

ESL CONTENT STANDARDS (Summary Sheet by Level)

LEVEL 1 –BEGINNING LITERACY

SPEAK SO OTHERS CAN UNDERSTAND	LISTEN ACTIVELY	READ WITH UNDERSTANDING	CONVEY IDEAS IN WRITING
<ul style="list-style-type: none"> • Determine the purpose for communicating. • Organize and relay information to effectively serve the purpose, context and listener. • Pay attention to conventions of oral English communication, including grammar, word choice, register, pace and gesture in order to minimize barriers to listener’s comprehension. • Use multiple strategies to monitor the effectiveness of the communication. <p><u>Vocabulary for Communication</u> (S1.1) Use alphabet, numbers, and a limited set of learned words and phrases related to personal information and basic needs. <i>Example: Spell name and address.</i></p> <p><u>Grammar Usage</u> (S2.1) Use a few basic grammar conventions in structured communication. <i>Example: Call out for help.</i></p> <p><u>Monitor Communication</u> (S3.1) Use a few basic strategies to monitor communication. <i>Example: Use simple questions such as “Okay?”</i></p> <p><u>Pronunciation</u> (S4.1) Produce basic sounds, words, and phrases as modeled in an instructional setting with very limited control over rhythm, stress and intonation. <i>Example: Produce slowed and repeated speech.</i></p>	<ul style="list-style-type: none"> • Attend to oral information. • Clarify purpose for listening and use listening strategies appropriate to that purpose. • Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension. • Integrate information from listening with prior knowledge to address listening purpose. <p><u>Attend to Oral Communication</u> (L1.1) Understand and respond to some simple and survival words, phrases, and questions in predictable, familiar situations relying heavily on non-verbal cues. <i>Example: Respond to greetings and safety signs.</i></p> <p><u>Recognize Grammar Usage</u> (L2.1) Recognize and respond to a few high-frequency grammar conventions used in speech. <i>Example: Respond to simple wh- questions such as “What is your name?”</i></p> <p><u>Attend to Pronunciation</u> (L3.1) Recognize some consonant and vowel sounds to determine meaning. <i>Example: Recognize slowed and repeated speech.</i></p> <p><u>Develop Comprehension Strategies</u> (L4.1) Use nonverbal and simple verbal strategies to demonstrate understanding and/or lack of understanding of basic concepts, words, or phrases. <i>Example: Use gestures (e.g., shrug and frown).</i></p> <p><u>Recognize Cultural Conventions of Speech</u> (L5.1) Use knowledge of a few basic cultural conventions to understand oral communication. <i>Example: Distinguish between rude and polite communication: “please be quiet” vs. “shut up.”</i></p>	<ul style="list-style-type: none"> • Determine the purpose for reading. • Select reading strategies appropriate to the purpose. • Monitor comprehension and adjust reading strategies. • Analyze the information and reflect on its underlying meaning. • Integrate new understanding with prior knowledge to address the reading purpose. <p><u>Purpose</u> (R1.1) Read for simple, real-life purposes in survival situations. <i>Example: Read safety signs, addresses, telephone numbers, calendars, and common logos such as restroom signs and traffic lights.</i></p> <p><u>Decoding</u> (R2.1) Decode words or word groups in simple text with assistance. <i>Example: Associate oral vocabulary with the written word.</i></p> <p><u>Vocabulary and Language Structure</u> (R3.1) Demonstrate familiarity with concepts of print and common vocabulary. <i>Example: Understand left-to-right progression, basic punctuation, and distinction between upper and lower case letters.</i></p> <p><u>Locating Information</u> (R4.1) Locate survival information in very short, simple text with guidance and in response to questions or prompts. <i>Example: Recognize words such as Stop, Help, Restroom, Keep Out, Police, and Yes/No.</i></p> <p><u>Comprehension</u> (R5.1) Comprehend personal and survival information stated in very simple lists and phrases. <i>Example: Recognize questions about personal information such as name and address.</i></p> <p><u>Monitor Reading</u> (R6.1) Self-monitor accuracy in identification of letter/sounds and simple words using basic strategies with support. <i>Example: Re-read or ask for help.</i></p>	<ul style="list-style-type: none"> • Determine the purpose for communicating. • Organize and present information to serve the purpose, context, and audience. • Pay attention to conventions of English language usage, including grammar, spelling and sentence structure. • Seek feedback and revise to enhance the effectiveness of the communication. <p><u>Determine Purpose</u> (W1.1) Write for a basic purpose as directed with minimal attention to audience. <i>Example: Appropriately use writing instruments to reproduce letters, highly familiar words, symbols, and numbers.</i></p> <p><u>Organize Information</u> (W2.1) Organize information following a structured format. <i>Example: Write entries in a personal address book.</i></p> <p><u>Present Information</u> (W3.1) Convey information by writing some highly familiar words and phrases. <i>Example: Write names, signatures, addresses, phone numbers and prices.</i></p> <p><u>Revise Content of Writing</u> (W4.1) Recognize the need for revision with instructional support to make appropriate changes. <i>Example: Recognize mistakes in basic personal information.</i></p> <p><u>Edit Grammar and Mechanics of Writing</u> (W5.1) Make simple edits of handwriting, spelling, punctuation, and capitalization with instructional support. <i>Example: Write clearly formed letters – from left to right.</i></p>

ESL CONTENT STANDARDS

LEVEL 2 – LOW BEGINNING

SPEAK SO OTHERS CAN UNDERSTAND	LISTEN ACTIVELY	READ WITH UNDERSTANDING	CONVEY IDEAS IN WRITING
<ul style="list-style-type: none"> • Determine the purpose for communicating. • Organize and relay information to effectively serve the purpose, context and listener. • Pay attention to conventions of oral English communication, including grammar, word choice, register, pace and gesture in order to minimize barriers to listener’s comprehension. • Use multiple strategies to monitor the effectiveness of the communication. 	<ul style="list-style-type: none"> • Attend to oral information. • Clarify purpose for listening and use listening strategies appropriate to that purpose. • Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension. • Integrate information from listening with prior knowledge to address listening purpose. 	<ul style="list-style-type: none"> • Determine the purpose for reading. • Select reading strategies appropriate to the purpose. • Monitor comprehension and adjust reading strategies. • Analyze the information and reflect on its underlying meaning. • Integrate new understanding with prior knowledge to address the reading purpose. 	<ul style="list-style-type: none"> • Determine the purpose for communicating. • Organize and present information to serve the purpose, context, and audience. • Pay attention to conventions of English language usage, including grammar, spelling and sentence structure. • Seek feedback and revise to enhance the effectiveness of the communication.
<p><u>Vocabulary for Communication</u> (S1.2) Use words related to personal experience and everyday topics in familiar and predictable communication tasks. <i>Example: Ask for simple directions (e.g. to an address).</i></p> <p><u>Grammar Usage</u> (S2.2) Use some basic grammar conventions in structured communication. <i>Example: Answer wh-questions.</i></p> <p><u>Monitor Communication</u> (S3.2) Use several basic strategies to monitor communication. <i>Example: Check listener’s reaction to determine whether you have been understood.</i></p> <p><u>Pronunciation</u> (S4.2) Produce basic sounds, words, and phrases as modeled with limited control of rhythm, stress, and information. <i>Example: Produce simple words and phrases.</i></p>	<p><u>Attend to Oral Communication</u> (L1.2) Understand and respond to simple and high-frequency words, phrases, questions, short conversations, and 1-step instructions in predictable, familiar situations. <i>Example: Respond to “Where are you from?”</i></p> <p><u>Recognize Grammar Usage</u> (L2.2) Recognize and respond to additional high-frequency grammar conventions used in speech. <i>Example: Respond to question forms.</i></p> <p><u>Attend to Pronunciation</u> (L3.2) Recognize most consonant and vowel sounds to determine meaning. <i>Example: Recognize slowed and repeated speech.</i></p> <p><u>Develop Comprehension Strategies</u> (L4.2) Demonstrate understanding and/or lack of understanding relying heavily on verbal and nonverbal cues. <i>Example: Ask speaker to repeat.</i></p> <p><u>Recognize Cultural Conventions of Speech</u> (L5.2) Use knowledge of some basic cultural conventions to understand oral communication. <i>Example: Understand use of titles and nicknames.</i></p>	<p><u>Purpose</u> (R1.2) Read for simple, real-life purposes related to immediate needs. <i>Example: Read simple registration forms.</i></p> <p><u>Decoding</u> (R2.2) Decode and recognize everyday words in short, simple text with assistance. <i>Example: Break words into syllables.</i></p> <p><u>Vocabulary and Language Structure</u> (R3.2) Demonstrate familiarity with concepts of print, common vocabulary, phrases and simple sentences. <i>Example: Recognize words to define meaning.</i></p> <p><u>Locating Information</u> (R4.2) Locate familiar information in short, simple text with guidance and in response to questions or prompts. <i>Example: Find sales and prices in grocery ads.</i></p> <p><u>Comprehension</u> (R5.2) Comprehend basic information stated in lists, phrases and simple sentences in a variety of familiar contexts. <i>Example: Understand words on class calendar such as January or Monday.</i></p> <p><u>Monitor Reading</u> (R6.2) Self-monitor accuracy in decoding and word recognition using simple strategies. <i>Example: Repeat sight words such as a, the, yes, no, like, is, are, was, you.</i></p>	<p><u>Determine Purpose</u> (W1.2) Write for a purpose as directed with limited attention to audience. <i>Example: Create a “to do” list for another person to use.</i></p> <p><u>Organize Information</u> (W2.2) Organize information following a format with limited structure. <i>Example: Complete a sign in sheet for a doctor’s office visit.</i></p> <p><u>Present Information</u> (W3.2) Convey information by writing simple sentences with limited vocabulary, and limited control of grammar, sentence structure, and spelling. <i>Example: Responding to a prompt from a teacher.</i></p> <p><u>Revise Content of Writing</u> (W4.2) Make a few simple content changes with intensive instructional support. <i>Example: “I am/have 39 years old.”</i></p> <p><u>Edit Grammar and Mechanics of Writing</u> (W5.2) Make basic edits, including beginning sentence capitalization, spelling, and punctuation with instructional support. <i>Example: Write from teacher dictation on familiar material.</i></p>

ESL CONTENT STANDARDS

LEVEL 3 – HIGH BEGINNING

SPEAK SO OTHERS CAN UNDERSTAND	LISTEN ACTIVELY	READ WITH UNDERSTANDING	CONVEY IDEAS IN WRITING
<ul style="list-style-type: none"> • Determine the purpose for communicating. • Organize and relay information to effectively serve the purpose, context and listener. • Pay attention to conventions of oral English communication, including grammar, word choice, register, pace and gesture in order to minimize barriers to listener’s comprehension. • Use multiple strategies to monitor the effectiveness of the communication. 	<ul style="list-style-type: none"> • Attend to oral information. • Clarify purpose for listening and use listening strategies appropriate to that purpose. • Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension. • Integrate information from listening with prior knowledge to address listening purpose. 	<ul style="list-style-type: none"> • Determine the purpose for reading. • Select reading strategies appropriate to the purpose. • Monitor comprehension and adjust reading strategies. • Analyze the information and reflect on its underlying meaning. • Integrate new understanding with prior knowledge to address the reading purpose. 	<ul style="list-style-type: none"> • Determine the purpose for communicating. • Organize and present information to serve the purpose, context, and audience. • Pay attention to conventions of English language usage, including grammar, spelling and sentence structure. • Seek feedback and revise to enhance the effectiveness of the communication.
<p><u>Vocabulary for Communication</u> (S1.3) Use high-frequency vocabulary and phrases to convey unrehearsed, basic ideas and information. <i>Example: Identify self and leave a short, simple (learned and rehearsed) message on telephone voice mail.</i></p> <p><u>Grammar Usage</u> (S2.3) Use some basic grammar conventions in authentic communication. <i>Example: Respond to wh- questions with attention to basic grammar and authentic communication.</i></p> <p><u>Monitor Communication</u> (S3.3) Use a few complex strategies to monitor communication and begin to self-correct. <i>Example: Give feedback on individual and group work.</i></p> <p><u>Pronunciation</u> (S4.3) Produce rehearsed comprehensible oral language independently with limited control of pronunciation, rhythm, stress, and intonation. <i>Example: Use informal contracted speech (e.g., gonna and shoulda).</i></p>	<p><u>Attend to Oral Communication</u> (L1.3) Understand and respond to increasingly complex words and phrases in questions, requests, short conversations, and short instructions in predictable situations. <i>Example: Understand simple TV and radio advertising.</i></p> <p><u>Recognize Grammar Usage</u> (L2.3) Recognize and respond to various grammar conventions used in speech, including simple verb tenses. <i>Example: Respond to adjectives and adverbs.</i></p> <p><u>Attend to Pronunciation</u> (L3.3) Distinguish similar sounds in simple words and contracted speech to determine meaning. <i>Example: Understand some slowed speech with some repetition.</i></p> <p><u>Develop Comprehension Strategies</u> (L4.3) Use a few simple strategies to convey a degree of understanding to gather missing information, and/or to repair problems in comprehension. <i>Example: Draw a picture or use simple rephrasing to check understanding.</i></p> <p><u>Recognize Cultural Conventions of Speech</u> (L5.3) Use knowledge of various basic cultural conventions to understand oral communication. <i>Example: Demonstrate understanding of concepts of time.</i></p>	<p><u>Purpose</u> (R1.3) Read for real-life purposes with increasingly complex words and phrases. <i>Example: Read about entry-level job duties.</i></p> <p><u>Decoding</u> (R2.3) Decode and recognize most words in short-to-medium-length, continuous text with some assistance. <i>Example: Practice proper pronunciation, intonation, and stress by reading aloud.</i></p> <p><u>Vocabulary and Language Structure</u> (R3.3) Demonstrate familiarity with everyday vocabulary including words with multiple meanings. <i>Example: Recognize synonyms and antonyms.</i></p> <p><u>Locating Information</u> (R4.3) Locate information in simple text and graphs with minimal guidance and in response to questions or prompts. <i>Example: Locate answers to 5 wh- questions.</i></p> <p><u>Comprehension</u> (R5.3) Comprehend key points and some supporting details in simple texts and documents. <i>Example: Comprehend and follow a set of simple directions.</i></p> <p><u>Monitor Reading</u> (R6.3) Self-monitor accuracy in comprehension using simple strategies. <i>Example: Maintain a personal dictionary.</i></p>	<p><u>Determine Purpose</u> (W1.3) Write for a purpose as directed with increasing attention to audience. <i>Example: Briefly explain your suggestion on suggestion card that includes your name, address, and telephone number.</i></p> <p><u>Organize Information</u> (W2.3) Organize information into simple and compound sentences following a minimally structured format. <i>Example: Fill out a comment section on a form using simple and compound sentences.</i></p> <p><u>Present Information</u> (W3.3) Convey information by writing connected text with moderate control of grammar, sentence structure, and spelling. <i>Example: Write simple notes and messages about familiar situations.</i></p> <p><u>Revise Content of Writing</u> (W4.3) Make a few simple content changes with moderate instructional support. <i>Example: Teacher-assisted revisions on subject-verb agreement (present, past, and future).</i></p> <p><u>Edit Grammar and Mechanics of Writing</u> (W5.3) Use resources to make basic edits with some instructional support. <i>Example: Use commas in a series.</i></p>

ESL CONTENT STANDARDS

LEVEL 4 – LOW INTERMEDIATE

SPEAK SO OTHERS CAN UNDERSTAND	LISTEN ACTIVELY	READ WITH UNDERSTANDING	CONVEY IDEAS IN WRITING
<ul style="list-style-type: none"> • Determine the purpose for communicating. • Organize and relay information to effectively serve the purpose, context and listener. • Pay attention to conventions of oral English communication, including grammar, word choice, register, pace and gesture in order to minimize barriers to listener’s comprehension. • Use multiple strategies to monitor the effectiveness of the communication. 	<ul style="list-style-type: none"> • Attend to oral information. • Clarify purpose for listening and use listening strategies appropriate to that purpose. • Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension. • Integrate information from listening with prior knowledge to address listening purpose. 	<ul style="list-style-type: none"> • Determine the purpose for reading. • Select reading strategies appropriate to the purpose. • Monitor comprehension and adjust reading strategies. • Analyze the information and reflect on its underlying meaning. • Integrate new understanding with prior knowledge to address the reading purpose. 	<ul style="list-style-type: none"> • Determine the purpose for communicating. • Organize and present information to serve the purpose, context, and audience. • Pay attention to conventions of English language usage, including grammar, spelling and sentence structure. • Seek feedback and revise to enhance the effectiveness of the communication.
<p><u>Vocabulary for Communication</u> (S1.4) Use expanded vocabulary in familiar and some unfamiliar situations. <i>Example: Respond to an oral interview about some general personal information.</i></p> <p><u>Grammar Usage</u> (S2.4) Demonstrate control of basic grammar conventions while beginning to use some complex grammar in authentic communication. <i>Example: Give simple directions to a coworker on what needs to be done next.</i></p> <p><u>Monitor Communication</u> (S3.4) Use several complex strategies to monitor communication and self-correct. <i>Example: Ask appropriate questions to check for understanding.</i></p> <p><u>Pronunciation</u> (S4.4) Produce spontaneous comprehensible oral language independently with some control of pronunciation, rhythm, stress, and intonation. <i>Example: Interact with instructional tapes or CDs.</i></p>	<p><u>Attend to Oral Communication</u> (L1.4) Understand and respond to sentence-length communication in face-to-face conversations, instructions and short narratives related to familiar topics or tasks. <i>Example: Follow instructions on completing a simple job-related task.</i></p> <p><u>Recognize Grammar Usage</u> (L2.4) Recognize and respond to some complex grammar conventions used in speech. <i>Example: Respond to present perfect tense.</i></p> <p><u>Attend to Pronunciation</u> (L3.4) Distinguish similar sounds in conversations from speakers in a variety of setting to determine meaning. <i>Example: Understand speech at a normal rate of speed with some repetition.</i></p> <p><u>Develop Comprehension Strategies</u> (L4.4) Use several strategies to gather missing information and/or to repair problems in general comprehension. <i>Example: Ask speaker to rephrase, clarify, or provide elaboration.</i></p> <p><u>Recognize Cultural Conventions of Speech</u> (L5.4) Use knowledge of some complex cultural conventions to understand oral communication. <i>Example: Demonstrate understanding of the situation, conversational protocols and registers: distinguish between situations, such as job interview and interactions with supervisors vs. casual conversations.</i></p>	<p><u>Purpose</u> (R1.4) Read for real-life and self-selected purposes. <i>Example: Read to a child.</i></p> <p><u>Decoding</u> (R2.4) Decode and recognize most words with fluency in short-to-medium-length, continuous text with minimal assistance. <i>Example: Draw on content knowledge and vocabulary.</i></p> <p><u>Vocabulary and Language Structure</u> (R3.4) Demonstrate familiarity with high-interest vocabulary. <i>Example: Understand use of high-interest vocabulary related to work, family, school, and community.</i></p> <p><u>Locating Information</u> (R4.4) Locate information in text and graphs in response to questions or to satisfy personal objectives using a few strategies. <i>Example: Use index and table of contents of a book.</i></p> <p><u>Comprehension</u> (R5.4) Comprehend key points and many supporting details in texts and some authentic documents. <i>Example: Use authentic materials.</i></p> <p><u>Monitor Reading</u> (R6.4) Self-monitor accuracy in comprehension using more advanced strategies. <i>Example: Demonstrate use of note-taking.</i></p>	<p><u>Determine Purpose</u> (W1.4) Write for a specified purpose and audience as directed. <i>Example: Write a note to a school to explain a child’s absence.</i></p> <p><u>Organize Information</u> (W2.4) Organize ideas around a single familiar topic to produce a short, legible, and comprehensible document. <i>Example: Demonstrate use of simple graphic organizers.</i></p> <p><u>Present Information</u> (W3.4) Convey ideas by writing simple paragraph with instructional support. <i>Example: Write a paragraph with a main idea and supporting details on familiar topics with expected grammatical and spelling errors.</i></p> <p><u>Revise Content of Writing</u> (W4.4) Make changes in content, organization, and grammar with some independence. <i>Example: Provide an example or illustration of a general or main point.</i></p> <p><u>Edit Grammar and Mechanics of Writing</u> (W5.4) Use resources to make simple edits with increasing independence. <i>Example: Use quotation marks, commas, and apostrophes.</i></p>

ESL CONTENT STANDARDS

LEVEL 5 – HIGH INTERMEDIATE

SPEAK SO OTHERS CAN UNDERSTAND	LISTEN ACTIVELY	READ WITH UNDERSTANDING	CONVEY IDEAS IN WRITING
<ul style="list-style-type: none"> • Determine the purpose for communicating. • Organize and relay information to effectively serve the purpose, context and listener. • Pay attention to conventions of oral English communication, including grammar, word choice, register, pace and gesture in order to minimize barriers to listener’s comprehension. • Use multiple strategies to monitor the effectiveness of the communication. 	<ul style="list-style-type: none"> • Attend to oral information. • Clarify purpose for listening and use listening strategies appropriate to that purpose. • Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension. • Integrate information from listening with prior knowledge to address listening purpose. 	<ul style="list-style-type: none"> • Determine the purpose for reading. • Select reading strategies appropriate to the purpose. • Monitor comprehension and adjust reading strategies. • Analyze the information and reflect on its underlying meaning. • Integrate new understanding with prior knowledge to address the reading purpose. 	<ul style="list-style-type: none"> • Determine the purpose for communicating. • Organize and present information to serve the purpose, context, and audience. • Pay attention to conventions of English language usage, including grammar, spelling and sentence structure. • Seek feedback and revise to enhance the effectiveness of the communication.
<p><u>Vocabulary for Communication</u> (S1.5) Use appropriate vocabulary in familiar and unfamiliar situations with proper level of formality. <i>Example: Call a supervisor to report an on-the-job problem.</i></p> <p><u>Grammar Usage</u> (S2.5) Demonstrate control of some complex grammar conventions in authentic communication. <i>Example: Respond to questions about experience and qualifications in a simple job interview.</i></p> <p><u>Monitor Communication</u> (S3.5) Use complex strategies to monitor communication and self-correct with increasing accuracy. <i>Example: Begin to self-assess problems.</i></p> <p><u>Pronunciation</u> (S4.5) Produce spontaneous comprehensible oral language independently with increasing control of pronunciation, rhythm, stress, and intonation. <i>Example: Participate in telephone conversations.</i></p>	<p><u>Attend to Oral Communication</u> (L1.5) Understand and respond to complex sentences, questions, and multi-step instructions in conversations and narratives related to familiar tasks and situations. <i>Example: Follow short telephone conversations or recorded messages.</i></p> <p><u>Recognize Grammar Usage</u> (L2.5) Recognize and respond to many complex grammar conventions used in speech. <i>Example: Respond to complex sentences and time clauses.</i></p> <p><u>Attend to Pronunciation</u> (L3.5) Distinguish sounds from different speakers in authentic communication in a variety of settings to determine meaning. <i>Example: Understand speech at a normal rate of speed.</i></p> <p><u>Develop Comprehension Strategies</u> (L4.5) Use a range of strategies in a variety of settings to gather missing information and/or repair gaps in comprehension. <i>Example: Request clarification, paraphrase, make notes, and summarize.</i></p> <p><u>Recognize Cultural Conventions of Speech</u> (L5.5) Use knowledge of various more complex cultural conventions to understand oral communication. <i>Example: Demonstrate understanding of taking turns in discussions, arguments, and meetings.</i></p>	<p><u>Purpose</u> (R1.5) Read for real-life purposes in increasingly complex situations. <i>Example: Read a poster about minimum wage.</i></p> <p><u>Decoding</u> (R2.5) Recognize unfamiliar and some specialized words and abbreviations independently. <i>Example: Use knowledge of word parts and word relationships (e.g., science/scientist/scientific).</i></p> <p><u>Vocabulary and Language Structure</u> (R3.5) Demonstrate knowledge of everyday and high interest vocabulary, as well as vocabulary in less familiar authentic text. <i>Example: Use computer vocabulary.</i></p> <p><u>Locating Information</u> (R4.5) Locate information in text and graphs using multiple strategies. <i>Example: Use web search engines if available.</i></p> <p><u>Comprehension</u> (R5.5) Comprehend key points and most supporting details in more complex texts and authentic documents. <i>Example: Distinguish fact from fiction.</i></p> <p><u>Monitor Reading</u> (R6.5) Self-monitor accuracy in comprehension using advanced strategies. <i>Example: Identify conflict and resolution.</i></p>	<p><u>Determine Purpose</u> (W1.5) Write for a self-determined purpose and audience for communicating with limited instructional support. <i>Example: Write a thank you note to a friend.</i></p> <p><u>Organize Information</u> (W2.5) Organize ideas to support a specific purpose to produce a legible and comprehensible document. <i>Example: Write to convey a personal experience such as a complaint to a store as to why you are returning an item.</i></p> <p><u>Present Information</u> (W3.5) Convey ideas with several supporting details and/or examples with appropriate vocabulary. <i>Example: Write out a complete recipe.</i></p> <p><u>Revise Content of Writing</u> (W4.5) Revise writing to organize and develop ideas independently. <i>Example: Review grammar use and sentence structure.</i></p> <p><u>Edit Grammar and Mechanics of Writing</u> (W5.5) Use resources to make more complex edits with increasing independence. <i>Example: Exchange a writing sample for peer review followed by self-edit.</i></p>

ESL CONTENT STANDARDS

LEVEL 6 – ADVANCED

SPEAK SO OTHERS CAN UNDERSTAND	LISTEN ACTIVELY	READ WITH UNDERSTANDING	CONVEY IDEAS IN WRITING
<ul style="list-style-type: none"> • Determine the purpose for communicating. • Organize and relay information to effectively serve the purpose, context and listener. • Pay attention to conventions of oral English communication, including grammar, word choice, register, pace and gesture in order to minimize barriers to listener’s comprehension. • Use multiple strategies to monitor the effectiveness of the communication. 	<ul style="list-style-type: none"> • Attend to oral information. • Clarify purpose for listening and use listening strategies appropriate to that purpose. • Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension. • Integrate information from listening with prior knowledge to address listening purpose. 	<ul style="list-style-type: none"> • Determine the purpose for reading. • Select reading strategies appropriate to the purpose. • Monitor comprehension and adjust reading strategies. • Analyze the information and reflect on its underlying meaning. • Integrate new understanding with prior knowledge to address the reading purpose. 	<ul style="list-style-type: none"> • Determine the purpose for communicating. • Organize and present information to serve the purpose, context, and audience. • Pay attention to conventions of English language usage, including grammar, spelling and sentence structure. • Seek feedback and revise to enhance the effectiveness of the communication.
<p><u>Vocabulary for Communication</u> (S1.6) Use complex vocabulary and phrases (including idioms) in familiar and unfamiliar situations. <i>Example: Give a short speech to the class about a childhood memory.</i></p> <p><u>Grammar Usage</u> (S2.6) Demonstrate consistent control of most grammar conventions and complex sentences in authentic communication. <i>Example: Give a 2-minute oral response to a likely job interview question.</i></p> <p><u>Monitor Communication</u> (S3.6) Use complex strategies to frequently monitor communication with accuracy. <i>Example: Predict questions or concerns of listener.</i></p> <p><u>Pronunciation</u> (S4.6) Produce spontaneous comprehensible oral language independently with appropriate control of pronunciation, rhythm, stress, and intonation. <i>Example: Resolve a problem over the telephone (e.g., dispute a charge on a utility bill).</i></p>	<p><u>Attend to Oral Communication</u> (L1.6) Understand and respond to extended explanations and narratives, detailed instructions, and complex conversations in varied contexts where language is not adjusted for English language learners. <i>Example: Understand slang and colloquialisms.</i></p> <p><u>Recognize Grammar Usage</u> (L2.6) Understand highly complex sentences used in speech, including the integration of most grammatical forms. <i>Example: Respond to mixture of tenses.</i></p> <p><u>Attend to Pronunciation</u> (L3.6) Begin to distinguish regional and non-native pronunciation of sounds in words to determine meaning. <i>Example: Distinguish and understand “Dawg” vs. “Dog.”</i></p> <p><u>Develop Comprehension Strategies</u> (L4.6) Use a wide range of strategies to repair gaps in understanding, taking into account implied meaning, the level of formality of the situation, and other socio-cultural factors. <i>Example: Hold questions until a speaker has finished and clarify comprehension.</i></p> <p><u>Recognize Cultural Conventions of Speech</u> (L5.6) Use knowledge of a wide range of more complex cultural conventions to understand oral communication. <i>Example: Interpret meaning from multiple sources.</i></p>	<p><u>Purpose</u> (R1.6) Read for real-life purposes by independently selecting appropriate materials. <i>Example: Read employee handbooks.</i></p> <p><u>Decoding</u> (R2.6) Recognize and use multiple decoding strategies to read with fluency. <i>Example: Read with efficiency and accuracy.</i></p> <p><u>Vocabulary and Language Structure</u> (R3.6) Demonstrate increased knowledge of everyday and some specialized vocabulary in preparation for transition to other educational programs. <i>Example: Understand work-related jargon.</i></p> <p><u>Locating Information</u> (R4.6) Locate information in a variety of text and graphs using increasingly complex strategies. <i>Example: Extract information from tables, charts, and graphs.</i></p> <p><u>Comprehension</u> (R5.6) Comprehend, interpret, and draw conclusions in a variety of more complex texts and documents. <i>Example: Interpret expressive language such as poetry.</i></p> <p><u>Monitor Reading</u> (R6.6) Self-monitor accuracy in comprehension using multiple advanced strategies. <i>Example: Pose and answer questions.</i></p>	<p><u>Determine Purpose</u> (W1.6) Write for a self-determined purpose and audience for communicating in writing independently. <i>Example: Write a landlord explaining a needed repair.</i></p> <p><u>Organize Information</u> (W2.6) Organize ideas using multiple planning and prewriting strategies to produce a clear and comprehensible document. <i>Example: Use strategies such as outlining, graphic organizers, and categorization of ideas.</i></p> <p><u>Present Information</u> (W3.6) Convey ideas coherently with several supporting facts, details, appropriate vocabulary, and examples, using a variety of simple and complex sentence structures. <i>Example: Write a persuasive essay.</i></p> <p><u>Revise Content of Writing</u> (W4.6) Revise writing independently to check for coherence and progression of ideas. <i>Example: Check for transitions between paragraphs.</i></p> <p><u>Edit Grammar and Mechanics of Writing</u> (W5.6) Use multiple strategies to edit self-generated text independently. <i>Example: Reread text and correct as needed.</i></p>