

**English Language
Development
Standards
*High School***

English Language Development Standards and Essential Learnings

Standard 1

English Language Learners listen for information and understanding, using a variety of sources, for academic and social purposes.

High School Beginner Essential Learnings

HS1B1	Follow clear multiple step directions in 1:1 and group situations.
HS1B2	Respond non-verbally or in one- or two-word phrases to greetings and requests in 1:1 and group situations.
HS1B3	Respond to simple questions with one or two words in 1:1 situations, e.g.: yes/no, open/ended, personal information, either/or.
HS1B4	Demonstrate comprehension of stories, information and academic content by responding nonverbally, e.g., listening, pointing, moving, matching, drawing and gesturing.
HS1B5	Understand key words, phrases, and simple sentences.
HS1B6	Recognize patterns of sound in oral language, e.g., rhyming and alliteration.
HS1B7	Listen for specific purposes, main ideas and details.
HS1B8	Hear and discriminate among a number of phonemes representing sounds specific to the English language.

High School Intermediate Essential Learnings

HS1I1	Follow specific multiple-step directions in group situations.
HS1I2	Respond to social and familiar academic language.
HS1I3	Respond to simple and some complex questions with words and phrases, e.g.: open/ended, either/or, who/how.
HS1I4	Comprehend stories, key concepts of content area information and oral presentations with contextual support, e.g.: graphic organizers, posters, diagrams, charts.
HS1I5	Identify story elements, e.g. characters, setting, plot, and theme.

High School Advanced Essential Learnings

HS1A1	Follow complex directions involving multiple options and choices.
HS1A2	Follow meaning when working in small group or whole class discussions on personal, social, or grade-level academic topics.
HS1A3	Analyze and evaluate conversations and orally-presented stories and content.
HS1A4	Comprehend stories and content area concepts at or grade level with contextual support, e.g., graphic organizers, posters, diagrams, and charts, by analyzing, evaluating, examining, etc.
HS1A5	Respond to increasingly complex and content-related questions about newly learned information, e.g., inference, comparison, summarization, point of view, disagreeing.
HS1A6	Demonstrate understanding of most oral language subtleties, e.g., figurative language, humor, idioms, sarcasm, riddles, slang.

English Language Development Standards and Essential Learnings

Standard 2

English Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.

High School Beginner Essential Learnings

HS2B1	Use gestures, single words, and simple phrases during basic conversations and to communicate needs in social and academic settings.
HS2B2	Use both social and academic learned vocabulary in context.
HS2B3	State basic personal information and preferences.
HS2B4	Make simple presentations in small groups using single words and phrases and visual support.
HS2B5	Restate information from social and academic settings using single words and phrases.
HS2B6	Respond to simple questions related to immediate context with single words, phrases, e.g.: yes/open, either/or, basic personal information.
HS2B7	Ask questions to obtain and clarify information using single words and phrases.
HS2B8	Approximate pronunciation of single words.

High School Intermediate Essential Learnings

HS2I1	Use appropriate language in a variety of settings.
HS2I2	Use key content and descriptive vocabulary.
HS2I3	Communicate ideas about a wide range of topics, both social and academic, using simple sentences.
HS2I4	Restate information and identify main idea and some details using sentences, e.g.: oral presentations, texts, media, etc.
HS2I5	Initiate and maintain conversation in social and academic settings about familiar topics.
HS2I6	Contribute to classroom and small group discussions by asking and responding to questions to obtain, clarify and extend information.
HS2I7	Contribute to content area discussions in small groups by summarizing, defining, giving opinions, and explaining using simple sentences.
HS2I8	Deliver short presentations on content area concepts in small groups using visual aids.
HS2I9	Use some humor.
HS2I10	Approximate pronunciation, rhythm, stress and intonation of English.

English Language Development Standards and Essential Learnings

Standard 2 (continued)

English Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.

High School Advanced Essential Learnings

HS2A1	Communicate information, observations, and ideas, and expresses feelings clearly in conversations.
HS2A2	Engage in collaborative activities through a variety of student groupings to gather, share, express and interpret opinions, discuss, reflect on, organize, analyze, synthesize and present information.
HS2A3	Contribute to content area discussions by asking and responding to questions, justifying, examining and defending point of view.
HS2A4	Deliver organized presentations/reports across content areas that include purpose, point of view, introduction, transitions and conclusions.
HS2A5	Use both formal and informal language, e.g.: interviewing, persuasive speech with attention to grammar, vocabulary, intonation and pronunciation.
HS2A6	Use figurative language, e.g., metaphors, similes, hyperbole.
HS2A7	Use technical, expanded and descriptive vocabulary related to content areas.

English Language Development Standards and Essential Learnings

Standard 3

English Language Learners read for information and understanding, using a variety of sources, for academic and social purposes.

High School Beginner Essential Learnings

HS3B1	Recognize, decode, and pronounce high frequency words.
HS3B2	Apply reading skills from first language to recognize and comprehend various text structures and print conventions from multiple sources.
HS3B3	Identify and use reading strategies to make text comprehensible and meaningful, e.g.: illustrations, graphic organizers, text features, pacing, word attack skills, resource materials.
HS3B4	Recognize and interpret information from academic content sources, e.g.: graphs, maps, graphic organizers, diagrams.
HS3B5	Identify elements of story, main ideas, details, and sequence of events from modified/visually-supported text using non-verbal or one- or two- word phrases.
HS3B6	Follow simple written directions in context; schedules, calendars.

English Language Development Standards and Essential Learnings

Standard 3 (continued)

English Language Learners read for information and understanding, using a variety of sources, for academic and social purposes.

High School Intermediate Essential Learnings

HS3I1	Recognize, decode, and pronounce high frequency vocabulary with ease and comprehension.
HS3I2	Comprehend key concepts of grade-appropriate content area text with support.
HS3I3	Apply and expand reading skills to comprehend various print and media resources.
HS3I4	Identify and use reading strategies to gain information and make text comprehensible and meaningful, e.g.: previewing/reviewing, skimming, and identifying related topics and main ideas, print and media resources.
HS3I5	Interpret and expand upon information from multiple academic content sources, both print and electronic.
HS3I6	Identify elements of story, main ideas, details, and sequence of events by using context, based upon purpose for reading.
HS3I7	Understand and analyze text for literal and implied meaning.
HS3I8	Read a wide variety of genres and literary texts from many cultural backgrounds.
HS3I9	Follow multi-step written directions to complete assigned tasks.

High School Advanced Essential Learnings

HS3A1	Use a variety of reading strategies to comprehend at or near grade-level text and extend personal knowledge from print and media resources, e.g.: paraphrasing, previewing/reviewing, skimming/scanning, summarizing, evaluating, compare/contrast, cause/effect, examining.
HS3A2	Comprehend grade-appropriate content area text with support.
HS3A3	Gather, organize, interpret, analyze and synthesize information related to academic content areas from various sources.
HS3A4	Support interpretation of text for literal and implied meaning with reference to features in written text, e.g., vocabulary, facts, sequence, relevance of details, bias of author
HS3A5	Follow multi-step written directions to complete grade-level tasks independently.
HS3A6	Demonstrate understanding of most language subtleties, e.g.: common idioms, dialect, humor, figurative language.

English Language Development Standards and Essential Learnings

Standard 4

English Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes.

High School Beginners Essential Learnings

HS4B1	Write simple sentences and phrases using a model.
HS4B2	Format written work appropriately, e.g.: margins, dates, and indenting.
HS4B3	Use key words presented and emphasized in content, e.g.: literature, math and science area lessons.
HS4B4	Write a short personal narrative using simple sentences.
HS4B5	Spell frequently-used words correctly in the context of writing.
HS4B6	Record and organize content area information using graphic organizers.
HS4B7	Complete forms such as job applications by providing basic personal information with assistance.
HS4B8	Plan writing using outlines, class and research notes, maps, and timelines.

High School Intermediate Essential Learnings

HS4I1	Use print for social communication, e.g.: thank you letters, e-mail, diary entries.
HS4I2	Summarize the main ideas, details, and sequence of events in a literature selection with support.
HS4I3	Use varied sentence patterns with conventional spelling, capitalization, and punctuation.
HS4I4	Use technical vocabulary related to key concepts in content areas.
HS4I5	Write, with modeling and support, paragraphs and short expository compositions on content area topics, e.g.: compare/contrast, cause/effect, problem/solution that include an introductory statement, supporting details, and a conclusion.
HS4I6	Use descriptive language to identify and compare characters and settings in literature.
HS4I7	Record and organize classroom procedures, e.g.: science experiments, math problem-solving.
HS4I8	Write, with modeling and support, narrative stories with a strong story line that connect to personal background knowledge and include the elements of setting and characters.
HS4I9	Communicate in writing using a variety of genres, e.g.: research papers, business letters, editorials, poetry, and autobiography.
HS4I10	Write job applications and resumes that provide all needed information.
HS4I11	Edit for conventions of writing and revise for appropriate word choice and organization.
HS4I12	Incorporate resource materials into writing, e.g.: periodicals, Internet sites, content-area text.
HS4I13	Use language subtleties, including figurative language and idioms.

English Language Development Standards and Essential Learnings

Standard 4 (continued)

English Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes.

High School Advanced Essential Learnings

HS4A1	Provide written responses such as identifying main idea and supporting details, plot and characterization, sequences and summaries.
HS4A2	Plan, draft, revise, and proofread own writing.
HS4A3	Respond appropriately to open-ended prompt in narrative, expository or persuasive writing.
HS4A4	Critique literature including connections to personal experience and other text.
HS4A5	Use complex sentence structures with clear and accurate vocabulary.
HS4A6	Use conventional spelling, capitalization, punctuation, grammar, and syntax.
HS4A7	Use strategies of note taking, outlining, and summarizing in content areas.
HS4A8	Develop a clear thesis supported with evidence, e.g.: analogies, quotations, facts, statistics, and comparisons.
HS4A9	Use and cite various resources in content area reports, including use of bibliography and standard format for quotations.
HS4A10	Use effective transitions and organization to create coherent multi-paragraph essays and narratives
HS4A11	Present and justify point of view and develop persuasive arguments using clear justification, explanation, and interpretation.
HS4A12	Use writing format appropriate to genre and audience and purpose.
HS4A13	Write applications and essays required to apply for jobs and colleges.
HS4A14	Gather, organize, interpret, and analyze information related to academic content areas from various sources by writing and elaborating on gathered information.