

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

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ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

Social and Instructional

Grades 9-12

- SOCIAL AND INSTRUCTIONAL READING

Level 4

- BENCHMARK 1.3: READING—process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - scan entries in books or web sites to locate information for assignments
 - interpret rules and procedures (such as from the classroom or school)
 - make inferences about main ideas and use details as supporting evidence
 - apply facts or information on socially-related topics to new situations
 - infer what to do based on everyday information

Grades 1-2

- Standard 1: English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

SOCIAL AND INSTRUCTIONAL LISTENING

Level 1

- Benchmark 1.1: LISTENING —engage in oral communication in a variety of situations for a variety of purposes and audiences
 - identify symbols found in classrooms and schools from pictures and oral statements (such as "Office" or "Exit")
 - identify or locate areas of the classroom and school described orally with visual support (such as corner, library, or hallway)
 - match school personnel with oral descriptions of their job functions (such as answer the phone in the office or serve food)

- Level 2

- Benchmark 1.1: LISTENING —engage in oral communication in a variety of situations for a variety of purposes and audiences
 - identify school-related activities from oral descriptions (such as field trips or assemblies)
 - match oral descriptions of school personnel with individual needs or situations (e.g., "If...then;" "Suppose...")

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

- SOCIAL AND INSTRUCTIONAL SPEAKING
 - Level 1
 - BENCHMARK 1.2: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences
 - identify and name everyday objects described orally with visual support (such as classroom supplies or household items)
 - tell the uses of everyday objects depicted visually
 - sort everyday objects depicted visually and explain their uses
 - Level 2
 - BENCHMARK 1.2: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences
 - compare/contrast the uses of everyday objects
 - judge and justify the effectiveness of the uses of everyday objects
- SOCIAL AND INSTRUCTIONAL READING
 - Level 1
 - BENCHMARK 1.3: READING—process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - identify environmental print (such as signs around school or the community)
 - extract information from environmental print (such as signs, bulletin boards, or menus)
 - restate information found in visually supported print (such as school schedules, field trips, or celebrations)
 - Level 2
 - BENCHMARK 1.3: READING—process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - summarize information found in visually supported print on classroom or school activities
 - interpret rules and procedures (such as from the classroom or school)
- SOCIAL AND INSTRUCTIONAL WRITING
 - Level 1
 - BENCHMARK 1.4: WRITING—engage in written communication in a variety of forms for a variety of purposes and audiences
 - trace, copy, or produce words about self
 - make lists for varying purposes related to self

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

- Level 2
 - BENCHMARK 1.4: WRITING—engage in written communication in a variety of forms for a variety of purposes and audiences
 - relate personal facts
 - compose friendly notes or personal messages
 - narrate or compose personal stories with illustrations

Grades 3-5

- STANDARD 1:
English Language Proficiency Standard 1: English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

SOCIAL AND INSTRUCTIONAL LISTENING

Level 1

- Benchmark 1.1: LISTENING —engage in oral communication in a variety of situations for a variety of purposes and audiences
 - follow one step oral commands
 - respond (non-verbally) to questions, statements, commands, or social courtesies given orally
 - follow multi-step oral commands
 - identify topics, some words, or phrases of oral communications

Level 2

- Benchmark 1.1: LISTENING —engage in oral communication in a variety of situations for a variety of purposes and audiences
 - follow multi-step oral commands that incorporate language of polite requests (e.g., "I wish that you could; would you please...")
 - identify the main idea(s) of multiple-sentence communication

Level 3

- Benchmark 1.1: LISTENING —engage in oral communication in a variety of situations for a variety of purposes and audiences
 - follow directions from oral discourse
 - identify the main idea(s) and literal details of oral discourse
 - follow directions from indirect oral discourse (such as using a cassette tape)
 - identify the main idea(s) and implied details of oral discourse

SOCIAL AND INSTRUCTIONAL SPEAKING

Level 1

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

- BENCHMARK 1.2: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences.
 - provide identifying information
 - respond to WH-questions
 - make personal introductions
 - ask and respond to questions
 - answer a range of questions that express personal preferences
- Level 2
 - BENCHMARK 1.2: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences.
 - exchange personal information
 - ask questions and express ideas in response
 - express personal preferences or points of view
- Level 3
 - BENCHMARK 1.2: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences.
 - restate personal information
 - ask questions and respond with related or connected ideas
 - summarize personal information
 - ask and respond to questions with ease and fluency
- SOCIAL AND INSTRUCTIONAL READING
 - Level 1
 - BENCHMARK 1.3: READING—process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - identify topics from pictures, words, or phrases (such as daily routines associated with time periods)
 - identify explicit messages from visually supported, non-technical text (such as from language experience stories)
 - Level 2
 - BENCHMARK 1.3: READING—process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - identify main ideas from visually supported, explicit text (such as from school permission slips, notes about school events)
 - Level 3

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

- BENCHMARK 1.3: READING—process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - identify main ideas and major details (such as from school announcements, dress or discipline codes)
 - make inferences about main ideas and use details as supporting evidence (such as from comic books)
- SOCIAL AND INSTRUCTIONAL WRITING
 - Level 1
 - BENCHMARK 1.4: WRITING—engage in written communication in a variety of forms for a variety of purposes and audiences
 - label or produce icons for school rules or procedures
 - compose using pictures, labels, and phrases
 - Level 2
 - BENCHMARK 1.4: WRITING—engage in written communication in a variety of forms for a variety of purposes and audiences
 - list dos and don'ts regarding school rules or procedures
 - compose using phrases and simple sentences
 - give examples of school rules or procedures
 - compose using expanded sentences with some complexity
 - Level 3
 - BENCHMARK 1.4: WRITING—engage in written communication in a variety of forms for a variety of purposes and audiences
 - explain the usefulness or importance of school rules or procedures
 - compose using a variety of sentence lengths and levels of complexity
 - discuss or propose consequences of breaking school rules or procedures
 - compose using a variety of sentence lengths and levels of complexity with clear meaning

Grades 6-8

- STANDARD 1:
English Language Proficiency Standard 1: English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

SOCIAL AND INSTRUCTIONAL LISTENING

Level 1

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

- Benchmark 1.1: LISTENING –engage in oral communication in a variety of situations for a variety of purposes and audiences
 - identify needed resources to complete assignments based on pictures and oral statements (such as pencils, rulers, or computers)
 - identify symbols found in classrooms and schools from pictures and oral statements (such as "Office" or "Exit")
 - respond (non-verbally) to questions, statements, commands, or social courtesies given orally
 - respond (non-verbally) to commands pertaining to classroom routines (e.g., "Close your book.")
 - identify or locate areas of the classroom and school described orally with visual support (such as corner, library, or hallway)
 - follow multi-step oral commands
 - identify topics, some words, or phrases of oral communications
 - match needed resources with types of assignments based on pictures and oral statements (such as calculators or math books)
 - respond (non-verbally) to questions pertaining to multiple-step classroom instructions (e.g., "What is the last word on page 45 of the dictionary?")
 - match school personnel with oral descriptions of their job functions (such as answer the phone in the office or serve food)
- Level 2
 - Benchmark 1.1: LISTENING –engage in oral communication in a variety of situations for a variety of purposes and audiences
 - categorize needed resources with types of assignments based on pictures and oral descriptions
 - follow multi-step oral commands that incorporate language of polite requests (e.g., "I wish that you could; would you please...")
 - identify the main idea(s) of multiple-sentence communication
 - respond (non-verbally) to explicit language pertaining to classroom instructions
 - identify the main idea(s) of multiple-sentence communication
 - match realia, pictures or diagrams with oral descriptions
- Level 3
 - Benchmark 1.1: LISTENING –engage in oral communication in a variety of situations for a variety of purposes and audiences
 - identify school-related activities from oral descriptions (such as field trips or assemblies)
 - follow directions from oral discourse
 - identify the main idea(s) and literal details of oral discourse
 - analyze assignments and match with needed resources based on oral discourse
 - respond (non-verbally) to idiomatic expressions pertaining to classroom instructions (e.g., "What do you do when you hit the books?")

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

- identify the main idea(s) of multiple-sentence communication
 - respond (non-verbally) to explicit language pertaining to classroom instructions
 - identify the main idea(s) of multiple-sentence communication
 - take notes from a listening text
- Level 4
 - Benchmark 1.1: LISTENING –engage in oral communication in a variety of situations for a variety of purposes and audiences
 - evaluate and select the most appropriate resources needed to complete assignments based on oral discourse
 - follow directions from indirect oral discourse (such as using a cassette tape)
 - identify the main idea(s) and implied details of oral discourse
 - respond (non-verbally) to figurative language pertaining to classroom instructions (such as to the use of hyperboles or metaphors)
- SOCIAL AND INSTRUCTIONAL SPEAKING
 - Level 1
 - BENCHMARK 1.2: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences
 - repeat, restate, or respond to oral instructions or assignments
 - identify and name everyday objects described orally with visual support (such as classroom supplies or household items)
 - provide identifying information
 - respond to WH-questions
 - answer questions that express likes and dislikes
 - tell the uses of everyday objects depicted visually
 - make personal introductions
 - ask and respond to questions
 - answer a range of questions that express personal preferences
 - Level 2
 - BENCHMARK 1.2: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences
 - summarize oral instructions, assignments, or stories
 - paraphrase or retell oral instructions, assignments, or stories
 - answer a range of questions that express personal preferences
 - sort everyday objects depicted visually and explain their uses
 - answer a range of questions that express personal preferences
 - express personal preferences or points of view
 - exchange personal information
 - ask questions and express ideas in response
 - ask for assistance for a task

ACADEMIC STANDARDS AND BENCHMARKS

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- ask peers for their opinions, preferences, needs/desires
 - clarify and restate information
 - volunteer information and respond to questions about topics being studied
 - recount events of interests orally
- Level 3
 - BENCHMARK 1.2: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences
 - analyze oral instructions, assignments, or stories using detailed descriptions
 - ask questions and respond with related or connected ideas
 - express thoughts and opinions clearly and logically
 - give multi-task instructions
 - participate orally in class and group discussions
 - present an oral report about a topic
- Level 4
 - BENCHMARK 1.2: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences
 - analyze and explain oral instructions, assignments, or stories appropriate for grade level
 - summarize personal information
 - ask and respond to questions with ease and fluency
 - express and defend points of view other than from a personal perspective
 - express thoughts and opinions clearly and logically
 - give multi-task instructions
 - participate orally in class and group discussions
 - present an oral report about a topic
- SOCIAL AND INSTRUCTIONAL READING
 - Level 1
 - BENCHMARK 1.3: READING—process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - locate facts or information on socially- related topics (such as the school dance)
 - identify environmental print (such as signs around school or the community)
 - identify topics from pictures, words, or phrases (such as daily routines associated with time periods)
 - match everyday information to visual
 - identify text features or web resources used for assignments (such as titles or authors)

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

- extract information from environmental print (such as signs, bulletin boards, or menus)
 - identify explicit messages from visually supported, non-technical text (such as from language experience stories)
 - connect facts or information on socially- related topics to examples
 - identify main idea from everyday information supported by visuals
 - match text features or web resources with their uses for assignments (such as use a Table of Contents to find topics)
- Level 2
 - BENCHMARK 1.3: READING—process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - compare/contrast facts or information on socially-related topics
 - summarize everyday information, supported by visuals (such as on billboards, ads, or instructions)
 - restate information found in visually supported print (such as school schedules, field trips, or celebrations)
 - identify main ideas from visually supported, explicit text (such as from school permission slips, notes about school events)
 - use written sources to discover and check information
- Level 3
 - BENCHMARK 1.3: READING—process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - interpret facts or information on socially-related topics
 - identify details that support the main idea
 - summarize information
 - identify main ideas and major details use text features or web resources to confirm information for assignments
 - understand meaning of phrasal verbs and common idiomatic expressions
 - organize information of texts using visual or graphic organizers
 - decode vocabulary using context clues
- Level 4
 - BENCHMARK 1.3: READING—process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - interpret rules and procedures (such as from the classroom or school)
 - make inferences about main ideas and use details as supporting evidence
 - apply facts or information on socially-related topics to new situations
 - infer what to do based on everyday information
 - scan entries in books or web sites to locate information for assignments

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

Grades 9-10

- SOCIAL AND INSTRUCTIONAL LISTENING

- Level 3

- Benchmark 1.1: LISTENING –engage in oral communication in a variety of situations for a variety of purposes and audiences
 - identify school-related activities from oral descriptions (such as field trips or assemblies)
 - follow directions from oral discourse
 - identify the main idea(s) and literal details of oral discourse
 - analyze assignments and match with needed resources based on oral discourse
 - respond (non-verbally) to idiomatic expressions pertaining to classroom instructions (e.g., "What do you do when you hit the books?")
 - identify the main idea(s) of multiple-sentence communication
 - respond (non-verbally) to explicit language pertaining to classroom instructions
 - identify the main idea(s) of multiple-sentence communication
 - take notes from a listening text

- Level 4

- Benchmark 1.1: LISTENING –engage in oral communication in a variety of situations for a variety of purposes and audiences
 - evaluate and select the most appropriate resources needed to complete assignments based on oral discourse
 - follow directions from indirect oral discourse (such as using a cassette tape)
 - identify the main idea(s) and implied details of oral discourse
 - respond (non-verbally) to figurative language pertaining to classroom instructions (such as to the use of hyperboles or metaphors)

- SOCIAL AND INSTRUCTIONAL SPEAKING

- Level 3

- BENCHMARK 1.2: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences
 - express and defend personal preferences, opinions, or points of view
 - analyze oral instructions, assignments, or stories using detailed descriptions
 - restate personal information
 - ask questions and respond with related or connected ideas
 - express thoughts and opinions clearly and logically
 - give multi-task instructions

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

- participate orally in class and group discussions
 - present an oral report about a topic
- Level 4
 - BENCHMARK 1.2: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences
 - analyze and explain oral instructions, assignments, or stories appropriate for grade level
 - summarize personal information
 - ask and respond to questions with ease and fluency
 - express and defend points of view other than from a personal perspective
 - express thoughts and opinions clearly and logically
 - give multi-task instructions
 - participate orally in class and group discussions
 - present an oral report about a topic
- SOCIAL AND INSTRUCTIONAL READING
 - Level 3
 - BENCHMARK 1.3: READING—process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - interpret facts or information on socially-related topics
 - identify details that support the main idea
 - summarize information
 - identify main ideas and major details
 - use text features or web resources to search information for assignments
 - understand meaning of phrasal verbs and common idiomatic expressions
 - organize information of texts using visual or graphic organizers
 - decode vocabulary using context clues
- SOCIAL AND INSTRUCTIONAL WRITING
 - Level 3
 - BENCHMARK 1.4: WRITING—engage in written communication in a variety of forms for a variety of purposes and audiences
 - compose personal messages/journals
 - explain the usefulness or importance of school rules or procedures
 - compose using a variety of sentence lengths and levels of complexity
 - make requests, apologize, or compose or respond to e-mails or personal messages in extended paragraphs
- Level 4

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

- BENCHMARK 1.4: WRITING—engage in written communication in a variety of forms for a variety of purposes and audiences
 - compose social letters, editorials, advice columns, reviews, or resumes
 - write a proposal to add school subjects and give reasons for choices
 - narrate or compose personal stories with illustrations
 - discuss or propose consequences of breaking school rules or procedures
 - compose using a variety of sentence lengths and levels of complexity with clear meaning

Language Arts

Grades 9-12

- LANGUAGE ARTS READING

Level 4

- BENCHMARK 2.3: READING —process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - match sentences with pictures or other visual support
 - identify authors' reasons or intent for selecting facts or opinions found in fiction or non-fiction from grade level language arts text
 - apply knowledge of organizational features of texts to summarize ideas
 - draw conclusions from explicit and implicit text
 - analyze author's purpose and apply to other contexts
 - identify and analyze the genre of materials read

Grades 1-2

- Standard 2: English Language Proficiency
LANGUAGE ARTS LISTENING

Level 1

- BENCHMARK 2.1: LISTENING—process, understand, interpret, and evaluate spoken language in a variety of situations

- match pictures to sentences read aloud
- order pictures of related sentences read aloud using ordinal numerals (such as first, second, last)

- Level 2

- BENCHMARK 2.1: LISTENING—process, understand, interpret, and evaluate spoken language in a variety of situations

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

- sequence pictures of stories read aloud by beginning, middle, and end
- reproduce stories read aloud through a series of pictures
- sequence a series of pictures of incomplete stories read aloud and select logical outcomes or endings

○ LANGUAGE ARTS SPEAKING

Level 1

- BENCHMARK 2.2: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences
 - name and describe characters or settings of stories from (wordless) picture books or short stories
 - identify and describe features of illustrations and photographs
 - outline plots or themes of stories from picture books or short stories

○ Level 2

- BENCHMARK 2.2: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences
 - predict what a story is about from visual and oral prompts
 - narrate main events of plot sequences and state main idea from picture books or short stories
 - re/tell stories using story grammar from picture books or short stories
 - state alternative endings to grade level stories from oral prompts

○ LANGUAGE ARTS WRITING

Level 1

- BENCHMARK 2.4: WRITING —engage in written communication in a variety of forms for a variety of purposes and audiences
 - draw pictures in sequential order in response to stories read orally
 - produce pictures and words to depict sequence in stories
 - produce phrases in sequential order to relate a series of events in stories

○ Level 2

- BENCHMARK 2.4: WRITING —engage in written communication in a variety of forms for a variety of purposes and audiences
 - use sequential language in sentences to relate a series of events in stories (e.g., "First.... Then...")
 - use language of storytelling to relate a series of events (e.g., "Once upon a time...")

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

Grades 3-5

- STANDARD 2:
English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Level 1

- BENCHMARK 2.1: LISTENING—process, understand, interpret, and evaluate spoken language in a variety of situations
 - identify elements of stories from oral directions supported by illustrations (such as characters or settings)
 - select literal meanings from oral descriptions (such as from oral reading of realistic fiction) and match to illustrations

- Level 2

- BENCHMARK 2.1: LISTENING—process, understand, interpret, and evaluate spoken language in a variety of situations
 - identify the main idea(s) or make predictions from oral discourse (such as from oral reading of realistic or science fiction) and select from illustrations

- Level 3

- BENCHMARK 2.1: LISTENING—process, understand, interpret, and evaluate spoken language in a variety of situations
 - identify cause/ effect in oral discourse (such as from oral reading of realistic or science fiction)
 - make connections and draw conclusions from oral discourse (such as from oral reading of grade level realistic or science fiction)

- LANGUAGE ARTS SPEAKING

Level 1

- BENCHMARK 2.2: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences
 - name and describe story elements of various genres depicted visually (such as non-fiction works, fairy tales, myths, fables, or legends)

- Level 2

- BENCHMARK 2.2: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

- summarize issues or conflicts in various genres, supported by illustrations (such as non-fiction works, fairy tales, myths, fables, or legends)

- Level 3

- BENCHMARK 2.2: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences

- discuss relationships among ideas and offer opinions on issues in various genres (such as non-fiction works, fairy tales, myths, fables, or legends)
- make connections and propose options or solutions to issues or conflicts in various genres and support with details

- LANGUAGE ARTS READING

- Level 1

- BENCHMARK 2.3: READING —process, interpret, and evaluate written language, symbols, and text with understanding and fluency

- match labels or identify facts from pictures and phrase (e.g., "I see, there is...")
- identify language associated with stating facts found in short fiction or non-fiction text supported by pictures or graphics (e.g., "I know that...", "it is true that...")

- Level 2

- BENCHMARK 2.3: READING —process, interpret, and evaluate written language, symbols, and text with understanding and fluency

- identify language associated with stating opinions found in fiction or non-fiction text (e.g., "I think that...;" "We believe that...;" "It could be...")

- Level 3

- BENCHMARK 2.3: READING —process, interpret, and evaluate written language, symbols, and text with understanding and fluency

- differentiate between statements of fact and opinion found in various reading selections

- LANGUAGE ARTS WRITING

- Level 1

- BENCHMARK 2.4: WRITING —engage in written communication in a variety of forms for a variety of purposes and audiences

ACADEMIC STANDARDS AND BENCHMARKS

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- describe personal experiences using pictures, words, or phrases
 - relate personal information or experiences using limited descriptive language
- Level 2
 - BENCHMARK 2.4: WRITING —engage in written communication in a variety of forms for a variety of purposes and audiences
 - compare/contrast personal information or experiences with those of others using descriptive language
- Level 3
 - BENCHMARK 2.4: WRITING —engage in written communication in a variety of forms for a variety of purposes and audiences
 - compose personal narratives or autobiographical sketches
 - produce pieces that make personal connections or integrate personal experiences with literature (such as assume character's role or relate to events)

Grades 6-8

- STANDARD 2:
English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

LANGUAGE ARTS LISTENING

Level 1

- BENCHMARK 2.1: LISTENING—process, understand, interpret, and evaluate spoken language in a variety of situations
 - identify words and phrases related to different time frames following oral directions with visual support (e.g., "before," "during," "after")
 - match pictures to sentences read aloud
 - identify elements of stories from oral directions supported by illustrations (such as characters or settings)
 - identify and locate sources of information based on oral directions and visual support
 - order pictures of related sentences read aloud using ordinal numerals (such as first, second, last)
 - select literal meanings from oral descriptions (such as from oral reading of realistic fiction) and match to illustrations
 - match oral phrases, sentences, or paragraphs supported visually with different time frames (e.g., "Long ago; right now; in the future.")
 - select or sort sources of information based on oral descriptions and

ACADEMIC STANDARDS AND BENCHMARKS

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visual support

- listen to specific information needed to answer specific questions

○ Level 2

- BENCHMARK 2.1: LISTENING—process, understand, interpret, and evaluate spoken language in a variety of situations

- identify use of literary devices related to different time frames in passages read orally (such as foreshadowing or flashback)
- sequence pictures of stories read aloud by beginning, middle, and end
- identify the main idea(s) or make predictions from oral discourse (such as from oral reading of realistic or science fiction) and select from illustrations
- compare and contrast sources of information based on oral discourse
- understand main idea and details of short listening texts

○ Level 3

- BENCHMARK 2.1: LISTENING—process, understand, interpret, and evaluate spoken language in a variety of situations

- analyze use of literary devices related to different time frames found in short stories read orally
- reproduce stories read aloud through a series of pictures
- identify cause/ effect in oral discourse
- connect information from various sources based on oral discourse
- follow more complex instructions
- take notes from a listening text

○ Level 4

- BENCHMARK 2.1: LISTENING—process, understand, interpret, and evaluate spoken language in a variety of situations

- interpret use of literary devices related to different time frames from grade level language arts oral reading
- sequence a series of pictures of incomplete stories read aloud and select logical outcomes or endings
- make connections and draw conclusions from oral discourse
- evaluate information from various sources based on oral discourse
- follow more complex instructions

○ LANGUAGE ARTS SPEAKING

Level 1

- BENCHMARK 2.2: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

- answer WH- questions from pictures related to biographies or human interest stories
 - name characters or settings of stories from (wordless) picture books or short stories
 - identify features of illustrations and photographs
 - name story elements of various genres depicted visually (such as non-fiction works, fairy tales, myths, fables, or legends)
 - state facts related to the news or information in visually supported magazines or newspapers read orally
 - describe characters or settings of stories from (wordless) picture books or short stories
 - describe features of illustrations and photographs
 - describe explicit story elements of various genres supported by illustrations (such as non-fiction works, fairy tales, myths, fables, or legends)
 - describe pictures related to biographies or human interest stories
- Level 2
 - BENCHMARK 2.2: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences
 - outline plots or themes of stories from picture books or short stories
 - predict what a story is about from visual and oral prompts
 - summarize issues or conflicts in various genres, supported by illustrations (such as non-fiction works, fairy tales, myths, fables, or legends)
 - relate information from graphic organizers on biographies or human interest stories
- Level 3
 - BENCHMARK 2.2: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences
 - narrate main events of plot sequences and state main idea from reading materials
 - predict what will happen next from oral prompts
 - discuss relationships among ideas and offer opinions on issues in various genres
 - summarize points from outlines derived from reading materials
 - provide facts and opinions to articulate arguments related to editorials, or reviews read orally (such as books or movies)
 - participate orally in class or group discussions
- Level 4
 - BENCHMARK 2.2: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

- re/tell stories
- state alternative endings to grade level stories from oral prompts
- make connections and propose options or solutions to issues or conflicts in various genres
- create impromptu speeches from notes derived from reading materials

○ LANGUAGE ARTS READING

Level 1

- BENCHMARK 2.3: READING –process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - associate letter sounds (at beginning, middle, or end of words) with familiar pictures in context
 - match labels or identify facts from pictures and phrase (e.g., "I see, there is...")
 - locate organizational features of visually supported texts (such as headings, paragraphs, or format)
 - respond to literal questions from illustrations or visually supported text
 - identify word patterns in context
 - match key vocabulary within graphic supported texts to visuals
 - match letters/ diagraphs within and across words (such as common rhyming words or word families) with pictures
 - identify language associated with stating facts found in short fiction or non-fiction text supported by pictures or graphics (e.g., "I know that...," "it is true that...")
 - differentiate among organizational features of texts (such as indices and glossaries)
 - predict outcomes from visually supported text
 - use knowledge of affixes or root words to determine meaning in context

○ Level 2

- BENCHMARK 2.3: READING –process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - sort words and phrases, with visual support, into phonological or semantic categories
 - identify language associated with stating opinions found in fiction or non-fiction text (e.g., "I think that...;" "We believe that...;" "It could be...")
 - use organizational features of texts to glean main ideas (such as bold print)
 - confirm predictions and make generalizations from visually supported, explicit text
 - use context clues to determine word meanings (such as for homonyms)

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

or metaphors)

- summarize information in graphics and texts

○ Level 3

- BENCHMARK 2.3: READING –process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - match words and phrases with visual support
 - differentiate between statements of fact and opinion found in various reading selections
 - use organizational features of texts to compare/contrast ideas
 - make inferences from text
 - identify figures of speech (such as similes, alliteration, or personification)
 - analyze information related to author's purpose
 - make generalizations from explicit and implicit literary texts
 - decode vocabulary using context clues
 - identify or categorize the genre of materials read
 - distinguish between fiction and non-fiction
 - identify and analyze the elements of a story

○ Level 4

- BENCHMARK 2.3: READING –process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - match sentences with pictures or other visual support
 - identify authors' reasons or intent for selecting facts or opinions found in fiction or non-fiction from grade level language arts text
 - apply knowledge of organizational features of texts to summarize ideas
 - draw conclusions from explicit and implicit text
 - interpret author's purpose and apply to other contexts
 - decode vocabulary using context clues
 - identify the genre of materials read

○ LANGUAGE ARTS WRITING

Level 1

- BENCHMARK 2.4: WRITING –engage in written communication in a variety of forms for a variety of purposes and audiences
 - draw pictures in sequential order in response to stories read orally
 - describe personal experiences using pictures, words, or phrases
 - produce symbols, words, or phrases to convey basic information
 - copy facts pertaining to current events or issues
 - produce key words or phrases from written texts
 - produce pictures and words to depict sequence in stories
 - relate personal information or experiences using limited descriptive

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

language

- produce notes, construct charts or graphic organizers to convey information
- write sentences that follow basic sentence patterns

○ Level 2

- BENCHMARK 2.4: WRITING —engage in written communication in a variety of forms for a variety of purposes and audiences

- produce phrases in sequential order to relate a series of events in stories
- compare/contrast personal information or experiences with those of others using descriptive language
- construct paragraphs to convey information (such as produce journal entries)
- take notes or produce outlines from written texts
- extract key phrases or sentences from written texts
- write in a diary or personal journal
- write 1 to 2 paragraph narratives, recounts and procedure
- describe and write about personal hero or favorite person

○ Level 3

- BENCHMARK 2.4: WRITING —engage in written communication in a variety of forms for a variety of purposes and audiences

- use sequential language in sentences to relate a series of events in stories
- compose different styles of writing using 6 traits
- rewrite stories
- summarize notes using visual organizers/outline on materials read
- express opinions or reactions

○ Level 4

- BENCHMARK 2.4: WRITING —engage in written communication in a variety of forms for a variety of purposes and audiences

- produce pieces that make personal connections or integrate personal experiences with literature
- defend positions or stances using original ideas with supporting details
- write stories
- produce essays and reports from notes or outlines
- produce comments on materials read

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

Grades 9-10

- LANGUAGE ARTS LISTENING

- Level 3

- BENCHMARK 2.1: LISTENING—process, understand, interpret, and evaluate spoken language in a variety of situations
 - analyze use of literary devices related to different time frames found in short stories read orally
 - reproduce stories read aloud through a series of pictures
 - identify cause/ effect in oral discourse
 - connect information from various sources based on oral discourse
 - follow more complex instructions
 - take notes from a listening text

- Level 4

- BENCHMARK 2.1: LISTENING—process, understand, interpret, and evaluate spoken language in a variety of situations
 - interpret use of literary devices related to different time frames from grade level language arts oral reading
 - sequence a series of pictures of incomplete stories read aloud and select logical outcomes or endings
 - make connections and draw conclusions from oral discourse (such as from oral reading of grade level realistic or science fiction)
 - evaluate information from various sources based on oral discourse
 - follow more complex instructions
 - take notes from a listening text

- LANGUAGE ARTS SPEAKING

- Level 3

- BENCHMARK 2.2: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences
 - narrate main events of plot sequences and state main idea of reading materials
 - predict what will happen next from oral prompts
 - discuss relationships among ideas and offer opinions on issues in various
 - summarize points from outlines derived from reading texts
 - participate orally in class or group discussions

- Level 4

- BENCHMARK 2.2: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

- re/tell stories
- state alternative endings to grade level stories from oral prompts
- make connections and propose options or solutions to issues or conflicts in various genres
- create impromptu speeches from notes
- participate orally in class or group discussions

○ LANGUAGE ARTS READING

Level 3

- BENCHMARK 2.3: READING —process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - match words and phrases with pictures or other visual support
 - differentiate between statements of fact and opinion found in various reading selections
 - use organizational features of texts to compare/contrast ideas
 - make inferences from text
 - identify figures of speech (such as similes, alliteration, or personification)
 - analyze information related to author's purpose
 - make generalizations from explicit and implicit literary texts
 - decode vocabulary using context clues
 - identify or categorize the genre of materials read
 - distinguish between fiction and non-fiction

○ LANGUAGE ARTS WRITING

Level 3

- BENCHMARK 2.4: WRITING —engage in written communication in a variety of forms for a variety of purposes and audiences
 - rewrite stories
 - summarize notes
 - express opinions or reactions to current events or issues
 - use sequential language in sentences to relate a series of events in
 - compose different styles of writing using 6 traits

○ Level 4

- BENCHMARK 2.4: WRITING —engage in written communication in a variety of forms for a variety of purposes and audiences
 - write stories on
 - produce essays and reports from notes or outlines
 - produce comments on materials read
 - produce pieces that make personal connections or integrate personal experiences with literature
 - compose in different styles of writing using the 6 traits

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

Mathematics

Grades 1-2

- STANDARD 3:
English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

MATHEMATICS LISTENING

Level 1

- Benchmark 3.1: Listening—process, understand, interpret, and evaluate spoken language in a variety of situations
 - identify illustrations of math figures described orally (e.g., "Find a shape that looks like the sun.")
 - compare quantities or attributes based on oral directions, illustrations, or statements using contrastive language (such as longer, shorter, greater or less than)

Level 2

- Benchmark 3.1: Listening—process, understand, interpret, and evaluate spoken language in a variety of situations
 - identify illustrations of math figures whose attributes are described orally (e.g., "Find a shape with 4 sides." [such as a door or window])
 - complete repeated math patterns of alternating figures described orally
 - select problem-solving methods and tools from oral descriptions and visual support

MATHEMATICS LISTENING

Level 1

- Benchmark 3.2: Speaking—engage in oral communication in a variety of situations for a variety of purposes and audiences
 - recite math-related words from pictures of everyday objects and oral statements
 - apply language of formulas required for problem solving or data analysis as directed orally
 - analyze and apply the use of proportion from oral word problems
 - describe large whole numbers from pictures of everyday objects
 - ask and respond to questions about patterns, data, or measurement

Level 2

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

- Benchmark 3.2: Speaking—engage in oral communication in a variety of situations for a variety of purposes and audiences
 - describe math representations and operations from pictures of everyday objects and oral descriptions
 - give examples of large whole numbers from real life experiences
 - compare/contrast math operations needed in problem solving from pictures and oral descriptions
 - paraphrase math problems with visual support
- MATHEMATICS READING
 - Level 1
 - Benchmark 3.3: Reading –process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - match pictures of everyday objects in context with math symbols
 - match pictures depicting varying quantities in context with math-related words or phrases
 - match words or pictures with math symbols, quantities, and figures (such as denominations with money or time with clocks)
 - sort math sentences according to language associated with different operations (such as altogether, more, sum, plus, in all; take away, left, minus, fewer)
 - Level 2
 - Benchmark 3.3: Reading –process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - match words/phrases with math-related terms and operations supported visually (such as prices of items or time-related activities)
 - choose examples of language of math-related terms and information from procedural descriptions or word problems
 - classify written examples of math procedures used in text-based problems
- MATHEMATICS WRITING
 - Benchmark 3.4: Writing – engage in written communication in a variety of forms for a variety of purposes and audiences
 - illustrate and label whole numbers (such as from 1-100)
 - draw three dimensional shapes in response to vocabulary (such as cones, cylinders, or prisms)
 - show pictorial representation and label math terms (such as parts of whole numbers, algebraic equations or geometrical relations)
 - match whole numbers with words, symbols, or illustrations
 - make lists of real world examples and label three dimensional figures

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

- Level 2
 - Benchmark 3.4: Writing – engage in written communication in a variety of forms for a variety of purposes and audiences
 - produce math equations or formulas from illustrations (e.g., "Use math sentences to describe equations for this figure.")
 - produce tables, charts, or graphs from authentic data sources
 - list uses of whole numbers using words, phrases, symbols, or illustrations

Grades 3-5

- STANDARD 3:
English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

MATHEMATICS LISTENING

Level 1

- Benchmark 3.1: Listening—process, understand, interpret, and evaluate spoken language in a variety of situations
 - identify quantities, math symbols, operations, or geometric attributes from oral statements and illustrations such as shape or size)
 - match proportional representation of objects with oral directions and illustrations (such as percent, fractions, or decimals; e.g., "Which ___ shows ___?")
 - follow one-step directions to identify proportional representation in graphs

Level 2

- Benchmark 3.1: Listening—process, understand, interpret, and evaluate spoken language in a variety of situations
 - identify examples of mathematical terms based on oral descriptions of their properties or attributes (such as differentiate among geometric figures based on length, width, or height)
 - apply language of formulas required for problem solving or data analysis as directed orally
 - analyze and apply the use of proportion from oral word problems

Level 3

- Benchmark 3.1: Listening—process, understand, interpret, and evaluate spoken language in a variety of situations

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

- explain use/reasons for large whole numbers presented orally from math texts
 - summarize or predict information from math texts
 - discuss the relevance/usefulness of math-related, real life situations
 - explain the process of math problem solving from pictures and oral descriptions at grade level
 - create word problems involving large whole numbers presented orally from grade level math texts
 - explain the reasoning in selecting problem-solving strategies
 - justify and defend mathematical solutions to real life situations
- MATHEMATICS LISTENING
 - Level 1
 - Benchmark 3.2: Speaking—engage in oral communication in a variety of situations for a variety of purposes and audiences
 - tell place values of large whole numbers (such as using manipulatives for numbers of 3 to 7 digits)
 - respond to WH-questions related to math symbols and geometric shapes
 - restate math problems with visual support
 - Level 2
 - Benchmark 3.2: Speaking—engage in oral communication in a variety of situations for a variety of purposes and audiences
 - describe derived attributes and their units of measurement using pictures and notation
 - describe operations that apply to problem-solving (such as determining the slopes of lines)
 - describe operations, procedures, or functions with real life examples
 - summarize relevant information from math problems
 - give examples of math-related, real life situations (such as use of tips, discounts, or earn run averages)
 - Level 3
 - Benchmark 3.2: Speaking—engage in oral communication in a variety of situations for a variety of purposes and audiences
 - explain use/reasons for large whole numbers presented orally from math texts
 - summarize or predict information from math texts
 - discuss the relevance/usefulness of math-related, real life situations
 - explain the process of math problem solving from pictures and oral descriptions at grade level
 - create word problems involving large whole numbers presented orally from grade level math texts

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

- explain the reasoning in selecting problem-solving strategies
- justify and defend mathematical solutions to real life situations

○ MATHEMATICS READING

Level 1

- Benchmark 3.3: Reading –process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - match vocabulary needed for problem solving with graphics, symbols, or figures

○ Level 2

- Benchmark 3.3: Reading –process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - identify numbers in a variety of forms and mathematical terms within visually supported sentences
 - order math sentences involving different operations using sequential language

○ Level 3

- Benchmark 3.3: Reading –process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - Summarize language of math- related terms and information in procedural descriptions or word problems
 - order steps of procedures involved in problem solving using sequential language
 - compare/contrast mathematical functions and relationships in word problems
 - analyze math sentences from grade level texts to produce sequences for problem solving
 - interpret or evaluate language of math-related terms and information in procedural descriptions or word problems from grade level texts
 - select reasons for the uses of procedures in grade level math problems
 - analyze mathematical functions and relationships in grade level texts

○ MATHEMATICS WRITING

Level 1

- Benchmark 3.4: Writing – engage in written communication in a variety of forms for a variety of purposes and audiences
 - produce math equations or formulas from dictation with visual support

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

(e.g., "Twenty plus X equals thirty.")

- produce tables from everyday sets of facts (such as months and precipitation rates)

- Level 2

- Benchmark 3.4: Writing – engage in written communication in a variety of forms for a variety of purposes and audiences

- describe the attributes of three dimensional figures
- state step-by-step process of math operations, procedures, patterns, or functions
- describe uses of math equations or formulas (e.g., "Give examples of when you would use the following...")
- outline steps for producing tables, charts, or graphs from authentic data sources (such as newspapers, magazines, or the Internet)

- Level 3

- Benchmark 3.4: Writing – engage in written communication in a variety of forms for a variety of purposes and audiences

- describe and compare whole numbers using words, phrases, symbols, or illustrations
- compare/contrast the attributes of three dimensional figures (e.g., "A __ is like a __ because __")
- write everyday math word problems and explain problem-solving strategies
- describe math equations or formulas along with steps involved in problem solving (e.g., "If...then")
- interpret tables, charts, or graphs embedded in text
- create math story problems using whole numbers in words, phrases, or sentences
- describe procedures used to solve real world problems that incorporate three dimensional figures
- summarize, reason, predict, and compare/contrast math information or problem-solving strategies
- describe math equations/formulas with a rationale for use in problem solving
- give implications of information derived from tables, graphs, or charts embedded in grade level text

Science

Grades K-2

- STANDARD 4:
English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

content area of SCIENCE.

SCIENCE LISTENING

Level 2

- Benchmark 4.1: LISTENING— process, understand, interpret, and evaluate spoken language in a variety of situations
 - identify symbols related to safety or health precautions from oral descriptions
 - identify and group objects according to chemical or physical properties from oral statements (e.g., "Water and milk are liquids.")
 - identify examples or rules related to safety or health precaution from oral discourse
 - analyze objects based on their chemical or physical properties from oral descriptions (e.g., "Ice is cold because...")
 - predict consequences of not following safety or health precautions from oral scenarios
- • SCIENCE READING
- Level 2
 - Benchmark 4.3: READING— process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - complete graphs or charts using pictures or icons to address questions related to living organisms
 - respond to questions about graphs or charts related to living organisms by using icons and text

Grades 1-2

- STANDARD 4:
English Language English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

SCIENCE LISTENING

Level 1

- Benchmark 4.1: LISTENING— process, understand, interpret, and evaluate spoken language in a variety of situations
 - identify pictures pertaining to health or safety from oral statements (such as fire, weather)
 - identify objects according to chemical or physical properties from pictures and oral statements (e.g., "The ball is round.")
 - classify pictures of safe/unsafe or healthy/unhealthy conditions from

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

oral directions

- match objects with their chemical or physical properties from pictures and oral statements

○ SCIENCE SPEAKING

Level 1

- Benchmark 4.2: Speaking— engage in oral communication in a variety of situations for a variety of purposes and audiences
 - use words or phrases related to weather or environment from pictures/photographs (such as temperatures, seasons, or precipitation) restate scientific hypotheses about weather or environment from pictures or photographs

○ Level 2

- Benchmark 4.2: Speaking— engage in oral communication in a variety of situations for a variety of purposes and audiences
 - ask WH- questions about weather or environment from pictures or photographs

○ • SCIENCE READING

Level 1

- • Benchmark 4.3: READING— process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - identify living organisms from symbols, photographs, labels, graphs, or charts
 - classify living organisms (such as birds and mammals) by using pictures or icons

○ • SCIENCE WRITING

Level 1

- Benchmark 4.4: Writing— engage in written communication in a variety of forms for a variety of purposes and audiences
 - identify similarities or differences of science-related objects through drawings or copying labels.

○ Level 2

- Benchmark 4.4: Writing— engage in written communication in a variety of forms for a variety of purposes and audiences

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

- describe scientific change through the graphic or written depiction of processes or cycles
- compare/contrast scientific change by inserting words or phrases into graphic organizers

Grades 3-5

- STANDARD 4:
English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

SCIENCE LISTENING

Level 1
 - Benchmark 4.1: LISTENING— process, understand, interpret, and evaluate spoken language in a variety of situations
 - identify examples of physical states of matter, living and non-living things, forces in nature, or weather patterns from oral statements with visual support (such as gases, liquids, solids or magnetism)
 - distinguish among examples of physical states of matter, living and non-living things, forces in nature, or weather patterns from oral statements and visual support
 - differentiate types of physical, biological, chemical, or earth/space structures from pictures and oral statements (such as plant cells, kidneys and liver, compounds, or solar systems)
- Level 2
 - Benchmark 4.1: LISTENING— process, understand, interpret, and evaluate spoken language in a variety of situations
 - make predictions or hypotheses about science experiments from oral descriptions pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns.
- Level 3
 - Benchmark 4.1: LISTENING— process, understand, interpret, and evaluate spoken language in a variety of situations
 - compare/contrast relationships that verify or contradict hypotheses as described orally in science experiments pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns
 - show proof or disproof of hypotheses based on results from science experiments read orally pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

○ SCIENCE SPEAKING

Level 1

- Benchmark 4.2: Speaking— engage in oral communication in a variety of situations for a variety of purposes and audiences
 - name organisms or parts of systems depicted visually (such as food webs or biomes)
 - classify or give examples of organisms or types of systems depicted visually.

○ Level 2

- Benchmark 4.2: Speaking— engage in oral communication in a variety of situations for a variety of purposes and audiences
 - describe how organisms or systems work from short text with visual support

○ Level 3

- Benchmark 4.2: Speaking— engage in oral communication in a variety of situations for a variety of purposes and audiences
 - explain or discuss how the functions of organisms or systems impact everyday life
 - hypothesize or describe the causes or effects of changes in organisms or systems

○ SCIENCE READING

Level 1

- Benchmark 4.3: READING— process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - match pictures representing scientific objects or terms with vocabulary (such as geological forms, plants, animals, forces, or simple machines)
 - associate descriptive phrases with visually supported scientific objects or terms

○ Level 2

- Benchmark 4.3: READING— process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - classify or differentiate among scientific objects or terms based on illustrated sets of features, characteristics, or properties

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

- Level 3
 - Benchmark 4.3: READING— process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - interpret information on scientific objects, terms, or disciplines from charts, tables, graphic organizers, or written text
 - apply information on scientific objects, terms, or disciplines to new contexts using grade level science text
- SCIENCE WRITING
 - Level 1
 - Benchmark 4.4: Writing— engage in written communication in a variety of forms for a variety of purposes and audiences
 - label and draw objects of the physical, chemical, earth, biological, or astronomical sciences (such as planets, stars, or solar system)
 - describe and draw features of objects of the physical, chemical, earth, biological, or astronomical sciences
 - Level 2
 - Benchmark 4.4: Writing— engage in written communication in a variety of forms for a variety of purposes and audiences
 - compare/contrast objects of the physical chemical, earth, biological, or astronomical sciences
 - compare/contrast two forms of energy (e.g., " ___ and ___ are alike/different in these ways.")
 - Level 3
 - Benchmark 4.4: Writing— engage in written communication in a variety of forms for a variety of purposes and audiences
 - describe relationships among objects of the physical, chemical, earth, biological, or astronomical sciences
 - evaluate the potential usefulness of objects of the physical, chemical, earth, biological, or astronomical sciences to explain real world issues

Grades 6-8

- STANDARD 4:
English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

SCIENCE LISTENING

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

Level 1

- Benchmark 4.1: LISTENING— process, understand, interpret, and evaluate spoken language in a variety of situations
 - identify objects according to chemical or physical properties from pictures and oral statements (e.g., "The ball is round.")
 - identify and distinguish examples of physical states of matter, living and non-living things, forces in nature, or weather patterns from oral statements with visual support (such as gases, liquids, solids or magnetism)
 - match science domains or their tools with pictures from oral statements (such as earth, life, or physical science)
 - listen to specific information needed to answer questions
 - locate physical, biological, chemical, or earth/space structures from pictures and oral statements (such as cells, organs, magnetism, atoms, or constellations)
 - classify pictures of safe/unsafe or healthy/unhealthy conditions from oral directions
 - match objects with their chemical or physical properties from pictures and oral statements
 - categorize science domains or their tools with pictures and words from oral directions (such as a telescope and sun dial go with the heavens)
 - differentiate types of physical, biological, chemical, or earth/space structures from pictures and oral statements (such as plant cells, kidneys and liver, compounds, or solar systems)

○ Level 2

- Benchmark 4.1: LISTENING— process, understand, interpret, and evaluate spoken language in a variety of situations
 - identify symbols related to safety or health precautions from oral descriptions
 - identify and group objects according to chemical or physical properties from oral statements (e.g., "Water and milk are liquids.")
 - make predictions or hypotheses about science experiments from oral descriptions pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns
 - identify science domains or their tools from oral descriptions of examples
 - match the functions of related physical, biological, chemical, or earth/space structures from oral descriptions (such as homeostasis/dormancy or atomic/nuclear structures)
 - analyze objects based on their chemical or physical properties from oral descriptions (e.g., "Ice is cold because...")
 - analyze objects based on their chemical or physical properties from oral reading of grade level science text

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

○ SCIENCE SPEAKING

Level 1

- Benchmark 4.2: Speaking— engage in oral communication in a variety of situations for a variety of purposes and audiences
 - use words or phrases related to weather or environment from pictures/photographs (such as temperatures, seasons, or precipitation)
 - name organisms or parts of systems depicted visually (such as food webs or biomes)
 - use vocabulary associated with scientific events or discoveries based on illustrations (such as x-rays or vaccines)
 - identify components of systems, chains, or cycles from diagrams or graphic organizers (such as taxonomic systems, food chains, or life cycles)

○ Level 2

- Benchmark 4.2: Speaking— engage in oral communication in a variety of situations for a variety of purposes and audiences
 - restate scientific hypotheses about weather or environment from pictures or photographs
 - classify or give examples of organisms or types of systems depicted visually
 - describe scientific events or discoveries based on illustrations
 - give examples of or describe components of systems, chains, or cycles from diagrams or graphic organizers (such as functions of veins and arteries of the circulatory system)
 - ask WH- questions about weather or environment from pictures or photographs
 - describe how organisms or systems work from short text with visual support
 - compare/contrast scientific events or discoveries described orally with visual support (e.g., “__ is similar/ different from __ because __.”)
 - describe how systems, chains, or cycles operate from diagrams or graphic organizers (such as solar system or water cycle)
 - predict future scientific events or discoveries based on oral or graphic evidence (e.g., “__ could/will/may/might/ lead to __.”)
 - predict the effects of future scientific events or discoveries based on oral evidence (e.g., “__ will/may/ might/make it necessary to __.”)

○ SCIENCE READING

Level 1

- Benchmark 4.3: READING— process, interpret, and evaluate written language, symbols, and text with understanding and fluency

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

- identify living organisms from symbols, photographs, labels, graphs, or charts
 - match pictures representing scientific objects or terms with vocabulary (such as geological forms, plants, animals, forces, or simple machines)
 - match pictures of systems or processes with vocabulary (such as photosynthesis or body systems; e.g., "An example of ___ is ___.")
 - identify data from scientific studies from tables, charts, or graphs
 - classify living organisms (such as birds and mammals) by using pictures or icons
 - associate descriptive phrases with visually supported scientific objects or terms
 - match pictures and phrases descriptive of systems or processes with vocabulary (such as mitosis or the nitrogen cycle; e.g., "___ goes with ___ .")
- Level 2
 - Benchmark 4.3: READING— process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - match sources of data depicted in tables, charts, or graphs from scientific studies with research questions
 - classify or differentiate among scientific objects or terms based on illustrated sets of features, characteristics, or properties
 - sort descriptive sentences by systems or steps in the process (such as by sequencing or classifying; e.g., "before, after; goes with and belongs to; is like, is different from...")
 - extract information on the use of data presented in text and tables
 - respond to questions about graphs or charts related to living organisms by using icons and texts
 - interpret information on scientific objects, terms, or disciplines from charts, tables, graphic organizers, or written text
 - identify systems or processes from descriptions from science text (e.g., "As a result of ___; ___ is caused by ___.")
 - interpret graphs or charts related to living organisms by using icons and explicit, grade level science text
- SCIENCE WRITING
 - Level 1
 - Benchmark 4.4: Writing— engage in written communication in a variety of forms for a variety of purposes and audiences
 - identify similarities or differences of science-related objects through drawings or copying labels
 - label and draw objects of the physical, chemical, earth, biological, or astronomical sciences (such as planets, stars, or solar system)
 - identify forms of energy and everyday examples depicted visually (such as light, sound, heat)

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ENGLISH AS A SECOND LANGUAGE

- draw pictures and label steps in scientific experiments (such as distillation)
 - note scientific change by identifying the stages of processes or cycles (such as from seeds to plants or from caterpillars to butterflies) through drawings, words, or phrases
 - describe and draw features of objects of the physical, chemical, earth, biological, or astronomical sciences
 - describe and draw examples of forms of energy
 - state procedures for scientific experiments in biology, chemistry, physics, or earth/space science
- Level 2
 - Benchmark 4.4: Writing— engage in written communication in a variety of forms for a variety of purposes and audiences
 - describe scientific change through the graphic or written depiction of processes or cycles
 - compare/contrast objects of the physical chemical, earth, biological, or astronomical sciences
 - compare/contrast two forms of energy (e.g., " ___ and ___ are alike/different in these ways.")
 - provide information learned from scientific experiments in a lab report, including pre-experiment predictions
 - compare/contrast scientific change by inserting words or phrases into graphic organizers
 - describe relationships among objects of the physical, chemical, earth, biological, or astronomical sciences
 - explain uses of different forms of energy (e.g., "___ is used to ___.")
 - analyze and evaluate facts learned from scientific experiments in a lab report

Social Studies

Grades 1-2

- Standard 5:
English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.
 - SOCIAL STUDIES LISTENING
- Level 1
- Benchmark 5.1: Listening— process, understand, interpret, and evaluate spoken language in a variety of situations
 - locate reference points on local or world maps or globes from oral commands (such as around the school and community)
 - identify major physical features of the earth on local or world maps

ACADEMIC STANDARDS AND BENCHMARKS

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- or globes based on oral statements (such as mountains and oceans)
- identify directions and cardinal points on local maps or scales based on a series of oral directions (such as the compass rose or legends)

- Level 2

- Benchmark 5.1: Listening— process, understand, interpret, and evaluate spoken language in a variety of situations

- distinguish among geographic locations on local or regional maps based on oral descriptions that include directionality
- follow travel routes on maps based on a series of directionality and sequence statements

- SOCIAL STUDIES SPEAKING

- Level 1

- Benchmark 5.2: SPEAKING— engage in oral communication in a variety of situations for a variety of purposes and audiences

- tell personal information about family using visual support (such as names of family members from photographs or drawings)
- identify community workers from pictures
- tell information or experiences about your family (such as heritage and language)
- describe roles of community workers from pictures
- give examples of personal responsibilities of family members
- describe personal encounters with community workers

- Level 2

- • Benchmark 5.2: SPEAKING— engage in oral communication in a variety of situations for a variety of purposes and audiences

- predict consequences of irresponsible family members
- explain importance of community workers
- explain the importance of your contributions to family
- predict consequences of not having community workers

- SOCIAL STUDIES READING

- Level 1

- Benchmark 5.3: READING— process, interpret, and evaluate written language, symbols, and text with understanding and fluency

- match and sort vocabulary or pictures with illustrated holidays or seasons

- Level 2

ACADEMIC STANDARDS AND BENCHMARKS

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- Benchmark 5.3: READING— process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - Find and interpret explicit information about holidays or seasons from text and visual sources
- SOCIAL STUDIES WRITING
 - Level 1
 - Benchmark 5.4: WRITING – engage in written communication in a variety of forms for a variety of purposes and audiences
 - draw symbols or logos for products in the marketplace
 - draw or describe products in the marketplace
 - compare/contrast the attributes of two products
 - Level 2
 - Benchmark 5.4: WRITING – engage in written communication in a variety of forms for a variety of purposes and audiences
 - state advantages of using one product over another
 - evaluate usefulness of products and provide reasons for choices or decisions

Grades 3-5

- STANDARD 5:
English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

SOCIAL STUDIES LISTENING
 - Level 1
 - Benchmark 5.1: Listening— process, understand, interpret, and evaluate spoken language in a variety of situations
 - identify information from oral statements supported visually such as points on timelines or other visual aids
 - arrange information on timelines, graphs, charts, maps or other visual aids according to oral directions
 - Level 2
 - Benchmark 5.1: Listening— process, understand, interpret, and evaluate spoken language in a variety of situations

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

- identify information from oral statements supported visually such as points on timelines or other visual aids
 - arrange information on timelines, graphs, charts, maps or other visual aids according to oral directions
- Level 3
 - Benchmark 5.1: Listening— process, understand, interpret, and evaluate spoken language in a variety of situations
 - interpret information on timelines, graphs, charts, maps or other visual aids from oral directions
 - draw conclusions from information on timelines, graphs, charts, maps or other visual aids read aloud
- SOCIAL STUDIES SPEAKING
 - Level 1
 - Benchmark 5.2: SPEAKING— engage in oral communication in a variety of situations for a variety of purposes and audiences
 - name and relate information about personal heroes, leaders, or important figures depicted in illustrations
 - state daily personal needs
 - Level 2
 - Benchmark 5.2: SPEAKING— engage in oral communication in a variety of situations for a variety of purposes and audiences
 - give examples of what people do to become heroes, leaders, or important figures
 - describe how personal needs are met (e.g., "When I was little I... Now I...")
 - state reasons for choice of personal heroes, leaders, or important figures
 - Level 3
 - Benchmark 5.2: SPEAKING— engage in oral communication in a variety of situations for a variety of purposes and audiences
 - discuss how personal needs change over time
 - compare/contrast personal heroes, leaders, or important figures to others in history
 - predict consequences of personal needs not met
 - give examples and explanations of heroism or leadership
 - evaluate the importance of personal needs
 - discuss how personal needs change over time
 - compare/contrast personal heroes, leaders, or important figures to

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others in history

- predict consequences of personal needs not met
- give examples and explanations of heroism or leadership
- evaluate the importance of personal needs

○ SOCIAL STUDIES READING

Level 1

- Benchmark 5.3: READING— process, interpret, and evaluate written language, symbols, and text with understanding and fluency

- match examples of historical events, innovations, or people from history, geography, economics or government with illustrations and labels

- identify features, people, systems or events from history, geography, economics or government depicted in illustrations and phrases

○ Level 2

- Benchmark 5.3: READING— process, interpret, and evaluate written language, symbols, and text with understanding and fluency

- compare/contrast different time periods, innovations, or people from history, geography, economics or government using graphic organizers and written descriptions

○ Level 3

- Benchmark 5.3: READING— process, interpret, and evaluate written language, symbols, and text with understanding and fluency

- interpret the effects of geography, economics, government/political systems and/or historical events on people's lives during different time periods from social studies text

- project and predict ways in which people will live and innovations of the future from grade level social studies text based on geographic, economic, political, or historical facts and influences

○ SOCIAL STUDIES WRITING

Level 1

- Benchmark 5.4: WRITING — engage in written communication in a variety of forms for a variety of purposes and audiences

- draw and label features of your community or region (such as location, people, places, or resources)

- describe your community or region (such as location, people, places, resources, or history)

ACADEMIC STANDARDS AND BENCHMARKS

ENGLISH AS A SECOND LANGUAGE

- Level 2
 - Benchmark 5.4: WRITING – engage in written communication in a variety of forms for a variety of purposes and audiences
 - describe your community or region (such as location, people, places, resources, or history)
 - compare/contrast your community or region with another one (in relation to location, people, places, resources, history, or government)
- Level 3
 - Benchmark 5.4: WRITING – engage in written communication in a variety of forms for a variety of purposes and audiences
 - describe your community in relation to its state or region (regarding location, people, places, resources, history, or government)
 - analyze what your community or region has and discuss what it needs (regarding location, people, places, resources, history, or government)

Grades 6-8

- STANDARD 5:
English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

SOCIAL STUDIES LISTENING

Level 1

- Benchmark 5.1: Listening— process, understand, interpret, and evaluate spoken language in a variety of situations
 - locate reference points on local or world maps or globes from oral commands
 - identify information from oral statements supported visually such as points on timelines or other visual aids
 - identify icons on maps or graphs from oral statements
 - identify regions or countries of political, economic, or historical significance
 - identify major physical features of the earth on local or world maps or globes based on oral statements
 - arrange information on timelines, graphs, charts, maps or other visual aids according to oral directions
 - locate resources or products on maps or graphs from oral descriptions
- Level 2
 - Benchmark 5.1: Listening— process, understand, interpret, and evaluate spoken language in a variety of situations

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- identify directions and cardinal points on local maps or scales based on a series of oral directions
- order or sequence information on timelines, graphs, charts, maps or other visual aids from oral directions
- categorize resources or products of regions (on maps or graphs) from oral descriptions
- distinguish among geographic locations on local or regional maps based on oral descriptions that include directionality
- interpret information on timelines, graphs, charts, maps or other visual aids from oral directions
- find patterns associated with resources or products of regions described orally
- draw conclusions from information on timelines, graphs, charts, maps or other visual aids read aloud
- draw conclusions about resources or products in various regions based on oral descriptions

○ SOCIAL STUDIES SPEAKING

Level 1

- Benchmark 5.2: SPEAKING— engage in oral communication in a variety of situations for a variety of purposes and audiences
 - associate events or people with time frames
 - tell information
 - list features or characteristics of major events or people
 - restate concepts and demonstrate skills learned

○ Level 2

- Benchmark 5.2: SPEAKING— engage in oral communication in a variety of situations for a variety of purposes and audiences
 - discuss the significance of major events or people
 - provide reasons behind major events or people's actions
 - explain cause and effect of the major events people's actions
 - answer simple questions about topics being studied

○ SOCIAL STUDIES READING

Level 1

- Benchmark 5.3: READING— process, interpret, and evaluate written language, symbols, and text with understanding and fluency
 - Match and sort vocabulary with visuals
 - match examples of historical events, innovations, or people from history, geography, economics or government with illustrations and labels
 - match people and places with significant periods in world history

ACADEMIC STANDARDS AND BENCHMARKS

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through illustrations and timelines

- identify features, people, systems or events from history, geography, economics or government depicted in illustrations and phrases
- identify features of significant periods in the history of a country or a region from written statements and timelines

- Level 2

- Benchmark 5.3: READING— process, interpret, and evaluate written language, symbols, and text with understanding and fluency

- find explicit information
- compare/contrast different time periods, innovations, or people from history, geography, economics or government using graphic organizers and written descriptions
- match features of significant periods in the history of a country or a region with written descriptions

- SOCIAL STUDIES WRITING

- Level 1

- Benchmark 5.4: WRITING – engage in written communication in a variety of forms for a variety of purposes and audiences

- draw and label features of human relationships in society
- label significant individuals, through illustrations or photographs, in history, politics, economics, or society
- describe your community or region (such as location, people, places, resources, or history)
- copy notes from the board properly
- describe the structure of governments using graphic organizers
- write simple sentences describing concepts learned

- Level 2

- Benchmark 5.4: WRITING – engage in written communication in a variety of forms for a variety of purposes and audiences

- compare/contrast your community or region with another one (in relation to location, people, places, resources, history, or government)
- compare/contrast functions of the U.S. or other governments based on graphic organizers
- describe your community in relation to its state or region (regarding location, people, places, resources, history, or government)
- explain concepts learned in simple paragraphs