

MI K-12 Level 1 ELP Standards & Benchmarks

LISTENING	READING	WRITING
L.1 Follow simple and complex directions	R.1 Recognize concepts of print literacy	W.1 Use conventions and formats of written English
L.1.1.a Demonstrate understanding through non-verbal gestures or with single words or learned phrases	R.1.1.a Demonstrate initial print awareness that print carries message	W.1.1.a Write the English alphabet legibly in manuscript (printing) using upper and lower case
L.1.1.b Follow simple two-step oral directions to complete a task in English	R.1.1.b Know the order of the alphabet; name and identify each letter of the alphabet	W.1.1.b Write messages from left to right and top to bottom of the page
L.1.1.c Interpret gestures and visual cues used in instruction	R.1.1.c Know the difference between capital and lower case letters	W.1.1.c Use word and letter spacing to make messages readable
L.1.1.d Perform basic classroom tasks when prompted	R.1.1.d Distinguish letters from words	W.1.1.d Write personal information (name, address, phone number)
L.2 Understand spoken English to participate in social contexts	R.1.1.e Demonstrate directionality by tracking print from left to right, and using return sweep	W.1.1.e Write labels, notes and captions for illustrations, charts, and objects
L.2.1.a Understand highly contextualized simple speech with frequent repetition and rephrasing	R.1.1.f Recognize that sentences in print are made up of separate words	W.1.1.f Write words and short sentences from dictation with developmental spelling
L.2.1.b Understand basic language such as, greetings, leave-taking, questions, and directions	R.1.1.g Recognize that words have correct spelling	W.1.1.g Copy from a model text with attention to using lines, margins, and spacing
L.3 Identify main ideas and supporting details from spoken English	R.1.1.h Identify the front cover, back cover, and title page of a book	W.1.1.h Write several sentences on a topic related to a visual prompt
L.3.1.a Use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes	R.2 Demonstrate phonological awareness and the relationship of listening/speaking to decoding	W.2 Use grammatical conventions of English
L.3.1.b Listen attentively to stories and information read aloud	R.2.1.a Demonstrate that print represents spoken language	W.2.1.a Use capitalization and punctuation to begin and end sentences
L.3.1.c Demonstrate comprehension of oral presentations and instructions through nonverbal responses	R.2.1.b Understand that as letters change, so do sounds	W.2.1.b Use nouns (singulars and plurals), verbs (singular and plural), pronouns, adjectives, adverbs in writing
L.4 Identify meaning of vocabulary in the content areas	R.2.1.c Use knowledge of consonants and vowels sounds to match sounds to letters	W.2.1.c Use basic grammatical constructions in simple sentences
L.4.1.a Understand limited key content area vocabulary supported by visual representations and realia (real-life objects)	R.2.1.d Use knowledge of consonants, consonant blends, and vowel sounds in decoding words	W.3 Write using appropriate vocabulary choice and variation
L.5 Identify speaker attitude and point of view	R.2.1.e Read common word families and rhyming words	W.3.1.a Use descriptive vocabulary to clarify details
L.5.1.a Demonstrate understanding of speaker's feelings and attitudes toward a topic	R.2.1.f Use decoding skills to read known and unfamiliar words	W.4 Construct sentences and develop paragraphs to organize writing supporting a central idea
L.6 Make inferences and predictions	R.2.1.g Match oral words to printed words	W.4.1.a Compose simple declarative, interrogative, imperative, and exclamatory sentences appropriate for language arts and other content areas based on a classroom model
L.6.1.a Respond to the implications of tones of voice	R.3 Build vocabulary to develop concepts	W.4.1.b Compose multiple sentences around a topic
SPEAKING	R.3.1.a Recognize high frequency words	W.5 Use the writing process to produce writing
S.1 Use spoken language for daily activities within and beyond the school setting	R.3.1.b Develop basic sight words	W.5.1.a Prewriting: Generate ideas for writing by using prewriting techniques such as drawing and teacher assisted listing of key thoughts
S.1.1.a Use learned phrases to respond to questions and directions	R.4 Understand and use grammatical structures of English to improve reading comprehension	W.5.1.b Drafting: Develop drafts by categorizing ideas and organizing them into sentences with teacher assistance
S.2 Engage in conversations for personal expression and enjoyment	R.4.1.a Identify nouns and verbs (subjects and predicates)	W.5.1.c Editing: Edit writing for punctuation, capitalization and spelling with teacher assistance; create legible final copy
S.2.1.a Communicate basic wants and needs in English	R.5 Read and demonstrate comprehension of main idea and supporting details	W.6 Use various types of writing for specific purposes
S.2.1.b Use common social greetings and simple repetitive phrases	R.5.1.a Name characters and identify setting of story	W.6.1.a Write basic information on classroom assignments, such as name, date, class subject, teacher
S.3 Use spoken English and nonverbal communication in socially and culturally appropriate ways	R.5.1.b Recognize the beginning, middle and end of narratives	W.6.1.b Write to communicate basic personal information such as filling out forms, autobiographical sketches, home-culture descriptions
S.3.1.a Maintain eye contact when communicating in person	R.5.1.c Answer factual, simple questions about content of text	W.6.1.c List, label, or summarize content area information
S.4 Use English to interact in the classroom	R.6 Apply reading skills in social and academic contexts	W.6.1.d Write a few words or phrases about an event or character from a story read by the teacher
S.4.1.a Recite rhymes, songs and simple stories	R.6.1.a Identify common signs and logos	W.6.1.e Write a short narrative story that includes elements of setting and character
S.4.1.b Respond orally to factual questions	R.6.1.b Use prior background knowledge to approach text	W.6.1.f Write in different forms for different purposes including lists to inform, letters to invite or thank, and stories to entertain
S.5 Provide and obtain information; express and exchange opinions	R.6.1.c Use print from the environment to derive and reinforce meaning	W.7 Use multiple sources to extend writing
S.5.1.a Answer instructional questions by using simple sentences	R.6.1.d Read and follow simple written directions	W.7.1.a Record or dictate knowledge of a topic in a variety of ways, such as by drawing pictures, making lists, or using graphic organizers to show connections among ideas
S.6 Demonstrate comprehensible pronunciation and intonation for clarity in oral communication	R.6.1.e Use simple reference materials (such as picture dictionaries) to acquire concepts	W.8 Use tone and voice to engage specific audiences
S.6.1.a Use clearly spoken single words and learned phrases to be understood by a native speaker	R.6.1.f Locate pictures, maps, keys, charts, tables, graphs, diagrams, chapter headings, and table of contents	W.8.1.a Identify an audience for writing in English
S.7 Present information, concepts, and ideas to an audience of listeners on a variety of topics	No benchmark for R.7 Level 1	
S.7.1.a Describe a concrete object or concept with prepared text	R.8 Make inferences, predictions, and conclusions from reading	
S.8 Use strategies to extend communicative competence	R.8.1.a Use pictures/graphics to make predictions about text, and discuss conclusions	
S.8.1.a Use gestures for clarification and to support communication	R.9 Analyze style and form of various genre	
	R.9.1.a Identify elements of a story, including character, setting, and sequence of events	
	R.9.1.b Recognize format differences between poetry and prose	
	R.9.1.c Recognize differences between expository and narrative text	
	R.9.1.d Use graphic displays (photos, art, pictures, icons, symbols) and textual aides (sub-heading, graphs, charts) to understand stories and informational text	
	No benchmark for R.10 Level 1	

MI K-12 Level 2 ELP Standards & Benchmarks

LISTENING	READING	WRITING
L.1 Follow simple and complex directions	R.1 Recognize concepts of print literacy	W.1 Use conventions and formats of written English
L.1.2.a Follow simple three or four-step oral directions to complete a classroom task	R.1.2.a Understand that printed materials provide information	W.1.2.a Write the English alphabet legibly in cursive using upper and lower case
L.1.2.b Restate and execute multi-step oral directions	R.1.2.b Use knowledge of simple spelling patterns when reading	W.1.2.b Write sentences from dictation with more conventional spelling of familiar words
L.1.2.c Respond appropriately and courteously to directions and questions	R.1.2.c Recognize capitalization and punctuation to convey meaning	W.1.2.c Write simple sentences using key words available in the classroom environment
L.2 Understand spoken English to participate in social contexts	R.3 Build vocabulary to develop concepts	W.1.2.d Organize and record expository information on pictures, lists, charts and tables from information presented in the classroom
L.2.2.a Understand simple speech produced by peers and adults on familiar topics with repetition and rephrasing	R.3.2.a Use context clues as a strategy to figure out meaning of unfamiliar words and phrases	W.1.2.e Write several sentences on a topic in paragraph format using indentation
L.3 Identify main ideas and supporting details from spoken English	R.3.2.b Use meaning clues and language structure to expand vocabulary (pictures, background knowledge, context clues)	W.2 Use grammatical conventions of English
L.3.2.a Listen and respond to stories and other texts read aloud, including classic and contemporary works	R.3.2.c Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.	W.2.2.a Capitalize and punctuate correctly to clarify and enhance meaning (such as capitalizing titles, using possessives, commas in a series, apostrophes and contractions, and abbreviations)
L.3.2.b Orally identify main points of simple conversations and stories read aloud	R.3.2.d Identify simple words with multiple meanings	W.2.2.b Identify and correctly use subject verb agreement and past, present, and future tenses in writing simple sentences
L.3.2.c Understand the major ideas and supporting evidence in spoken messages	R.3.2.e Identify simple literary terms (title, author, illustrator)	W.2.2.c Demonstrate knowledge of negatives and contractions
L.3.2.d Identify some supporting details from a variety of media messages	R.4 Understand and use grammatical structures of English to improve reading comprehension	W.2.2.d Demonstrate knowledge of verbs, tenses and modals (auxiliaries), WH- words and pronouns and antecedents
L.3.2.e Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses	R.4.2.a Recognize basic English syntax (sentence structure) and grammar to derive meaning	W.2.2.e Demonstrate knowledge of parts of speech
L.3.2.f Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content	R.5 Read and demonstrate comprehension of main idea and supporting details	W.2.2.f Demonstrate knowledge of negatives and contractions
L.4 Identify meaning of vocabulary in the content areas	R.5.2.a Participate in discussions describing characters, setting, events and plot	W.3 Write using appropriate vocabulary choice and variation
L.4.2.a Understand key content area vocabulary supported by visuals and written text provided during classroom instruction	R.5.2.b Identify the topic or main idea of text	W.3.2.a Use thematic and content-specific vocabulary introduced in the classroom for writing across the curriculum
L.5 Identify speaker attitude and point of view	R.5.2.c Restate facts and details of text	W.4 Construct sentences and develop paragraphs to organize writing supporting a central idea
L.5.1.a Use age-appropriate social conventions that characterize the new culture while listening, such as eye contact, physical proximity, and turn-taking	R.5.2.d Distinguish between fact and opinion in informational text	W.4.2.a Support a central idea with relevant details and examples
L.6 Make inferences and predictions	R.6 Apply reading skills in social and academic contexts	W.4.2.b Write a brief expository composition that includes a thesis and some supporting details
L.6.2.a Infer speaker's implied meaning	R.6.2.a Read and follow sequential or multiple step written directions to complete tasks and assignments	W.4.2.c Use resources to extend vocabulary choices in writing (bilingual dictionary, thesaurus, English dictionary)
SPEAKING	R.6.2.b Use simple reference materials to acquire concepts (dictionary, thesaurus, technologies, vocabulary categories, and alphabetical order)	W.5 Use the writing process to produce writing
S.1 Use spoken language for daily activities within and beyond the school setting	R.6.2.c Use text features such as illustrations, diagrams, charts, glossaries, and indexes to draw information from text	W.5.2.a Prewriting: Use graphic organizers as a prewriting activity to demonstrate prior knowledge, add information and prepare to write
S.1.2.a Make requests and obtain information from the community	R.6.2.d Use strategies to read text (preview, predict, question while reading, reread, and self-correct)	W.5.2.b Drafting: Use simple sentences to follow an outline or graphic organizer to create a draft of a paragraph
S.2 Engage in conversations for personal expression and enjoyment	R.7 Read for research purposes	W.5.2.c Revising: Revise draft by elaborating text with expanded use of adjectives, adverbs and a variety of sentence structures
S.2.2.a Participate in social conversations with peers and adults on familiar topics by asking and answering questions and requesting information	R.7.2.a Develop questions about a topic	W.5.2.d Revising: Revise writing for expanded word choice and organization with variation in grammatical forms
S.3 Use spoken English and nonverbal communication in socially and culturally appropriate ways	R.7.2.b Collect and organize information using a resource other than the textbook for presentations and/or projects	W.5.2.e Editing: Edit draft for basic grammatical constructions; expand use of adjectives and adverbs; check for singular and plural agreement
S.3.2.a Recognize some gestures, facial expressions and body language	R.8 Make inferences, predictions, and conclusions from reading	W.6 Use various types of writing for specific purposes
S.4 Use English to interact in the classroom	R.8.2.a Use pictures to make predictions about stories and informational text	W.6.2.a Write brief responses to selected literature with factual understanding of the text using simple sentences
S.4.2.a Ask and respond to questions using phrases or simple sentences	R.8.2.b Make and confirm predictions about the subject/story from text clues	W.6.2.b Write a brief narrative include elements of setting, character, and events
S.4.2.b Participate in classroom discussions	R.8.2.c Draw conclusions from information provided in the text	W.6.2.c Narrate a sequence of events with some detail
S.4.2.c Restate in basic terms the main idea of oral presentations using subject area content	R.8.2.d Draw inferences about stories read aloud and use simple phrases to communicate the inferences	W.6.2.d Write friendly letters, formal letters, thank you letters, and invitations that address audience concerns, stated purpose and context using conventional letter formats
S.4.2.d Ask and answer instructional questions using simple sentences	R.9 Analyze style and form of various genre	W.6.2.e Write across the curriculum with teacher assistance stories and other compositions such as personal narratives, journal entries, friendly poems in English
S.4.2.e Give directions or instructions to classmates	R.9.2.a Demonstrate knowledge of story structure and sequence	W.6.2.f Write simple compositions such as descriptions, compare/contrast that have a main idea and some supporting details
S.4.2.f Participate in guided discussions	R.9.2.b Differentiate between fiction and non-fiction	W.6.2.g Write technical materials such as instructions for performing tasks or playing a game that include specific details
S.4.2.g Give simple oral reports	R.9.2.c Understand literary forms by recognizing and distinguishing among stories, poems, and information books	W.7 Use multiple sources to extend writing
S.5 Provide and obtain information; express and exchange opinions	R.9.2.d Distinguish between reality and fantasy in literature	W.7.2.a Identify questions for investigating a given topic
S.5.2.a Answer instructional questions with supporting details	R.9.2.e Understand literary forms by recognizing and distinguishing among stories, poems, myths, fables, tall tales, plays, biographies, autobiographies, and historical fiction	W.7.2.b Use print or technology resources to write a simple informative paper
S.6 Demonstrate comprehensible pronunciation and intonation for clarity in oral communication	R.9.2.f Use text structure or progression of ideas such as cause/effect or chronology to recall information	W.7.2.c Use accepted format (including quotation and reference notes) to credit sources of information
S.6.2.a Speak understandably with awareness of English intonation and phonological patterns	R.9.2.g Distinguish between explicit examples of fact, opinion, and cause/effect in text	W.8 Use tone and voice to engage specific audiences
S.7 Present information, concepts, and ideas to an audience of listeners on a variety of topics	R.9.2.h Determine whether the evidence in a text supports a conclusion	W.8.2.a Produce writing for given audiences and purposes in English
S.7.2.a Prepare and deliver short oral presentations	R.9.2.i Identify information from graphic displays and textual aides	
S.7.2.b Retell stories and participate in short conversations		
S.8 Use strategies to extend communicative competence		
S.8.2.a Ask for clarification and repetition		
S.8.2.b Identify orally the main points of simple conversations and stories that are read aloud		
S.8.2.c Make requests relevant to the teaching learning process (homework instructions)		

MI K-12 Level 3 ELP Standards & Benchmarks

LISTENING	READING	WRITING
L.1 Follow simple and complex directions	No benchmarks for Reading 1 Level 3	W.1 Use conventions and formats of written English
L.1.3.a Perform most uncomplicated classroom tasks when prompted	R.2 Demonstrate phonological awareness and the relationship of listening/speaking to decoding	W.1.3.a Write with consistent use of spelling patterns and rules
L.2 Understand spoken English to participate in social contexts	R.3 Build vocabulary to develop concepts	W.1.3.b Organize, record and summarize expository information for posters and presentations for literature and content areas subjects
L.2.3.a Understand age-appropriate social discourse with occasional repetition and rephrasing	R.3.3.a Recognize common cognates	W.1.3.c Write three paragraphs including a beginning, middle and end on a prompt/theme
L.3 Identify main ideas and supporting details from spoken English	R.3.3.b Demonstrate knowledge of prefixes and suffixes, root, antonyms, homonyms, synonyms and abbreviations to determine meaning	W.2 Use grammatical conventions of English
L.3.3.a Identify main ideas and fact versus fiction in broadcast media	R.3.3.c Recognize words that have multiple meanings in literature and texts in content areas	W.2.3.a Use punctuation and capitalization to enhance meaning and express complex thoughts (such as direct quotes and compound sentences)
L.3.3.b Listen attentively to stories or content information and identify key details and concepts using both verbal and written responses	R.3.3.d Recognize simple idioms and figures of speech	W.2.3.b Use a variety of parts of speech to clarify writing
L.4.3.a Understand vocabulary and discourse features of content areas	R.3.3.e Identify simple literary terms across a variety of genre (title, author, illustrator)	W.2.3.c Use prepositional phrases to elaborate written ideas
L.4.3.b Use knowledge of language and develop content area vocabulary to support comprehension of the speaker's message	R.4 Understand and use grammatical structures of English to improve reading comprehension	W.2.3.d Demonstrate knowledge of nominative, objective, and possessive case
L.5 Identify speaker attitude and point of view	R.4.3.a Use knowledge of complex syntax (sentence structure) and grammatical features to derive meaning from narrative text	W.2.3.e Use verb tenses appropriately in present, past, future, perfect and progressive
L.5.3.a Interpret speaker's messages, purposes, and perspectives	R.5 Read and demonstrate comprehension of main idea and supporting details	W.3 Write using appropriate vocabulary choice and variation
L.5.3.b Listen critically to interpret and evaluate	R.5.3.a Summarize informational or narrative selections	W.3.3.a Select words from an expanded personal vocabulary to accurately communicate ideas clearly and concisely across the curriculum
L.5.3.c Evaluate a spoken message in terms of its content, credibility and delivery	R.5.3.b Compare and contrast characters; describe setting and events in text	W.4 Construct sentences and develop paragraphs to organize writing supporting a central idea
L.5.3.d Identify the main ideas, points of view, and fact/fiction in broadcast and print media	R.5.3.c Demonstrate knowledge of story structure and sequence	W.4.3.a Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms, including a variety of sentence types
L.6 Make inferences and predictions	R.5.3.d Describe the development of plot and identify how conflicts are addressed and resolved	W.4.3.b Use varied sentence structure to express meaning and achieve desired effect
L.6.3.a Infer speaker's messages, purposes, and perspectives	R.6 Apply reading skills in social and academic contexts	W.4.3.c Produce cohesive and coherent written text by organizing ideas, using effective transitions, and choosing precise wording
SPEAKING	R.6.3.a Apply information using table of contents, index, and chapter headings, diagrams, keys, charts, tables, pictures, maps, graphs and glossary	W.4.3.d Organize ideas in writing to ensure coherence, logical progression, and support for ideas
S.1 Use spoken language for daily activities within and beyond the school setting	R.6.3.b Make connections between prior knowledge, personal experiences and what is read	W.5 Use the writing process to produce writing
S.1.3.a Participate in conversations on social topics by asking and requesting information	R.7 Read for research purposes	W.5.3.a Prewriting: Plan ideas through independent organizing activities such as listing, webbing, clustering, sequencing and classifying in English
S.1.3.b Acquire goods, services, or information by spoken request	R.7.3.a Collect and organize information from multiple resources for presentations and/or projects	W.5.3.b Drafting: Develop a draft by organizing ideas into sentences and paragraphs following an organizational plan
S.2 Engage in conversations for personal expression and enjoyment	R.8 Make inferences, predictions, and conclusions from reading	W.5.3.c Revising: Revise writing by adding, elaborating, combining, deleting, and rearranging text
S.2.3.a Participate in social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and requesting information	R.8.3.a Read text and use detailed sentences to identify orally the main ideas and use them to make predictions supported by details	W.5.3.d Editing: Edit writing to ensure use of grammar conventions
S.2.3.b Demonstrate understanding of idiomatic expressions by responding to and using them appropriately	R.9 Analyze style and form of various genre	W.6 Use various types of writing for specific purposes
S.3 Use spoken English and nonverbal communication in socially and culturally appropriate ways	R.9.3.a Understand literary forms by recognizing and distinguishing among short essays, novels, journals, informational text	W.6.3.a Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions
S.3.3.a Understand and interpret the significance of gestures, facial expressions, and body language	R.9.3.b Discuss significant structural patterns in text such as, compare/contrast, sequence or chronological order, and cause/effect	W.6.3.b Use the writing process to write brief narratives using standard grammatical forms
S.4 Use English to interact in the classroom	R.9.3.c Analyze a variety of rhetorical styles found in consumer and informational materials	W.6.3.c Write simple compositions that address a single topic that include supporting sentences with concrete sensory details of people, places, things or experiences
S.4.3.a Participate actively in cooperative group activities and projects	R.9.3.d Analyze characteristics of text including its structure, word choices and intended audiences	W.6.3.d Write in various forms with particular emphasis on business forms such as a report, memo, narrative or procedure, summary/abstract, and resume
S.4.3.b Participate actively in content area discussions with peers and teachers	R.9.3.e Judge the internal consistency or logic of stories and texts, such as <i>Would this character do this? Does this action make sense here?</i>	W.6.3.e Write a brief expository composition that includes a thesis and some points of support; provide information from primary sources; organize and record information on charts and graphs
S.5 Provide and obtain information; express and exchange opinions	R.9.3.f Describe how graphic displays and textual aides convey meaning	W.6.3.f Write short expository text that proposes a solution to a problem or speculates on causes and effects
S.5.3.a Respond to messages by asking questions, challenging statements, or offering examples that affirm the message	R.10 Identify author's voice, attitude and point of view	W.7 Use multiple sources to extend writing
S.6 Demonstrate comprehensible pronunciation and intonation for clarity in oral communication	R.10.3.a Describe how the author's perspective or point of view affects the text	W.7.3.a Develop questions to guide research
S.6.3.a Speak clearly and comprehensibly by using standard English grammatical forms, pronunciation, phrasing and intonation		W.7.3.b Collect information, take notes, and synthesize information on a given topic from a variety of sources
S.7 Present information, concepts, and ideas to an audience of listeners on a variety of topics		W.8 Use tone and voice to engage specific audiences
S.7.3.a Prepare and deliver short presentations on ideas, images and topics obtained from various common sources		W.8.3.a Write in a voice and style appropriate to audience and purpose
S.7.3.b Prepare and ask basic interview questions and respond to them		
S.8 Use strategies to extend communicative competence		
S.8.3.a Formulate and pose questions during classroom discussions		

MI K-12 Level 4 ELP Standards & Benchmarks

LISTENING	READING	WRITING
L.1 Follow simple and complex directions	No benchmark for R.1 level 4	W.1 Use conventions and formats of written English
L.1.4.a Clarify classroom assignments with teacher and/or peers	No benchmark for R.2 level 4	W.1.4.a Use resources to edit text for consistently correct spelling
L.2 Understand spoken English to participate in social contexts	R.3 Build vocabulary to develop concepts	W.1.4.b Write an essay or narrative demonstrating control of paragraph formation
L.2.4.a Understand age-appropriate social discourse	R.3.4.a Use knowledge of cognates and false cognates when reading	W.2 Use grammatical conventions of English
L.2.4.b Respond to messages by asking questions, challenging statements or offering examples that affirm the message	R.3.4.b Recognize simple analogies and metaphors in literature and texts in content areas	W.2.4.a Use punctuation and capitalization to enhance meaning and express complex thoughts to produce complex sentences without sentence fragments or run-on sentences
L.2.4.c Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately	R.4 Understand and use grammatical structures of English to improve reading comprehension	W.2.4.b Demonstrate control over grammatical elements, subject-verb agreement, pronoun- antecedent agreement, verbs forms, transitions and parallel construction
L.3 Identify main ideas and supporting details from spoken English	R.4.4.a Apply knowledge of complex syntax (sentence structure) and advanced grammatical features to derive meaning from content area texts	W.2.4.c Use clauses, phrases and mechanics with consistent variation in grammatical forms
L.3.4.a Critique accuracy and intent of media presentation	R.5 Read and demonstrate comprehension of main idea and supporting details	W.2.4.d Use clauses, phrases and mechanics with consistent variations in grammatical forms
L.3.4.b Listen attentively to more complex stories/information on new topics across content areas in order to identify the main points and supporting details	R.5.4.a Recognize the theme (general observation about life and human nature) within a text	W.3 Write using appropriate vocabulary choice and variation
L.3.4.c Listen and respond appropriately to presentations and performances of peer or published works such as original essays or narratives, interpretations of poetry, or individual or group performances of scripts	R.5.4.b Identify main ideas and supporting details from grade appropriate texts	W.3.4.a Use vocabulary to convey intended meaning while recognizing the meanings and cultural uses of the other registers in English which are often expressed through colloquialisms, idioms, and other language forms
L.4 Identify meaning of vocabulary in the content areas	No benchmark for R.6 level 4	W.4 Construct sentences and develop paragraphs to organize writing supporting a central idea
L.4.4.a Take accurate notes based on classroom instruction; clarify questions regarding information with peers or teacher, and/or clarify from text or other references	R.7 Read for research purposes	W.4.4.a Use effective sequences and transitions to achieve coherence and meaning
L.5 Identify speaker attitude and point of view	R.7.4.a Evaluate and synthesize information from multiple sources for use in presentations and/or projects	W.4.4.b Produce a multiple paragraph essay that elaborates a thesis
L.5.4.a Identify strategies presented by the media to present information for various purposes, such as perform, entertain or persuade	R.8 Make inferences, predictions, and conclusions from reading	W.4.4.c Structure ideas and arguments within a defined context including supporting and relevant examples
L.6 Make inferences and predictions	R.8.4.a Read text and use detailed sentences to identify orally the main ideas and use them to make predictions with supporting details about informational text, literary text, and text in content areas	W.5 Use the writing process to produce writing
L.6.4.a Demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and perspectives	R.9 Analyze style and form of various genre	W.5.4.a Prewriting: Use planning strategies to organize information, generate ideas, and develop voice
L.6.4.b Differentiate fact and opinion on topics or issues presented by broadcast media	R.9.4.a Analyze the features and rhetorical devices of public documents and primary source material	W.5.4.b Drafting: Develop a draft independently by organizing and reorganizing content and by refining style to suit occasion, audience and purpose
SPEAKING	R.9.4.b Distinguish elements of literary technique (foreshadowing, flashbacks, figurative language, dialogue, metaphor, simile)	R.5.4.c Revising: Revise writing for appropriate word choice, consistent point of view, introductions, transitions, and conclusions
S.1 Use spoken language for daily activities within and beyond the school setting	R.9.4.c Identify literary devices narrative voice, symbolism, dialect, and irony	R.5.4.d Editing: Edit writing for developmentally appropriate syntax, spelling, grammar, usage, and punctuation
S.1.4.a Draw conclusions from interactions with individuals from other cultures	R.9.4.d Analyze text for the purpose, ideas and style of the author	W.6 Use various types of writing for specific purposes
S.2 Engage in conversations for personal expression and enjoyment	R.9.4.e Read and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice	W.6.4.a Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text
S.2.4.a Negotiate and initiate social conversations by questioning, restating, requesting information and paraphrasing the communication of others	R.9.4.f Critique the effectiveness of graphic displays and textual aides	W.6.4.b Write stories or other compositions such as personal narrative, stories, and poetry, that employ a logical sequence of events, provide insight into why the incident is notable, and include details to develop the plot in English
S.2.4.b Talk about experiences using expanded vocabulary, descriptive words and paraphrasing	R.10 Identify author's voice, attitude and point of view	W.6.4.c Write expository compositions and reports that convey information from primary and secondary sources and use some technical terms
S.3 Use spoken English and nonverbal communication in socially and culturally appropriate ways	R.10.4.a Analyze text for the voice of the author	W.6.4.d Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counter argument
S.3.4.a Produce appropriate gestures, facial expressions and body language	R.10.4.b Recognize how style, tone and mood contribute to the effect of the text	W.6.4.e Write in a variety of forms using effective word choice, structure, and sentence forms with emphasis on organizing logical arguments based on clearly related definitions, theses and evidence
S.3.4.b Use idiomatic expressions appropriately		W.6.4.f Write in a variety of forms with an emphasis on persuasive forms (such as logical argument and expression of opinion) personal forms (such as response to literature, reflective essay, and autobiographical narrative) and literary forms such as, poems, plays and stories
S.3.4.c Vary speech according to purpose, audience and subject matter		W.7 Use multiple sources to extend writing
S.4 Use English to interact in the classroom		W.7.4.a Formulate questions, refine topics, and clarify ideas
S.4.4.a Exchange, support, and discuss opinions and individual perspectives with peers on a variety of topics dealing with content area information or issues		W.7.4.b Compile written ideas and representations into reports, summaries or other formats and draw conclusions
S.5 Provide and obtain information; express and exchange opinions		W.8 Use tone and voice to engage specific audiences
S.5.4.a Talk about experiences using expanded vocabulary, descriptive words and paraphrasing		W.8.4.a Exhibit an identifiable tone and voice in personal narratives and stories
S.5.4.b Negotiate and initiate conversations by questioning, restating, requesting information, and paraphrasing the communication of others		
S.6 Demonstrate comprehensible pronunciation and intonation for clarity in oral communication		
S.6.4.a Demonstrate control of the English phonological system and patterns of intonation when conversing with a native speaker in spontaneous situations		
S.7 Present information, concepts, and ideas to an audience of listeners on a variety of topics		
S.7.4.a Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transitions, and appropriate conclusions		
S.8 Use strategies to extend communicative competence		
S.8.4.a Respond to messages by asking questions or by challenging statements		
S.8.4.b Summarize orally with accurate representation of the content of the conversation		