving and accepting invitations or offering to share.</p> <p>c. Participate verbally in paired and small group conversations, on social or familiar academic topics, such as working with a group to solve a math problem.</p>	<p>a. Use pragmatics and self monitoring strategies in basic interpersonal and academic discourse, such as starting over, referring to illustrations and asking for clarification.</p> <p>b. Mastery at previous level.</p> <p>c. Participate verbally in paired, small group and whole class discussions on most social or academic topics using some discourse strategies, such as taking turns to describe a group science experiment.</p>	<p>a. Use pragmatics and self monitoring strategies in basic interpersonal and academic discourse, such as starting over, referring to illustrations, asking for clarification and rephrasing.</p> <p>b. Mastery at previous level.</p> <p>c. Participate verbally in paired, small group, and whole class discussions on varied social or academic topics using appropriate discourse strategies, such as discussing the conflict/resolution in a story.</p>

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English Language Proficiency Standards

STANDARD 2: English language learners will speak in English for a variety of basic interpersonal and academic purposes, with fluency, using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies.

TOPIC A: Speaking

Indicator 7: Speak clearly using comprehensible pronunciation and intonation.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
Pre K – 1	<p>a. Reproduce modeled speech of brief, high frequency phrases in basic, social situations with minimal accuracy, such as repeating greetings.</p> <p>b. Imitate speech and provide words and phrases when participating in one-to-one discussions about basic interpersonal information.</p> <p>c. Respond to topic through gestures, drawings, and actions, such as use Total Physical Response.</p> <p>d. Use correct intonation when asking a yes/no question.</p>	<p>a. Reproduce modeled speech of brief, high frequency phrases in basic, social and classroom situations with some errors, such as repeating nursery rhymes.</p> <p>b. Imitate speech and provide words and phrases when participating in one-to-one discussions about basic interpersonal and some academic information.</p> <p>c. Respond with single words or phrases about topic, such as participate in a guessing game.</p> <p>d. Use correct intonation when asking a wh-question, such as who, what, where and when.</p> <p>e. Use correct stress in pronouncing common one-syllable nouns and short sentences.</p>	<p>a. Use intelligible pronunciation with some errors when expressing ideas in social and some academic situation, such as reading a short poem aloud as a group.</p> <p>b. Use limited fluency when providing basic personal and academic information in simple sentences or participating in discussions.</p> <p>c. Respond to questions about topic with visual organizers.</p> <p>d. Use correct intonation when asking a wh- question, such as who, what, where and when.</p> <p>e. Use correct stress in pronouncing multi-syllabic nouns and short sentences</p>	<p>a. Use intelligible pronunciation when expressing ideas in social and some academic situations with few errors, such as answers a teacher’s question in a complete sentence.</p> <p>b. Use a moderate degree of fluency when providing basic personal and academic information in simple sentences or participating in discussions.</p> <p>c. Stay on topic when speaking with prompting, visual, or oral prompts.</p> <p>d. Use correct intonation when asking why and how questions.</p> <p>e. Place the stress on the correct word or words in a sentence.</p>	<p>a. Use near native-like pronunciation including word stress, intonation, rhythm, pitch, and inflection when stating ideas and information in academic and social situations with few errors, such as interact in small groups.</p> <p>b. Speak with native-like fluency including intonation and phrasing when providing academic information in more complex sentences or participating in group discussions.</p> <p>c. Begin to stay on topic when speaking without prompts.</p> <p>d. Mastery at previous level.</p> <p>e. Use near native-like stress in speaking.</p>

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English Language Proficiency Standards

Indicator 7: Speak clearly using comprehensible pronunciation and intonation.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
2 — 3	<p>a. Intelligibly pronounce simple grade level words, with clear articulation of vowels and consonants, such as add and top.</p> <p>b. Place stress on the correct syllable in common two syllabic words to convey intended meaning, such as magnet and worker</p> <p>c. Use correct rising and falling intonation when making simple statements and asking yes/no questions, such as, “Is this the homework?”</p> <p>d. Speak with limited fluency when repeating modeled or memorized phrases.</p>	<p>a. Intelligibly pronounce simple grade level words, with clear articulation of vowels, consonants, blends and digraphs, such as think and bird.</p> <p>b. Place stress on the correct syllable in common multi-syllabic words to convey intended meaning, such as factory.</p> <p>c. Use correct rising and falling intonation when asking a wh-question, such as, “Who was the second president?”</p> <p>d. Speak with some fluency in short sentences when repeating after a model.</p>	<p>a. Intelligibly pronounce grade level words, with clear articulation of vowels, consonants, blends and digraphs, final s and ed endings, such as wanted and wings.</p> <p>b. Place stress on the correct syllable in many multi-syllabic words to convey intended meaning, such as community.</p> <p>c. Use correct rising and falling intonation with statements, questions and exclamations, such as, “Stop running!”</p> <p>d. Speak with some fluency in sentences when repeating after a model and independently.</p>	<p>a. Intelligibly pronounce most grade level words, with clear articulation of vowels, consonants, blends and digraphs, including differentiating between b/v, th/t, and sh/ch.</p> <p>b. Place stress on the correct syllable in many grade level multi-syllabic words to convey intended meaning, such as democratic.</p> <p>c. Mastery at previous level.</p> <p>d. Speak with near native fluency, at a normal rate, with normal intonation.</p>	<p>a. Intelligibly pronounce grade level words, with clear articulation of vowels, consonants, blends and digraphs, including differentiating between b/v, th/t, sh/ch, l/r and s/z.</p> <p>b. Place stress on the correct syllable in most grade level, multi-syllabic words to convey intended meaning, such as hypothesis.</p> <p>c. Mastery at previous level.</p> <p>d. Speak with near native fluency, at a normal rate, with normal intonation and phrasing.</p>

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English Language Proficiency Standards

Indicator 7: Speak clearly using comprehensible pronunciation and intonation.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
4 — 5	<p>a. Intelligibly pronounce simple grade level words, with clear articulation of vowels and consonants, such as family and subject.</p> <p>b. Place stress on the correct syllable in common two syllabic words to convey intended meaning, such as project.</p> <p>c. Use correct rising and falling intonation, when making simple statements and asking yes/no questions, such as, “Is this the homework?”</p> <p>d. Speak with limited fluency when repeating modeled or memorized phrases.</p>	<p>a. Intelligibly pronounce simple grade level words, with clear articulation of vowels, consonants, blends and digraphs, such as think and bird.</p> <p>b. Place stress on the correct syllable in common multi-syllabic words to convey intended meaning, such as factory.</p> <p>c. Use correct rising and falling intonation, such as when asking a variety of question types, such as, “What is a detail? How do you know?”</p> <p>d. Speak with some fluency in short sentences when repeating after a model.</p>	<p>a. Intelligibly pronounce grade level words, with clear articulation of vowels, consonants, blends and digraphs, final s and other common word endings, such as wanted and wings.</p> <p>b. Place stress on the correct syllable in many multi-syllabic words to convey intended meaning, such as community.</p> <p>c. Use correct rising and falling intonation with statements, questions and exclamations, such as, “Stop running!”</p> <p>d. Speak with some fluency in sentences when repeating after a model and independently.</p>	<p>a. Intelligibly pronounce most grade level words, with clear articulation of vowels, consonants, blends and digraphs, including differentiating between some commonly mispronounced vowel sounds such as b/v, th/t and sh/ch.</p> <p>b. Place stress on the correct syllable in many grade level multi-syllabic words to convey intended meaning, such as democratic.</p> <p>c. Mastery at previous level.</p> <p>d. Speak with near native fluency, at a normal rate, with normal intonation.</p>	<p>a. Intelligibly pronounce grade level words, with clear articulation of vowels, consonants, blends and digraphs, including differentiating between many commonly mispronounced vowel sounds, such as b/v, th/t, sh/ch, l/r and s/z</p> <p>b. Place stress on the correct syllable in most grade level, multi-syllabic words to convey intended meaning, such as multiplication.</p> <p>c. Mastery at previous level.</p> <p>d. Speak with near native fluency, at a normal rate, with normal intonation and phrasing.</p>

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