English Language Proficiency Benchmarks and Outcomes for English Language Learners

Massachusetts

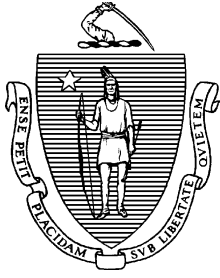"We help children learn."

Department of
Education

June 2003

The Commonwealth of Massachusetts
Department of Education

350 Main Street, Malden, Massachusetts 02148-5023   *Telephone: (781) 338-3000*

David P. Driscoll
Commissioner of Education

August 15, 2003

Dear Colleagues:

I am pleased to present to you the *English Language Proficiency Benchmarks and Outcomes for English Language Learners* that was approved by the Board of Education in May 2003. The Department has involved a broad range of educators with expertise in second language acquisition and instruction of English language learners in the creation and review of this document.

This document is intended to supplement, rather than replace, *the English Language Arts Curriculum Framework*. As is true for all students, English language learners ultimately need to demonstrate mastery of the standards in the *ELA Curriculum Framework* in order to earn a Competency Determination for high school graduation.

I believe that *English Language Proficiency Benchmarks and Outcomes* will be instrumental in supporting improvements to English instruction for English language learners in the Commonwealth. I encourage you to read this document, discuss it with your colleagues, and use it as a basis for developing curriculum and programs for English language learners. By working together we can help all students achieve proficiency in English.

Thank you for your continued support.

Sincerely,

David P. Driscoll
Commissioner of Education

Acknowledgements

The development of these Benchmarks and Outcomes has also been guided by and benefited from prior efforts within the field of English as a Second Language (ESL). Specifically, the development of this document has been influenced by ESL standards from the states of New York, California, and Florida, and from the school districts of Boston and San Francisco, as well as by the standards developed by the National Association of Teachers of English to Speakers of Other Languages (TESOL).

Table of Contents

I. Introduction

Introduction

1. Document Purpose and Rationale

A limited English proficient student is defined as a student whose first language is a language other than English who is unable to perform ordinary classroom work in English. In 2003, slightly over 51,000 limited English proficient students were enrolled in public schools in Massachusetts.

This document is intended to assist educators in the instruction of limited English proficient (LEP) students. Specifically, the purpose of the document is to

- define for *all* teachers of LEP students the English Language Proficiency Outcomes that indicate an LEP student has made progress in learning English and/or has moved to a level of performance in English that permits the student's participation and achievement in academic classroom activities that are not tailored to *limited* English proficient students; and

- serve as the basis for defining the Benchmarks and Outcomes that will be annually assessed by the Department of Education's future English Proficiency Assessment for LEP Students as now required by state and federal law (Massachusetts Chapter 71A and *No Child Left Behind,* respectively).

The English Language Proficiency Benchmarks and Outcomes outlined herein are meant to serve as a natural progression to, rather than a replacement for, the *Massachusetts English Language Arts Curriculum Framework* learning standards. This document is also intended to be used in conjunction with the Commonwealth's *Curriculum Frameworks* for English language arts, mathematics, science and technology/engineering, history and social science, the arts, and health to support the academic instruction of LEP students.

2. Document Foundations and Central Themes

Foundations

The *Massachusetts English Language Arts Curriculum Framework* serves as the primary foundation for this document. The majority of English Language Proficiency (ELP) Outcomes are standards or parts of standards (called *links*) taken from the *Massachusetts English Language Arts Curriculum Framework*. References to this *Framework* are found in parentheses (ELA) following related Outcomes.

This document also draws from standards contained in the *Massachusetts Foreign Language Curriculum Framework* (FL following related Outcomes), and makes frequent reference to the Massachusetts English Language Assessment-Oral (MELA-O following related Outcomes). The MELA-O is an observational assessment instrument developed in the early 1990s by the Massachusetts Department of Education in collaboration with the Evaluation Assistance Center (East) at The George Washington University. The MELA-O will be used to assess listening and speaking skills of LEP students in Massachusetts beginning in spring 2003. The MELA-O rubric is included as Appendix D to this document.

Central Themes

Three themes are found throughout this document: (1) the critical role of vocabulary in language development; (2) the critical role that oral language plays in the development of academic English language proficiency, including vocabulary, reading, and writing skills; and (3) the critical relationship between English language acquisition and instruction in other academic subjects.

▌ **Vocabulary is Integral to Language Development**

Vocabulary is an essential element in the development of each of the language domains: listening, speaking, reading, and writing. The development of vocabulary and related skills is therefore emphasized throughout this document. Whether an LEP student is just beginning to learn English, or is moving toward competency, vocabulary is fundamental to accessing English, as well as to gaining knowledge and understanding in the other academic content areas.

▌ **Essential Role of Oral Language in the Development of Academic English Proficiency**

Activities that include oral interaction can be used to promote acquisition of academic English and provide critical opportunities for comprehension of academic content. Whenever possible, oral language activities (listening and speaking) should precede reading and writing activities.

▌ **English Language Acquisition and Other Academic Subjects**

Educators charged with the instruction of limited English proficient students face a number of unique challenges. Foremost among these is that of teaching students to understand, speak, read, and write English *while* ensuring that they also receive rich and rigorous instruction in mathematics, science and technology/engineering, history and social science, and other content areas. Academic content learning need not be delayed or weakened while limited English proficient students acquire English since language acquisition is enhanced when integrated into academic instruction and activities.

3. Document Organization and Contents

Chapter II

Outcomes for English proficiency are organized around four language domains: listening, speaking, reading, and writing. Chapter II of this document addresses Outcomes for Listening and Speaking, and Benchmarks and Outcomes for Reading and for Writing.

▌ Listening and Speaking

Listening and Speaking Outcomes include four General Outcomes (S.1 through S.4).

Student Learning Outcomes are provided for three distinct levels of achievement: *Beginning to Early Intermediate*; *Early Intermediate to Intermediate*; and *Intermediate to Transitioning*. Listening and Speaking Outcomes are not broken down by grade span because the academic functions of language (e.g., asking for clarification, explaining cause and effect) do not change significantly as students progress from grade to grade.

Many Listening and Speaking Outcomes are related to the MELA-O and the *Massachusetts Foreign Language Curriculum Framework* rather than to the *English Language Arts Curriculum Framework*.

❚ **Reading and Writing**

Six General Outcomes are provided for Reading (R.1 through R.6), and five for Writing (W.1 through W.5). Student Learning Outcomes are provided in each domain for each of the grade spans K–4, 5–8, and 9–12.

Each Reading and Writing Student Learning Outcome (*numbered* and in **bold**) is preceded by one or more *lettered* Benchmarks that describe specific skills, knowledge, and concepts that lead to attainment of the Outcome. The Reading and Writing Benchmarks and Outcomes within the grade spans reflect the increasingly complex academic material that students experience as they progress through the grades.

Reading and Writing Outcomes are drawn primarily from the learning standards contained in the *Massachusetts English Language Arts* and *Foreign Language Curriculum Frameworks*.

Chapter III

Chapter III presents descriptors of student proficiency in English for each language domain. Descriptors are presented *separately by grade span* (K–2; 3–4; 5–6; 7–8; 9–12) and are grouped by proficiency level: *Early Intermediate, Intermediate,* and *Transitioning.* No descriptors are provided for the lowest proficiency level, *Beginning*: student performance at this level does not yet show the knowledge and skills associated with *Early Intermediate* descriptors.

Generally, proficiency levels describe student performance along a continuum: from little or no proficiency in English to proficiency sufficient to participate in classrooms not tailored to LEP students. The proficiency level descriptors in Chapter III provide a *general* summary of attributes associated with the upper three levels of performance, and therefore do *not* represent a comprehensive description of performance for each listening, speaking, reading, or writing Benchmark or Outcome. The descriptors are, however, intended to be specifically helpful in determining an LEP student's placement on the proficiency continuum (see "Screening and Placement of LEP Students" below).

Also included in Chapter III is a chart showing the above information *across all grade spans*. The chart can be removed from this document and placed within the classroom as an aid to monitoring goals for LEP students' English acquisition and progress in the attainment of these goals.

Appendices

Four appendices follow Chapter III: a bibliography, a glossary, a list of resources related to second-language acquisition, and the Massachusetts English Language Assessment-Oral (MELA-O) scoring rubric.

4. Using This Document

This document is intended to serve as a basis for planning curriculum and instructional programs for LEP students, and to support teachers in developing LEP students' English proficiency and increasing their learning in academic content areas.

Screening and Placement of LEP Students

This document describes the knowledge and skills that students are expected to acquire within each of the four language domains—listening, speaking, reading, and writing—and profiles student performance in these domains across a performance continuum. Educators are encouraged to use this document, especially the proficiency level descriptors in Chapter III, to screen students for limited English proficiency status, and to locate, for each language domain, any LEP student's level of English proficiency within the performance continuum presented by the proficiency level descriptors.

Planning Local Curriculum

Once an LEP student's level of English proficiency has been appropriately determined on the performance continuum as described above, the Outcomes that should be the basis of the student's curriculum can be determined, using Chapter II of this document. Educators and school leaders are encouraged to also use this document to review existing school and classroom curriculum and instructional materials. Local materials should align with the expectations presented in this document for student progress in developing English listening, speaking, reading, and writing skills.

These Benchmarks and Outcomes can also be used by mainstream classroom teachers who are designing curricula for structured immersion classrooms and who are planning sheltered instruction, as now required by state law. Providing sheltered content requires identifying both content objectives and language objectives. Appropriate language objectives for LEP students should be determined by using this document; all other content-specific objectives should be determined based upon standards identified in the *Massachusetts Curriculum Frameworks*.

Planning Instruction

The Outcomes and objectives identified during curriculum planning should drive decision-making around instructional design and lesson plans. Choices of instruction options, including classroom materials, should always be made with reference to expected Outcomes as articulated in the curriculum.

Although specific recommendations for instruction are not provided in this document, guidelines appear throughout and major themes are summarized in Section 2 above.

As curriculum is aligned with this document and new instructional materials are implemented, educators are also encouraged to use this document to design and develop school and classroom assessments that evaluate school and classroom effectiveness in promoting student English language acquisition. In planning curriculum, instruction, and assessment, educators may consider using this document to ask and answer the following questions:

❙ *Are our current teaching activities and instructional materials well-aligned with the learning objectives identified in these Benchmarks and Outcomes?*

❙ *What products of student activities can be used as evidence of students' attainment of targeted Benchmarks and Outcomes?*

❙ *How can we evaluate student performance (evidence) so that strengths in student performance can be supported and weaknesses can be addressed?*

❙ *How can our expectations for students' listening, speaking, reading, and writing skills in English be communicated through our instructional materials, and directly to students in the form of feedback on their performance?*

Planning Professional Development Activities for Teachers of LEP Students

Success in moving LEP students to English proficiency requires that both English-language instruction and instruction in other academic content areas be delivered with the particular language needs of LEP students in mind. This goal can be supported by effective professional development efforts focused on student learning objectives. Professional development activities that are focused on LEP students' needs can be especially effective if *all* teachers focus on the learning objectives established for LEP students, rather than only teachers assigned to instruct LEP students. Following are three focus questions that may assist educators in planning professional development activities that are directed at serving LEP students most effectively:

▮ *Which aspects of these Benchmarks and Outcomes require special attention by our faculty?*

▮ *Is professional development needed for teachers who have no prior training for or experience with the challenges of students who are limited English proficient?*

▮ *How can teachers of LEP students and mainstream teachers work together to jointly support LEP students' acquisition of both academic and social vocabulary in English?*

TO OFFER FEEDBACK OR SEEK ADDITIONAL INFORMATION

The preceding list of suggestions for uses of this document is not exhaustive. If you would like to provide additional suggestions, comment on other portions of this document, or if you seek additional information, please write to us at the following address:

Massachusetts Department of Education
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Malden, MA 02148
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II. English Language Proficiency Benchmarks and Outcomes for English Language Learners

English Language Proficiency Domains and General Learning Outcomes

Listening and Speaking (S)

S.1 **Vocabulary:** Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes. (FL 1, 2, 4, 5, 6, 7; ELA 4)

S.2 **Social Interaction:** Students will comprehend and communicate orally, using spoken English for personal and social purposes. (FL 1, 2, 4, 5, 6, 8; ELA 5, 6)

S.3 **Academic Interaction:** Students will comprehend and communicate orally, using spoken English to participate in academic settings. (FL 1, 2, 5, 6, 7; ELA 1, 2, 5)

S.4 **Presentation:** Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed. (ELA 3, 18; FL 3, 6, 7)

Reading (R)

R.1 **Vocabulary and Syntax in Print:** Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text. (ELA 4, 5; FL 5, 6)

R.2 **Beginning to Read in English:** Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech. (ELA 7; FL 5)

R.3 **Comprehension:** Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

R.4 **Literary Elements and Techniques:** Students will identify and analyze text elements and techniques of written English as used in various literary genres. (ELA 9, 10, 11, 12, 14, 15, 16, 17, 18)

R.5 **Informational/Expository Text:** Students will identify and analyze purposes, structures, and elements of nonfiction English texts. (FL 4, 7; ELA 8, 10, 13)

R.6 **Research:** Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions. (ELA 24)

Writing (W)

W.1 **Prewriting:** Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose. (ELA 4, 20, 23; FL 7)

W.2 **Writing:** Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail. (ELA 19; FL 1)

W.3 **Revising:** Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose. (ELA 20, 21, 25)

W.4 **Editing:** Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing. (ELA 5, 22; FL 5)

W.5 **Media:** Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies. (ELA 26, 27; FL 6, 7)

Listening and Speaking (S)

S.1 Vocabulary: *Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.*

> "Our ability to think clearly and communicate with precision depends on our individual store of words. A rich vocabulary enables students to understand what they read, and to speak and write with flexibility and control."
>
> (*Massachusetts English Language Arts Curriculum Framework*, p. 19)

Communicating with single words and word phrases, beginning English Language Learners of all ages increase their English word knowledge in strategic and systematic ways. As they advance in proficiency, students continue to develop their vocabulary in a variety of social and academic contexts. Substantial word and phrase knowledge provides a successful base for reading and writing in English.

Level

S.1 Vocabulary: *Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.*

Outcomes

BEGINNING
TO EARLY
INTERMEDIATE

Comprehension

1. Demonstrate comprehension of everyday words and phrases, using pictures, actions, and/or objects. (FL 2)

2. Demonstrate comprehension of words that express basic personal needs (such as *transportation, housing*); personal likes and dislikes; personal information (such as *age, address, family*); and school-related information (such as *teacher's name, schedule, routines*). (FL 2)

3. Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects. (link to FL 7)

Communication

4. Express basic personal needs and information (such as *health*, *food, clothing, weather, recreation*) and school-related information, using spoken words and phrases. (FL 1; MELA-O, 2 vocabulary)

5. Employ vocabulary essential for grade-level content learning. (see various *Massachusetts Curriculum Frameworks*; link to FL 7)

6. Classify previously learned words by content themes or topics (such as Gr. 3–5 science plant structures: *roots, leaves, stem, bark;* Gr. 9–12 math patterns: *iterative, linear, recursive;* Gr. 6–8 history/social science geography terms: *region, tropics, rain forest, tundra*). (link to ELA 4.1)

Increasing Word Knowledge

7. Determine meanings of words with inflections *(looks, looked, looking)* by using knowledge of base words *(look)* and inflections. (link to ELA 4.4)

8. Identify words in English that are frequently used in the student's first language. (FL 5.6)

9. Predict the meaning of unknown compound words (such as *daydream, snowman*), using knowledge of individual words. (ELA 4.7)

Strategies

10. Identify linguistic characteristics of English words and compare and contrast them with words from the student's first language. (link to FL 5.4)

11. Clarify meanings of words, using beginning and bilingual dictionaries. (link to ELA 4.8)

Level

S.1 Vocabulary: *Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.*

Outcomes

EARLY
INTERMEDIATE
TO
INTERMEDIATE

ADDRESS PREVIOUS OUTCOMES AS NEEDED.

Comprehension

12. Demonstrate comprehension of common words with multiple meanings (such as *saw, can, sentence*). (ELA 4.5)

13. Demonstrate understanding of academic content words and phrases in selected concept-based categories. (link to ELA 4.3)

14. Demonstrate comprehension of frequently used synonyms and antonyms. (link to ELA 4.6)

15. Demonstrate comprehension of frequently used idioms. (link to ELA 4.11)

Communication

16. Express personal intent using spoken words and phrases (such as *requesting information, agreeing, giving permission*). (FL 1)

17. Classify previously learned academic content words and phrases into concept-based categories (link to ELA 4.3) such as

    - PreK–2: movement/ways that objects can move: *straight, back and forth, round and round, fast, slow*)

    - Gr. 3–5: energy: *light, sound, heat, electricity, magnetism*

    - Gr. 6–8: mathematical central tendency: *mean, median, mode*

    - Gr. 9–12: photosynthesis and cellular respiration: *plants, animals, carbon dioxide, oxygen, sugar, ATP*

18. Participate in limited discussions using appropriate and adequate words and phrases. (FL 1; MELA-O, 3 vocabulary)

Increasing Word Knowledge

19. Determine the word meaning or the effect on meaning of selected prefixes and suffixes (such as *re-, un-, dis-, -tion, -less, -ly*). (link to ELA 4.9, 4.18)

20. Employ synonyms (such as *big/huge/gigantic/enormous*) for word variety in speaking. (link to ELA 4.6)

21. Use selected idiomatic expressions in speaking. (link to ELA 4.11)

Strategies

22. Demonstrate how idiomatic expressions are used in English and in the student's first language. (link to FL 5.7)

23. Apply knowledge of terms for textual features of textbooks (such as *chapter, review, essay, table of contents*) and tests (such as *open-ended, multiple-choice*).

Level	S.1 Vocabulary: *Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.*

Outcomes

EARLY INTERMEDIATE TO INTERMEDIATE

ADDRESS PREVIOUS OUTCOMES AS NEEDED.

Strategies (cont.)

24. Clarify meanings of words, using dictionaries, glossaries, and other resources. (link to ELA 4.15, 4.19)

INTERMEDIATE TO TRANSITIONING

Comprehension

25. Demonstrate comprehension in a variety of settings of specific, technical, and/or abstract words and phrases of grade-level, academic content in various *Massachusetts Curriculum Frameworks.* (link to ELA 6.8)

26. Identify jargon as language used by members of particular groups (such as *peer groups, athletes, musicians*). (link to ELA 6.8)

Communication

27. Rephrase ideas and thoughts to express meaning. (link to FL 1.21; MELA-O, 4 vocabulary)

28. Communicate academic knowledge orally, using specific, technical, and abstract vocabulary of grade-level, academic content in various *Massachusetts Curriculum Frameworks.* (link to ELA 6.8)

Increasing Word Knowledge

29. Demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary of grade-level, academic content. (ELA 6.8; FL 7)

30. Identify orally the meaning of phrasal verbs (such as *look into, get over, be through)*. (link to ELA 4.23)

31. Identify meanings in the context of familiar sayings and phrases used in English (such as *rule of thumb, make a mountain out of a molehill, count your blessings, forty winks, all's well that ends well, don't look a gift horse in the mouth*). (FL 5.7; ELA 4.23)

Strategies

32. Identify characteristics of English words, phrases, and expressions, and compare and contrast them with these features in the student's first language. (link to FL 5.4)

33. Clarify meanings of words, using glossaries, thesauruses, and other resources selectively. (link to ELA 4.25)

Listening and Speaking (S)

S.2 Social Interaction: *Students will comprehend and communicate orally, using spoken English for personal and social purposes.*

"Students benefit from language learning by discovering patterns both familiar and distinctive among language systems and cultures. They learn about the nature of language, linguistic and grammatical concepts, the communicative functions of language, and the interaction between language and culture."

(*Massachusetts Foreign Language Curriculum Framework,* p. 45)

English Language Learners listen to, participate in, and initiate conversations about their personal experiences in a variety of social settings. Through strategic observation, they note cultural differences in the ways individuals interact in different settings. Through this heightened awareness, they become effective participants in "authentic" or natural social settings.

Level

S.2 Social Interaction: *Students will comprehend and communicate orally, using spoken English for personal and social purposes.*

BEGINNING
TO EARLY
INTERMEDIATE

Outcomes

Comprehension

1. Demonstrate comprehension of everyday expressions used in interpersonal interactions (such as *"Hi, how are you?," "See you later"*). (link to FL 2)

2. Demonstrate comprehension of words, phrases, and sentences used in social interactions related to everyday topics (such as *family, social, school*). (link to FL 2.2)

3. Demonstrate comprehension of simple oral requests. (FL 2)

4. Demonstrate comprehension of interpersonal conversations when spoken to slowly and with frequent repetitions. (FL 2; MELA-O, 2 comprehension)

Communication

5. Ask and answer concrete questions about familiar content. (FL 1.3)

6. Describe people, places, and things, using some detail. (link to FL 3.4)

7. Make simple oral requests and grant permission. (link to FL 1.4)

8. Express confusion (such as *"I don't get it"*). (FL 1.9)

9. Recount prior experiences and events of interest, using familiar sentences. (link to FL 1.5)

10. Employ words, phrases, and sentences in social interactions related to everyday topics. (MELA-O, 2 fluency; FL 1)

Culturally Appropriate Language

11. Gain the attention of others by speaking in culturally and age-appropriate ways. (link to ELA 6.3)

12. Identify nonverbal cues (such as *gestures, facial expressions, body postures*) that connote different meanings depending on their cultural or social context. (link to FL 4)

13. Employ appropriate volume of voice in each of various contexts.

Pronunciation

14. Demonstrate understanding of differences in English intonation patterns (such as *rising intonation in "yes-no" questions*). (MELA-O, 2 pronunciation)

15. Demonstrate understanding of word stress patterns in spoken English. (MELA-O, 2 pronunciation)

Level

S.2 Social Interaction: *Students will comprehend and communicate orally, using spoken English for personal and social purposes.*

Outcomes

BEGINNING TO EARLY INTERMEDIATE (cont.)

Grammar/Syntax

16. Use basic grammar patterns in speaking to produce familiar statements, questions, and commands. (MELA-O, 2 grammar)

Cultural Perspectives

17. Compare personal experiences and perspectives with those of other cultures. (FL 6.4)

18. Compare aspects of cultures, appropriate to age. (link to FL 6.5)

Strategies

19. Observe and imitate how others speak and behave in various settings.

20. Request help, feedback, and clarification. (link to FL 1.9)

EARLY INTERMEDIATE TO INTERMEDIATE

ADDRESS PREVIOUS OUTCOMES AS NEEDED.

Comprehension

21. Demonstrate comprehension of explanations or instructions, when clarification is given. (FL 2)

22. Demonstrate comprehension during most interpersonal interactions, when clarification is given. (FL 2; MELA-O, 3 comprehension)

Communication

23. Ask and answer questions (such as *Who? When? Why?*). (FL 1.3)

24. Express one's own opinions, preferences, and wishes related to familiar topics. (link to FL 3.1)

25. Express agreement/disagreement. (FL 3.3)

26. Request opinions, preferences, and wishes orally from peers. (link to FL 1.10)

27. Express and respond to compliments, gratitude, and apologies.

28. Express imagination and creativity through activities such as storytelling and games.

29. Respond during interpersonal discussions and interactions. (FL 1; MELA-O, 3 fluency)

Level

S.2 Social Interaction: *Students will comprehend and communicate orally, using spoken English for personal and social purposes.*

Outcomes

EARLY INTERMEDIATE TO INTERMEDIATE (cont.)

Culturally Appropriate Language

30. Initiate conversations, attend to speakers, take turns, and close conversations in culturally appropriate ways. (link to FL 4.8)

31. Use culturally acceptable gestures, distances, and body language in familiar settings. (link to FL 4.9)

32. Identify formal and informal oral language, including slang. (link to ELA 6.3)

33. Demonstrate awareness of listener's perspective (such as *responding to listener's questions or facial cues*) when speaking and interacting.

Pronunciation

34. Demonstrate comprehension of basic differences in meaning produced by intonation patterns in English (such as *rising or falling intonation in tag questions:"You're from Concord, <u>aren't you</u>?"*).

35. Demonstrate comprehension of the basic differences in meaning produced by varying word stress within a statement (such as *"I <u>won't</u> do that!"* and *"I won't do <u>that!</u>"*).

36. Communicate intended meanings utilizing English intonation patterns (such as in *questions, statements, exclamations*).

Grammar/Syntax

37. Narrate stories with a beginning, middle, and end.

38. Construct original oral statements, using basic and complex sentence structures. (MELA-O, 3 fluency and grammar)

Cultural Perspectives

39. Describe patterns of social behavior that represent community norms. (link to FL 4.8)

40. Identify and describe differing behavior norms of various communities (such as *peers, family, neighborhood, region*). (link to FL 4.14)

41. Compare aspects or features of various cultural communities (as presented in *print, visual arts, films,* and *videos*). (link to FL 4.10)

Strategies

42. Request, clarify, and restate information to enhance understanding in social interactions. (link to FL 1.9)

43. Rehearse ways of speaking (such as *formal/informal*) that are appropriate to audience and purpose.

Level

S.2 Social Interaction: *Students will comprehend and communicate orally, using spoken English for personal and social purposes.*

Outcomes

INTERMEDIATE TO TRANSITIONING

ADDRESS PREVIOUS OUTCOMES AS NEEDED.

Comprehension

44. Demonstrate comprehension of extended explanations and multi-step instructions.

45. Demonstrate comprehension of varied forms of humor.

46. Demonstrate comprehension of extended speech (such as *news reports on television or radio*). (FL 2.17, 2.18)

47. Demonstrate comprehension of popular or historical cultural referents from the community culture, appropriate to age and context.

48. Demonstrate comprehension of sustained, interpersonal interaction. (FL 2; MELA-O, 4 comprehension)

Communication

49. State and orally defend an opinion. (link to FL 3.14)

50. Propose solutions to problems or misunderstandings. (link to FL 1.18, 3.13)

51. Express uncertainty.

52. Employ popular or historical cultural referents from the community culture, appropriate to age and context.

53. Participate in the community linguistic culture, using a variety of expressions (such as *music, jokes, anecdotes*).

54. Elaborate on personal stories. (link to FL 3.22)

55. Participate in sustained, interpersonal conversations. (FL 1; MELA-O, 4 fluency)

Culturally Appropriate Language

56. Rephrase an utterance when a culturally based misunderstanding occurs.

57. Identify topics for interaction that are appropriate to audience and setting.

58. Respond to and use humor appropriate to an audience and setting.

59. Distinguish formal oral language from slang. (link to ELA 6.4)

60. Respond to and use idioms appropriate to audience and setting.

61. Compare and contrast major aspects (such as *pragmatics, body language*) of English and other languages. (link to FL 5.17)

Level

S.2 Social Interactions: *Students will comprehend and communicate orally, using spoken English for personal and social purposes.*

Outcomes

INTERMEDIATE TO TRANSITIONING (cont.)

Pronunciation

62. Adjust meaning by varying pace, rhythm, and pauses in speech.

63. Employ pronunciation, word stress, and intonation appropriate to communicative intent. (MELA-O, 4 pronunciation

Grammar/Syntax

64. Employ varied sentence structures when speaking, as appropriate to audience, purpose, and effect desired.

65. Employ a range of oral responses, using single words, phrases, statements, and monologues.

66. Use basic and complex sentence structures when participating in interpersonal conversations. (MELA-O, 4 grammar)

Cultural Perspectives

67. Compare, contrast, and exchange opinions in discussions on issues that are of contemporary or historical interest and represent a variety of cultural perspectives. (link to FL 6.10)

68. Identify and analyze cultural perspectives in literature, popular periodicals, music, theater, visual arts, commercials, films, and videos. (link to FL 4.17)

69. Describe and discuss how conflicts in points of view and proposed resolutions reflect cultural and individual perspectives. (link to FL 4.22)

Strategies

70. Rephrase ideas and thoughts orally to clarify meaning in social interactions. (link to FL 1.21; MELA-O, 4 vocabulary)

Listening and Speaking (S)

S.3 Academic Interaction: *Students will comprehend and communicate orally, using spoken English to participate in academic settings.*

> "An effective English language arts curriculum develops thinking and language together through interactive learning."
>
> (*Massachusetts English Language Arts Curriculum Framework*, Guiding Principle 1)

Settings that integrate academic content and language development for students with varying English proficiency levels provide opportunities for purposeful interaction and for use of language and thinking outcomes in socially and culturally appropriate ways.

Level

S.3 Academic Interaction: *Students will comprehend and communicate orally, using spoken English to participate in academic settings.*

BEGINNING TO EARLY INTERMEDIATE

Outcomes

Comprehension

1. Demonstrate comprehension of oral directions that include visual cues. (link to FL 2.1)

2. Demonstrate comprehension of one-step oral directions. (FL 2.1)

3. Demonstrate understanding when simple information is given. (link to FL 2.4)

4. Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues.

5. Identify a main event from a story that is heard. (link to ELA 8.2)

6. Identify the beginning, middle, and end of a story that is heard. (link to ELA 8.7)

7. Identify the characters and setting of a story that is heard. (link to ELA 12.1)

8. Demonstrate comprehension of oral questions on academic content that require short answers.

9. Identify important information about academic content, using prior knowledge and/or visual cues as needed. (link to ELA 8.5)

10. Demonstrate comprehension of simple sentences, including statements, questions, and commands, when spoken slowly, and with repetitions as needed. (MELA-O, 2 comprehension)

Communication

11. Give one-step directions.

12. Make and respond to oral requests. (FL 1.4)

13. Express confusion.

14. Ask and respond to questions to clarify information. (FL 1.9)

15. Ask and respond to questions *(who? what? where? when?)* based on a text that is heard. (link to ELA 8.15)

16. Retell events in a simple or familiar story using relevant words and phrases.

17. Restate a main event from a story that is heard. (link to ELA 8.7)

18. Respond briefly to questions on academic content.

19. Retell steps of a process in logical order. (link to FL 3.6)

20. Retell the beginning, middle, and end of a story that is heard. (link to ELA 12.1)

21. Compare and contrast information orally.

22. Make predictions or inferences based on a story or information that has been heard.

Level	**S.3 Academic Interaction:** *Students will comprehend and communicate orally, using spoken English to participate in academic settings.*

Outcomes

BEGINNING TO EARLY INTERMEDIATE (cont.)

Culturally Appropriate Language

23. Identify and follow classroom expectations and conventions (such as *raising hand, taking turns*). (link to ELA 1.1)

24. Use appropriate words, phrases, and expressions to interact with peers and adults.

Grammar/Syntax

25. Use familiar phrases and statements when speaking with basic grammar patterns. (MELA-O, 2 grammar and fluency)

Strategies

26. Identify verbal and nonverbal cues to determine when to focus attention.

27. Identify whom to consult for assistance.

28. Connect new information to prior knowledge.

EARLY INTERMEDIATE TO INTERMEDIATE

ADDRESS PREVIOUS OUTCOMES AS NEEDED.

Comprehension

29. Demonstrate comprehension of oral, multiple-step directions.

30. Demonstrate comprehension of oral questions that are based on academic content.

31. Demonstrate comprehension of oral word problems on math content.

32. Demonstrate comprehension of the main points of classroom discussions.

33. Identify details that support a main idea in a literary or informational text that is heard. (link to ELA 8.14)

34. Identify facts that answer the listeners' questions in a literary or informational text that is heard. (link to ELA 8.15)

35. Identify the topics and organization structures of lecture-style presentations.

36. Demonstrate comprehension of specific information heard in an academic context.

37. Demonstrate comprehension of classroom discussions and interactions when clarification is given. (MELA-O, 3 comprehension)

Level

S.3 Academic Interaction: *Students will comprehend and communicate orally, using spoken English to participate in academic settings.*

Outcomes

EARLY INTERMEDIATE TO INTERMEDIATE (cont.)

Communication

38. Participate in reaching consensus in groups. (link to FL 1.18)

39. Respond to factual and inferential questions that are based on academic content.

40. Describe how two things within a given academic content are alike or different.

41. Summarize a story orally.

42. State a position and support/justify it. (link to FL 1.22)

43. Participate in classroom discussions and activities, when frequent clarification is given. (MELA-0, 3 production)

Culturally Appropriate Language

44. Participate in small-group activities, playing a specified role. (link to ELA 1.3)

45. Demonstrate comprehension of agreed-upon rules (such as *taking turns*) for small-group decision making. (link to ELA 1.3)

46. Participate orally in class activities, using appropriate words, phrases, and expressions.

Grammar/Syntax

47. Express original statements in classroom discussions, using basic and complex sentence structures related to academic topics. (MELA-O, 3 grammar and fluency)

Strategies

48. Ask questions to clarify meaning in an academic context.

49. Compare grammatical constructions (such as *tense, gender, subject-verb agreement*) in English and the student's first language. (link to FL 5)

50. Take notes (using *graphic organizers*) while listening for specific information.

51. Explain the thinking processes used (such as *solving math story problems, using the scientific process*) in academic content areas.

Level

S.3 Academic Interaction: *Students will comprehend and communicate orally, using spoken English to participate in academic settings.*

Outcomes

**INTERMEDIATE
TO
TRANSITIONING**

ADDRESS PREVIOUS OUTCOMES AS NEEDED.

Comprehension

52. Demonstrate comprehension of inferential or abstract questions that are based on academic content.

53. Demonstrate comprehension of the use of referents (such as *pronouns, demonstrative adjectives*) in academic discourse.

54. Demonstrate comprehension of content explanation without concrete referents.

55. Demonstrate comprehension of transition words and phrases (such as *furthermore, otherwise, likewise, instead, in any case*) that connect ideas in extended academic discourse.

56. Distinguish irrelevant information (such as *jokes, asides, anecdotes*) from important information in lecture-style presentations.

57. Demonstrate comprehension of the attitude of a speaker toward subject matter.

58. Demonstrate comprehension of specialized language structures from varied academic content (such as *frequent use of the passive voice in science; frequent use of specialized vocabulary to refer to abstract concepts and frequent use of pronouns in history/social science*).

59. Demonstrate comprehension of classroom discussions, extended classroom discourse, and other academic interactions that include basic and complex sentence structures. (MELA-O, 4 comprehension)

Communication

60. Elaborate on and extend other people's ideas using extended discourse.

61. Use extended discourse to report information heard in lecture-style presentations.

62. Summarize information that is heard during a class or lesson. (link to ELA 2.5)

63. Critique information that is heard in extended discourse (such as *television, radio, lecture-type presentation*). (link to FL 3.20)

64. Support a conclusion or finding by stating facts or logical reasons.

65. Participate in classroom discussions and other academic interactions, using basic and complex sentence structures and addressing abstract topics. (MELA-O, 4 grammar)

Level	S.3 Academic Interaction: *Students will comprehend and communicate orally, using spoken English to participate in academic settings.*

Outcomes

INTERMEDIATE TO TRANSITIONING (cont.)

Culturally Appropriate Language

66. Employ varying degrees of formality in language as appropriate to audience and purpose.

Grammar/Syntax

67. Employ selected specialized language structures from varied academic areas (such as *use of the passive voice in science*).

68. Give examples of how the English language has developed and been influenced by other languages. (link to ELA 5.33)

Strategies

69. Identify differences between oral and written language patterns. (ELA 6.6)

Listening and Speaking (S)

S.4 Presentation: *Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.*

> " . . . most learners learn a modern language best when they are provided opportunities to use the target language to communicate in a wide range of activities."
>
> (*Massachusetts Foreign Language Curriculum Framework*, p. 24)

Presenting information orally to an audience promotes optimal language learning while providing authentic opportunities to rehearse intonation, volume, tone, gestures, and meaningful language.

Level

S.4 Presentation: *Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.*

Outcomes

BEGINNING TO EARLY INTERMEDIATE

1. Plan, rehearse, and orally present information about personal experiences or interests, using visual cues as needed. (link to ELA 3.1)

2. Plan, rehearse, and orally present information in a brief report, using visual cues. (link to FL 3.6)

3. Plan, rehearse, and orally present information on planned activities or cultural topics. (link to FL 3.11)

4. Maintain focus on a topic during an oral presentation. (ELA 3.2)

EARLY INTERMEDIATE TO INTERMEDIATE

ADDRESS PREVIOUS OUTCOMES AS NEEDED.

5. Use teacher-developed assessment criteria to prepare oral presentations. (ELA 3.7)

6. Make informal oral presentations that have recognizable organization (such as *sequence, summary*). (ELA 3.5)

7. Give formal oral presentations that focus on specified academic content, using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, eye contact, and appropriate volume and intonation. (ELA 3.4)

8. Rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience. (ELA 18.1; link to FL 4.6)

9. Participate in creating scoring guides based on designated categories and use them to prepare, assess, and revise oral presentations. (link to ELA 3.7, 3.13, 25.4)

10. Express an opinion on a literary text or film in an organized way, using supporting details. (ELA 3.6)

INTERMEDIATE TO TRANSITIONING

ADDRESS PREVIOUS OUTCOMES AS NEEDED.

11. Plan and revise oral presentations, considering the audience, purpose, and information to be conveyed.

12. Present information orally, using an appropriate degree of formality for the audience and setting. (link to ELA 3.14)

13. Comprehend and answer questions following a presentation.

14. Plan delivery of an oral presentation, using pace, visual aids, and gestures. (link to ELA 3.8, 3.12, 3.17)

15. Participate in performances, following agreed-upon criteria for audience, purpose, and information to be conveyed. (link to ELA 25.3)

Level	**S.4 Presentation:** *Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.*

Outcomes

INTERMEDIATE TO TRANSITIONING (cont.)

16. Present an organized oral interpretation of a literary text, film, or dramatic production. (ELA 3.10)

17. Employ appropriate techniques (such as *dramatic opening statement, question*) for oral persuasion. (link to ELA 3.11)

18. Create a scoring guide and use it to prepare, improve, and assess oral presentations. (ELA 3.16)

Reading (R)

R.1 Vocabulary and Syntax in Print: *Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.*

> "The most effective way for students to learn words they need for adult life is through reading a variety of materials."
>
> (*Massachusetts English Language Arts Curriculum Framework,* p. 11)

As they increase their oral proficiency in English, English Language Learners also increase their knowledge of vocabulary and syntax (structure) found in written texts. They apply this knowledge strategically to comprehend the meanings of various sentences, paragraphs, and texts that include literature and academic content at their grade level.

Grades

R.1 Vocabulary and Syntax in Print: *Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.*

Benchmarks and Outcomes

K–4

Essential Vocabulary

a.   Read previously learned words with personal meaning (such as words about *self, family, school*) that have been presented as images, objects, and/or printed text.

b.   Read words previously learned from grade-level content.

c.   Read previously learned words that have been classified by themes or topics.

d.   Read previously learned words that have been organized by concept.

e.   Spell previously learned words.

1.   Read and understand previously learned essential vocabulary words. (link to FL 2; ELA 7.4)

Word Analysis

a.   Identify base words and their inflectional forms (such as *work: works, worked, working; tall: taller, tallest*). (link to ELA 4.4)

b.   Identify forms for regular plural nouns (such as *book: books*) and irregular plural nouns (such as *man: men; child: children*).

c.   Demonstrate comprehension of compound words made of familiar words (such as *snowman, daydream*). (link to ELA 4.7)

d.   Apply knowledge of word families *(onset/rime)* to determine word meaning. (link to ELA 7.5)

e.   Identify common prefixes (such as *un-, re-, dis-*) and use them to determine word meaning. (ELA 4.9)

f.   Identify cognates to determine word meaning. (FL 5)

g.   Use a bilingual and/or beginning dictionary to determine word meaning. (link to ELA 4.8)

2.   Apply knowledge of word analysis to expand comprehension of vocabulary found in text.

Word Context

a.   Use labeled text illustrations, charts, and other graphics to increase comprehension of vocabulary. (link to ELA 13.2)

b.   Identify synonyms and antonyms for frequently used words. (link to ELA 4.6)

c.   Select the relevant meaning of a word with multiple meanings, using its context. (ELA 4.5)

32

Grades

R.1 Vocabulary and Syntax in Print: *Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.*

Benchmarks and Outcomes

K–4
(cont.)

Word Context (cont.)

    d.   Identify the meanings of familiar idioms from their contexts. (link to ELA 4.11)

    e.   Distinguish the meaning of a homophone (such as *to/too/two*) by identifying the function of the word in its context. (link to ELA 4.16)

3.   **Use context to determine the meanings of words. (link to ELA 4.13)**

Sentence Structure

    a.   Identify ways in which orthographic conventions (such as *punctuation, capitalization*) signal meaning in various kinds of sentences. (link to ELA 5.7)

    b.   Identify the structures and functions of contractions. (link to ELA 5.4)

    c.   Identify the four basic parts of speech *(noun, verb, adjective, adverb)* in text. (ELA 5.6)

    d.   Recognize the subject-predicate relationship in written sentences. (ELA 5.4)

    e.   Identify subject-verb agreement in a simple sentence. (link to ELA 5.7)

    f.   Distinguish between a complete sentence and a sentence fragment. (link to ELA 5.7)

    g.   Recognize verbs whose definitions change when prepositions are added to them (such as *run over, give in, take on*).

4.   **Apply knowledge of the basic parts of speech *(noun, verb, adjective, adverb)* and simple sentence structures to comprehend text. (link to ELA 5.7)**

Text Structure

    a.   Identify orthographic conventions for dialogue (such as *capital letters, quotation marks*) in text.

    b.   Predict the purpose and meaning of text by reading its title. (link to ELA 8.1)

    c.   Predict the purpose and meaning of text by interpreting accompanying illustrations. (link to ELA 8.1, 8.4)

5.   **Apply knowledge of text structures to comprehend text. (link to ELA 13.8)**

Grades | **R.1 Vocabulary and Syntax in Print:** *Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.*

Benchmarks and Outcomes

K–4
(cont.)

Linguistic Comparisons

    a. Compare orthographic conventions (such as *punctuation, capitalization*) between and among languages. (link to FL 5.4)

    b. Compare structures of sentences, paragraphs, and text between and among languages. (link to FL 5.4)

6. Recognize similarities and differences in orthographic conventions and structures between and among languages. (link to FL 5.2)

5–8

ADDRESS PREVIOUS OUTCOMES AS NEEDED.

Essential Vocabulary

    a. Read frequently used sight words (such as those from *word lists*).

    b. Read frequently used sight phrases (such as *prepositional phrases*).

    c. Read frequently used idioms as phrases.

    d. Spell previously learned sight words and phrases.

7. Read and understand previously learned sight words and phrases. (link to FL 2; ELA 7.4)

Word Analysis

    a. Use knowledge of prefixes and suffixes to determine word meaning. (link to ELA 4.21)

    b. Identify use of apostrophes to indicate possessive form (such as in *Mike's book*).

    c. Identify selected Latin and Greek roots (such as *chronos, auto, hyper, super, trans, circum*) to help determine meanings of unfamiliar words. (ELA 4.21)

    d. Identify words from other languages (such as *guru, maestro, baton, aloha, pronto*) that have been adopted in English. (ELA 5.8; FL 5.10)

    e. Use a bilingual or intermediate dictionary to determine word meaning. (link to ELA 4.22)

8. Apply knowledge of word analysis to expand comprehension of vocabulary found in text.

Grades

R.1 Vocabulary and Syntax in Print: *Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.*

Benchmarks and Outcomes

5–8
(cont.)

Word Context

a.   Identify signal words in context clues that indicate word meaning by <u>example</u> or <u>definition</u>. (link to ELA 4.17)

b.   Identify and use <u>example</u> and <u>definition</u> context clues to determine meanings of unfamiliar words. (link to ELA 4.17)

c.   Identify signal words in <u>contrast</u> and <u>cause/effect</u> clues to determine the meanings of unfamiliar words. (link to ELA 4.20)

d.   Identify and use <u>contrast</u> and <u>cause/effect</u> context clues in text to determine the meanings of unfamiliar words. (link to ELA 4.20)

9.   Apply knowledge of context clues to determine the meanings of unfamiliar words. (link to ELA 4.20)

Sentence Structure

a.   Identify orthographic conventions (such as *punctuation, capitalization*) that signal meaning in various kinds of sentences. (link to ELA 5.20)

b.   Identify the eight basic parts of speech in the context of a sentence. (link to ELA 5.9)

c.   Identify verb phrases and verb tenses in sentences. (ELA 5.11)

d.   Identify varied sentence structures (*simple, compound, complex*) as they affect meaning. (link to ELA 5.18)

e.   Recognize types of pronouns (such as *reflexive, possessive*) and their functions in context.

f.   Compare differences between oral and written language patterns (such as *use of contractions or slang in oral language, not in formal written forms*). (link to ELA 6.6)

g.   Identify words that function according to their position in a sentence (such as *produce* in *"They will <u>produce</u> results"* or *"They will buy the <u>produce</u>"*). (link to ELA 5.12)

10.   Apply knowledge of parts of speech and sentence structures to determine the meaning of text. (link to ELA 5.15)

Grades

R.1 Vocabulary and Syntax in Print: *Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.*

Benchmarks and Outcomes

5–8
(cont.)

Paragraph Structure

a. Identify words and phrases that introduce ideas in a paragraph (such as *to begin with, for example*).

b. Locate topic and supporting sentences in an expository paragraph. (link to ELA 13.13)

c. Identify words and phrases that add ideas in a paragraph (such as *in addition, second*).

d. Identify words and phrases that indicate contrast of ideas in a paragraph (such as *but, however, although*).

e. Identify words and phrases that indicate a conclusion in a paragraph (such as *finally, in short*).

f. Identify concluding sentence(s) in an expository paragraph. (link to ELA 13.13)

11. **Identify words, phrases, and sentences that determine meaning in expository paragraphs. (link to ELA 13.13)**

Text Structure

a. Locate topic words by scanning a text. (link to ELA 13.13)

b. Identify topic sentence(s) by scanning a text. (link to ELA 13.13)

c. Identify pronouns and their referents in text. (link to ELA 5.19)

12. **Identify words, phrases, and sentences that determine meaning in extended text. (link to ELA 13.20)**

Linguistic Comparisons

a. Identify words or word parts from other languages that have been adopted in English. (FL 5.10; link to ELA 5.29)

b. Compare and contrast English words that come from other languages. (link to FL 5.15)

13. **Provide examples of how English vocabulary has developed from and been influenced by other languages. (link to ELA 5.33)**

Grades

R.1 Vocabulary and Syntax in Print: *Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.*

Benchmarks and Outcomes

9–12

ADDRESS PREVIOUS OUTCOMES AS NEEDED.

Essential Vocabulary

14. **Read, understand, and spell previously learned specific, technical, and/or abstract words and phrases of grade-level, academic content.**

Word Analysis

    a.   Acquire new words and phrases by determining their relationships to other words. (link to ELA 4.26)

    b.   Use knowledge of prefixes and suffixes to determine word meaning. (link to ELA 4.21)

    c.   Identify words and phrases that have both literal and figurative meanings. (link to ELA 4.23)

    d.   Use general dictionaries, specialized dictionaries, thesauruses, or related reference tools to increase learning. (ELA 4.25)

15. **Apply knowledge of word analysis to expand comprehension of vocabulary found in text.**

Word Context

    a.   Identify *"false friends,"* words in a student's first language that look the same as words in English but carry different meanings.

    b.   Identify phrases that carry different or specific meanings in specific contexts *(idiomatic expressions)*. (link to FL 5.14)

    c.   Identify words whose morphological structures can mislead comprehension (such as *nevertheless*).

    d.   Identify words whose lexical forms are similar but whose meanings are not (such as *economic/economical*).

    e.   Identify words that sound similar but whose meanings differ (such as *cute/acute*).

16. **Identify words whose meanings are not readily understood by their context.**

Grades

R.1 Vocabulary and Syntax in Print: *Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.*

Benchmarks and Outcomes

9–12
(cont.)

Sentence Structure

a. Recognize the functions of verbals (such as *participles, gerunds, infinitives*). (ELA 5.25)

b. Identify noun, adjectival, and adverbial phrases. (ELA 5.24)

c. Identify complex noun phrases (groups of words performing grammatically as a single noun) in sentences. (link to ELA 5.26)

d. Identify coordinate conjunctions that connect ideas within a sentence (such as *not only . . . but also, either . . . or, yet, for*).

e. Identify structures used in academic content areas, such as

- Math: *passive voice, comparative forms*

- History/Social Science: *embedded clauses, variety of tense forms to describe temporal relationships within text*

- Science: *passive voice, noun phrases, multiple embeddings, if . . . then structures*

17. **Analyze sentence structures that determine the meaning of text. (link to ELA 5.28)**

Paragraph Structure

a. Identify the reference word from its referent within a paragraph (such as *nouns from pronouns or demonstrative adjectives*).

b. Discuss examples of ellipsis and structural omission within text (such as *"He went out, (he) looked around, and (he) came back in again"*).

c. Identify and analyze parallel structures within a paragraph. (link to ELA 5.28)

18. **Apply knowledge of standard English grammar and usage to comprehend a paragraph.**

Grades

R.1 Vocabulary and Syntax in Print: *Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.*

Benchmarks and Outcomes

9–12
(cont.)

Text Structure

a. Locate words that indicate text organization, such as those signaling

- problem/solution: *propose, conclude, research shows*
- comparison/contrast: *similarly, as opposed to, after all, yet, nevertheless*
- cause/effect: *since, on account of, due to, for this reason, therefore, thus*(link to ELA 8.21, 13.20)

b. Identify transition words, phrases, and sentences that link paragraphs in a coherent text. (link to ELA 13.20)

19. Identify words, phrases, and sentences in extended text that signal text organization and transitions. (link to ELA 13.20)

Linguistic Comparisons

a. Identify the origins and meanings of selected English words. (link to FL 5.15; ELA 5.29)

b. Identify and describe the origins of words and phrases from other languages that are used frequently in written English (such as *glasnost, coup d'etat*). (link to ELA 5.33)

20. Demonstrate understanding of the nature of language as found in text through comparison of English with other languages. (link to FL 5.17)

Reading (R)

R.2 Beginning to Read in English: *Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.*

"An effective language arts curriculum builds on the language, experiences, and interests that students bring to school."

(*Massachusetts English Language Arts Curriculum Framework,* Guiding Principle 8)

Students use English words learned for meaning to understand the relationship of sounds to print. While learning to read in English, students with reading experience in another language benefit from comparing language and print features of both languages.

Grades	**R.2 Beginning to Read in English:** *Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.*

Benchmarks and Outcomes

K–4

Reading Readiness

    a.   Listen to stories read aloud.

    b.   Choose to look at books.

    c.   Repeat words and phrases from text that is read.

    d.   Participate in choral reading.

    e.   Recite memorized parts of chants, pattern books, and familiar books.

    f.   Use text as well as illustrations to gain meaning of text.

    g.   Recognize that printed text can provide information.

    h.   Recognize that printed text can provide entertainment.

    i.   Demonstrate how to handle a book and turn the pages. (ELA 7.1)

    j.   Identify the covers and title page of a book. (ELA 7.1)

1.   Demonstrate awareness of and readiness for reading for meaning.

Sight Vocabulary

    a.   Match previously learned spoken words to written words. (link to ELA 7.4)

    b.   Identify labels and signs in the school environment. (link to FL 2.4)

    c.   Read familiar high-frequency, irregularly spelled words by sight (such as *have, said, where*). (ELA 7.6)

    d.   Read phrases containing previously learned words (noun phrases such as *my house*; prepositional phrases such as *on the bus*) as units of meaning. (FL 2)

    e.   Spell previously learned words and phrases. (link to ELA 7.4)

2.   Read and understand high-frequency and familiar words and phrases. (link to FL 2)

Grades

R.2 Beginning to Read in English: *Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.*

Benchmarks and Outcomes

K–4
(cont.)

Concepts of Print

a.   Match symbols, pictures, and/or letters with words or ideas.

b.   Recognize that spoken words are represented in written English by sequences of letters. (link to ELA 7.4)

c.   Recognize that, in English, print moves from left to right across the page, and from top to bottom. (ELA 7.1)

d.   Identify upper- and lower-case letters of the alphabet. (ELA 7.1)

e.   Locate distinctive features of words, letters, parts of words, and whole words.

f.   Recognize that written words are separated by spaces. (ELA 7.1)

g.   Recognize that printed sentences are made up of separate words. (ELA 7.1)

3.   Recognize that printed text has specific form and carries meaning. (link to ELA 7.1)

Phonemic Awareness

a.   Recognize that a phoneme is one distinct sound. (link to ELA 7.2)

b.   Recognize differences between and among English language sounds that are heard.

c.   Recognize and produce English phonemes that are like phonemes heard and spoken in the student's first language. (link to FL 5.1)

d.   Recognize rhyming words in English. (link to ELA 7.2)

e.   Produce rhyming words in English using activities such as word games. (link to ELA 7.2)

f.   Demonstrate understanding that words are made up of syllables. (link to ELA 7.2)

4.   Demonstrate that phonemes exist and can be isolated and manipulated. (ELA 7.2)

Grades

R.2 Beginning to Read in English: *Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.*

Benchmarks and Outcomes

K–4
(cont.)

Phonemic Awareness (cont.)

   a.   Identify the initial sounds of familiar words. (link to ELA 7.2)

   b.   Identify the final sounds of familiar words. (link to ELA 7.2)

   c.   Identify the medial sounds of familiar words. (link to ELA 7.2)

   d.   Demonstrate knowledge of consonant blends, using recognizable words. (link to ELA 7.5)

   e.   Demonstrate knowledge of long- and short-vowel patterns, using recognizable words. (link to ELA 7.5)

5.   Demonstrate knowledge of English phonemes and their relationships to familiar words.

Phonics/Letter-Sound Knowledge

   a.   Recognize letter-sound matches by identifying and naming each letter of the alphabet. (ELA 7.3)

   b.   Demonstrate knowledge that written words are composed of letters that represent sounds. (ELA 7.3)

   c.   Demonstrate knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations by reading. (ELA 7.5)

   d.   Decode familiar words in text. (link to ELA 7.7)

   e.   Match letters to sounds to decode simple unknown words. (link to ELA 7.7)

6.   Apply letter-sound knowledge to connect meaning with printed words. (link to ELA 7.3, 7.5, 7.7)

Word Analysis

   a.   Decode unknown words using word patterns *(onset/rime)* or phonograms (such as *f-ish, d-ish, w-ish*). (ELA 7.5)

   b.   Apply knowledge of letter patterns to identify syllables. (ELA 7.7)

   c.   Decode phonetically regular, monosyllabic words. (link to ELA 7.7)

   d.   Decode phonetically regular, multisyllabic words. (link to ELA 7.7)

7.   Apply word analysis to decode printed words, both known and unknown. (ELA 7.7)

Grades

R.2 Beginning to Read in English: *Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.*

Benchmarks and Outcomes

K–4
(cont.)

Word Context

a. Comprehend a word in its context, using self-monitoring (such as asking oneself *Does it sound right? Does it look right? Does it make sense?*).

b. Rephrase information that has been read in order to demonstrate understanding of a word in its context.

8. Apply knowledge of word context to gain meaning from text.

Features of Written English

a. Identify orthographic features of English words (such as *sizes and shapes of letters*).

b. Recognize common abbreviations (such as *Jan., Ms., St., Tues., lb.*).

c. Recognize capitalization in a sentence. (link to ELA 5.3, 7.4)

d. Recognize punctuation (such as *end mark*) in a sentence. (ELA 5.4)

e. Recognize indentation in a paragraph. (link to ELA 7.4)

9. Demonstrate understanding of selected features of written English. (ELA 7.4)

Linguistic Comparisons

a. Give examples of how the writing systems of English and of other languages are similar and different (such as in *punctuating questions, capitalizing names of days and months*). (link to FL 5.1)

10. Identify, compare, and provide examples of the linguistic features (such as *orthography, words and word parts, sounds related to print*) of English and other languages in print. (link to FL 5.4)

Grades	**R.2 Beginning to Read in English:** *Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.*

Benchmarks and Outcomes

5–8

ADDRESS PREVIOUS OUTCOMES AS NEEDED AND AS THEY APPLY TO MORE DIFFICULT TEXTS.

Reading Readiness

    a.   Respond to stories and informational texts that are heard.

    b.   Compare first-language reading experiences with learning to read in English. (link to FL 5.5)

11.   Demonstrate readiness for reading in English.

Sight Vocabulary

    a.   Identify cognates in printed, grade-level, academic content vocabulary terms. (link to FL 5)

    b.   Read printed words and phrases with personal meaning (such as *names on a class list, key words in a story or journal*). (link to ELA 7.4)

    c.   Use correct spelling of high frequency words, whether regularly or irregularly spelled. (ELA 7.4)

12.   Read and understand high frequency and familiar words and phrases.

Phonics/Letter-Sound Knowledge

    a.   Identify familiar English morphemes, the smallest grammatical units (such as *-ed* in *waited*) in phrases and simple sentences. (link to ELA 7.7)

    b.   Apply knowledge of letter patterns to identify syllables. (link to ELA 7.7)

    c.   Identify phonetically regular one-syllable and multi-syllable words. (ELA 7.7)

    d.   Read words with several syllables. (ELA 7.7)

    e.   Apply knowledge of known words and of more difficult word families (*ought*) to decode unknown words. (ELA 7.7)

13.   Use letter-sound knowledge to decode written English. (link to ELA 7.7)

Grades

R.2 Beginning to Read in English: *Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.*

Benchmarks and Outcomes

5–8
(cont.)

Features of Written English

a. Identify and apply unique spelling patterns for English words (such as *dropping –e* for -ing verbs, as in *take/taking; doubling the final consonant* for –ing verbs, as in *run/ru<u>nn</u>ing*).

14. **Apply knowledge of various features of written English to gain meaning from text.**

Linguistic Comparisons

a. Describe similarities and differences in the phonetic systems used in English and the student's first language. (FL 5.1)

b. Compare the writing systems of English and the student's first language. (link to FL 5.11)

15. **Demonstrate understanding of the nature of language through comparisons between English and the student's first language. (FL 5)**

9–12

ADDRESS PREVIOUS OUTCOMES AS NEEDED AND AS THEY APPLY TO MORE DIFFICULT TEXTS.

Reading (R)

R.3 Comprehension: *Students will read English fluently and identify facts and evidence in order to interpret and analyze text.*

"Good readers read thoughtfully and purposefully, constantly checking their understanding of the author's intent and meaning so that their interpretations will be sound."

(*Massachusetts English Language Arts Curriculum Framework*, p. 35)

In moving from the understanding of concrete facts to abstract and implied ideas in text, comprehension by English Language Learners is facilitated through classroom discussion and by activating students' prior knowledge of the content. Students also benefit from awareness of the purpose for reading, knowledge of text structure, and a flexible reading rate that enhances understanding.

Grades

R.3 Comprehension: *Students will read English fluently and identify facts and evidence in order to interpret and analyze text.*

Benchmarks and Outcomes

K-4

Main Ideas and Details

    a.   Make predictions about main ideas before reading a story, using prior knowledge and visual cues. (link to ELA 8.1)

    b.   Make predictions about important information before reading an informational text, using prior knowledge, text features, and visual cues. (link to ELA 8.4, 13)

    c.   Identify a main event from a story. (link to ELA 8.2)

    d.   Identify important information, using prior knowledge and visual cues from an informational text.

    e.   Retell a main event from a story. (link to ELA 8.2)

    f.   Restate important information, using prior knowledge and/or visual cues from an informational text. (link to ELA 8.10)

    g.   Identify the beginning, middle, and end of a story. (link to ELA 8.7)

    h.   Retell the beginning, middle, and end of a story.

    i.   Identify the characters and setting of a story.

1.   **Identify main idea(s) or important information in a literary or an informational text. (link to FL 2.8, 2.12; ELA 8.2, 8.10)**

    a.   Identify details that support main ideas in a text.

    b.   Identify facts that answer the reader's questions in a text. (link to ELA 8.15)

2.   **Identify details that support main idea(s) in a literary or an informational text. (link to FL 2.8; ELA 18.18)**

    a.   Use visual organizers (such as *cycle of events, story map, character web*) to demonstrate comprehension of facts that support main ideas in a text.

    b.   Identify and select main ideas and important facts in a text.

    c.   Rephrase main idea(s) and important facts in a text that is read. (link to ELA 8.10)

    d.   Identify differences between retelling and summarizing a text.

3.   **Summarize information from a literary or an informational text that is read. (link to ELA 8.18)**

Text Interpretation

    a.   Identify words and phrases that signal chronology in a text (such as *after, finally*).

Grades	**R.3 Comprehension:** *Students will read English fluently and identify facts and evidence in order to interpret and analyze text.*

Benchmarks and Outcomes

K–4
(cont.)

Text Interpretation (cont.)

b. Identify words and phrases that signal steps of a process in a text (such as *first, second, last*).

c. Identify the speaker of a poem or story. (ELA 8.13)

d. Identify words and phrases that signal a cause-and-effect relationship in a text (such as *because, if . . . then*). (link to ELA 8.16)

e. Describe setting, characters, and/or events in a text, and support opinions about them with evidence from the text. (link to ELA 8.14)

f. Distinguish fact from opinion in a text. (ELA 8.17)

g. Draw a conclusion from a text. (link to ELA 13.13)

4. Support individual interpretations and conclusions, using evidence from a literary or an informational text. (link to ELA 8)

Theme

a. Identify a theme as a lesson in folktales, fables, and myths. (link to ELA 11.2)

b. Relate fiction and nonfiction texts to personal experience and background knowledge. (link to ELA 11.1; FL 2.10)

5. Identify theme in a variety of texts. (link to ELA 11)

Learner Strategies

a. Identify text features (such as *title, illustrations, headings, captions, graphics, bold-face type*). (link to ELA 13.3)

b. Preview text features to predict meaning. (link to ELA 13.3)

c. Pause while reading silently to check that information makes sense.

6. Identify and apply strategies to enhance comprehension of texts.

5–8

ADDRESS PREVIOUS OUTCOMES AS NEEDED AND AS THEY APPLY TO MORE DIFFICULT TEXTS.

Main Ideas and Details

a. Identify sensory details that support main ideas in a variety of texts. (link to ELA 8.19)

b. Analyze the effect of sensory detail in a text. (link to ELA 8.19)

c. Identify descriptive language in a text. (link to ELA 8.20)

Grades

R.3 Comprehension: *Students will read English fluently and identify facts and evidence in order to interpret and analyze text.*

Benchmarks and Outcomes

**5–8
(cont.)**

Main Ideas and Details (cont.)

    d.   Analyze the effect of descriptive language in a text. (link to ELA 8.20)

    e.   Identify evidence that supports main idea(s) in a text. (link to ELA 8.27)

7.   Analyze main ideas and supporting details and evidence in texts. (link to ELA 8.22)

    a.   Categorize information, using graphic organizers (such as *outlines, comparison charts, two-column notes*).

    b.   Distinguish between summarizing main ideas and retelling all of a text.

    c.   Annotate (such as with a *highlighter, color coding, sticky notes*) important information in a text to include in a summary.

8.   Summarize important ideas from a text and represent the relationships between or among them. (link to ELA 8.22)

Text Interpretation

    a.   Identify an author's purpose in writing a literary text.

    b.   Identify a character's traits, emotions, and/or motivation and include supporting details from a text. (ELA 8.25)

    c.   Interpret a text's mood and tone and support that interpretation with details from the text. (link to ELA 8.24)

    d.   Provide examples of dialect in a text as a source of stereotypes among social groups. (ELA 6)

9.   Support individual interpretations or conclusions, using details or evidence from a literary text. (link to ELA 8)

    a.   Identify an author's purpose in writing a text.

    b.   Identify words and phrases that signal organizational structure in a text, such as

        • chronology: *earlier, then*

        • cause-and-effect: *as a result, so that*

        • problem-solution: *propose, research shows* (link to ELA 8.21)

    c.   Locate evidence used to support an argument or a conclusion. (link to ELA 8.27)

    d.   Identify evidence that supports an argument in a text. (link to ELA 8.27)

10.   Support individual interpretations or conclusions, using evidence from an informational text.

Grades	**R.3 Comprehension:** *Students will read English fluently and identify facts and evidence in order to interpret and analyze text.*

Benchmarks and Outcomes

5–8
(cont.)

Theme

    a.   Compare examples of familiar themes and topics. (link to ELA 11.4)

    b.   Explain how a theme differs from a topic.

    c.   Explain how a stated theme refers to the main idea of a text. (link to ELA 11.3)

    d.   Provide evidence that an implied theme refers to the main idea of a text. (link to ELA 11.3)

    e.   Provide evidence that a theme is present in more than one text. (link to ELA 11.4)

11.   Analyze and provide evidence from a text to support understanding of theme. (link to ELA 11)

Learner Strategies

    a.   Identify the reader's purpose for reading a text.

    b.   Identify and apply reading rate to match the reader's purpose in reading a given text.

    c.   Paraphrase periodically in order to check comprehension of a text.

    d.   Scan to locate specific information in a text.

12.   Demonstrate fluency as a reader, using different reading rates and approaches for different purposes.

9–12
    ADDRESS PREVIOUS OUTCOMES AS NEEDED AND AS THEY APPLY TO MORE DIFFICULT TEXTS.

Text Interpretation

    a.   Identify imagery in a text. (link to ELA 8.33)

    b.   Identify symbolism in a text. (link to ELA 8.33)

    c.   Demonstrate how imagery or symbolism in a text connects to its theme(s).(link to ELA 8.33)

    d.   Compare the elements of character, setting, and/or theme in two or more texts.

    e.   Identify points of view in a literary text. (link to ELA 8.32)

    f.   Compare differing points of view within a literary text. (link to FL 4.24)

    g.   Compare differing points of view between literary texts. (link to FL 4.21)

Grades

R.3 Comprehension: *Students will read English fluently and identify facts and evidence in order to interpret and analyze text.*

Benchmarks and Outcomes

9–12
(cont.)

Text Interpretation (cont.)

13. **Identify elements of a literary text and support interpretation(s) with evidence from the text. (link to ELA 8.30)**

    a. Recognize the use of arguments for and against an issue. (ELA 13.24)

    b. Analyze the logic and use of evidence in an author's argument. (ELA 13.24)

14. **Identify elements of an informational text and support interpretations with evidence from the text.**

Theme

    a. Distinguish theme from topic. (link to ELA 11.4)

    b. Describe how the theme(s) of a text represent(s) a view or comment on life, and provide support from the text for the identified theme(s). (ELA 11.5)

    c. Provide evidence that a text contains more than one theme. (ELA 11.6)

15. **Analyze theme in a literary text, apply this knowledge to interpret the text, and include evidence from the text to support the interpretation. (link to ELA 11)**

    a. Identify characteristics of the literary period or historical setting of a text.

    b. Compare characteristics of the literary period or historical setting with information presented in a text.

16. **Relate a literary work to primary source documents of its literary period or historical setting. (ELA 9.6)**

Learner Strategies

    a. Identify a reading rate appropriate to achieve the reader's purpose.

    b. Demonstrate selective use of a dictionary when reading extended text.

17. **Demonstrate fluency, comprehension, and efficient reading rate in a variety of texts.**

Reading (R)

R.4 Literary Elements and Techniques: *Students will identify and analyze text elements and techniques of written English as used in various literary genres.*

> "By reading imaginative, expository, and informational texts of increasing complexity, students gain an understanding of the elements and structures of different genres."
>
> (*Massachusetts English Language Arts Curriculum Framework*, p. 27)

English Language Learners of all proficiency levels benefit from access to, and experience with, authentic texts representing various genres, such as oral reading of poetry and in-depth study of a novel. Students use their prior knowledge and cultural backgrounds to identify, analyze, and appreciate literary genres.

Grades

R.4 Literary Elements and Techniques: *Students will identify and analyze text elements and techniques of written English as used in various literary genres.*

Benchmarks and Outcomes

K–4

Characteristics of Genres

a. Identify characteristics specific to common genres of literature (such as *poetry, prose, fiction, nonfiction, dramatic literature*).

b. Identify differences in characteristics among genres of literature. (link to ELA 10.1)

1. **Apply knowledge of general characteristics of a literary genre as a strategy for reading. (link to ELA 10.2)**

Elements of Style and Language

a. Identify words that appeal to the senses in language and literature that is heard. (link to ELA 15.1)

b. Locate words that appeal to the senses in written language. (link to ELA 15.1)

2. **Classify spoken or written words as belonging to sense categories (such as *visual, auditory, tactile*) when found in literary texts. (link to ELA 15.1)**

Fiction

a. Identify the elements of a personal or familiar story (such as *plot, character, setting*). (ELA 12.1)

b. Identify the elements of a story read in class.

3. **Analyze the elements of plot, character, and setting in stories. (link to ELA 12.2)**

Poetry

a. Identify a regular beat *(rhythm)* and/or similarities in sounds among words *(rhyming)* in poems. (link to ELA 14.1)

b. Identify various patterns of repetition in poems.

c. Compare and contrast sounds *(rhythm, rhyme)* in poetry. (link to FL 5.8)

d. Identify sensory images in poems. (link to ELA 14.2)

e. Locate similes in poems. (link to ELA 14.2)

4. **Identify the elements of poetry and analyze how they add to the meaning and enjoyment of a poem. (link to ELA 14)**

Grades

R.4 Literary Elements and Techniques: *Students will identify and analyze text elements and techniques of written English as used in various literary genres.*

Benchmarks and Outcomes

K–4
(cont.)

Myth and Traditional Narrative

    a.   Identify recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths (such as *Once upon a time, long ago*). (link to ELA 16.3)

    b.   Predict recurring phrases in nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths. (link to ELA 16.3)

    c.   Identify phenomena explained in origin myths from various cultures. (link to ELA 16.4)

    d.   Identify and compare character types (such as *tricksters, heroes, heroines*) in traditional literature from various cultures. (link to ELA 16.5; link to FL 6.9)

5.   **Recognize nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths as traditional literature. (link to ELA 16.1)**

    a.   Describe significant characters in traditional literature from various cultures. (link to ELA 16.6)

    b.   Compare significant heroes and/or heroines in traditional literature from various cultures. (link to FL 5.17)

6.   **Identify culturally significant characters and events represented in traditional literature (including *Greek, Roman, Norse mythology*). (link to ELA 16.6)**

Dramatic Literature

    a.   Identify dialogue as an element in a play. (link to ELA 17.1)

    b.   Identify elements of plot and character as presented through dialogue in scripts. (link to ELA 17.2)

    c.   Explain how dialogue can develop the plot or characters of a play, using specific examples.

7.   **Demonstrate understanding that dialogue develops the plot and characters of a play. (link to ELA 17.2)**

Grades

R.4 Literary Elements and Techniques: *Students will identify and analyze text elements and techniques of written English as used in various literary genres.*

Benchmarks and Outcomes

5–8

ADDRESS PREVIOUS OUTCOMES AS NEEDED AND AS THEY APPLY TO MORE DIFFICULT TEXTS.

Characteristics of Genres

a.   Identify the purpose(s) of various literary genres. (link to ELA 10.4)

b.   Compare characteristics of various literary genres (such as *novel, biography, poetry, short story, dramatic literature, fiction*). (link to ELA 10.3; FL 2.14)

8.   **Compare and contrast various literary genres as forms selected by authors to accomplish their purposes. (link to ELA 10.4)**

Elements of Style and Language

a.   Provide examples of how an author's use of words creates mood or tone. (link to ELA 15.6)

b.   Identify imagery in a literary text. (link to ELA 15.3)

c.   Provide examples of imagery that suggests mood or tone in a literary text.

d.   Recognize dialect in the conversational voices in American folk tales. (ELA 6.2)

e.   Identify rhythm as an element of style in literature. (link to ELA 15.3)

f.   Provide examples of rhythm that suggests mood or tone in a literary text.

9.   **Identify and explain how elements of language suggest mood and set tone in a piece of literature. (link to ELA 15)**

Fiction

a.   Identify elements of setting and plot, including conflict. (link to ELA 12.3)

b.   Identify and compare qualities of the main characters in a text. (link to ELA 12.4)

c.   Explain how qualities of the main characters of a text influence the resolution of the conflict. (link to ELA 12.4)

10.   **Apply knowledge of the elements of fiction to analyze the construction of a text. (link to ELA 12.4)**

Grades

R.4 Literary Elements and Techniques: *Students will identify and analyze text elements and techniques of written English as used in various literary genres.*

Benchmarks and Outcomes

5–8
(cont.)

Poetry

   a.   Identify graphic elements (such as *capital letters, line length, word position*) that contribute to meaning in a poem. (link to ELA 14.4)

   b.   Identify examples of alliteration, onomatopoeia, rhyme scheme, and internal rhyme as heard in poetry. (link to ELA 14.3)

   c.   Compare the effects of sound, meter, and rhythm in poetry in English with poetry of other languages. (link to FL 5.12)

   d.   Identify examples of personification in poetry. (link to ELA 14.3)

   e.   Identify examples of metaphor and simile in poetry. (link to ELA 14.3)

   f.   Identify hyperbole in poetry. (link to ELA 14.3)

11. **Identify and analyze how sound devices, figurative language, and graphic elements support meaning in poetry. (link to ELA 14.4)**

Myth and Traditional Narrative

   a.   Identify sources for traditional literature from all cultures.

   b.   Identify similarities and differences between and among mythologies of different cultures (such as *ideas of the afterlife, roles and characteristics of the deities, types and purposes of myths*). (link to ELA 16.10)

   c.   Identify common structures in traditional literature (such as *magic helper, rule of three, transformation*). (ELA 16.8)

   d.   Compare traditional literature from various cultures. (FL 6.9)

12. **Use literary structures and elements of traditional literature to describe myths and traditional and classical narratives. (link to ELA 16)**

Dramatic Literature

   a.   Identify the structural elements of dramatic literature (such as *scenes, acts, cast of characters, stage directions*). (link to ELA 17.3)

   b.   Identify the setting of dramatic literature (such as *place, historical period, time of day*). (link to ELA 17.5)

   c.   Identify the plot elements of dramatic literature (such as *exposition, conflict, rising action, falling action*) using graphic organizers. (link to ELA 17.5)

   d.   Identify and explain key elements of characterization in dramatic literature (such as *motivation, action, thought development*). (link to ELA 17.5)

Grades	**R.4 Literary Elements and Techniques:** *Students will identify and analyze text elements and techniques of written English as used in various literary genres.*

Benchmarks and Outcomes

5–8
(cont.)

Dramatic Literature (cont.)

    e.   Compare and contrast setting, character, and plot among texts, plays, and films. (link to ELA 17.6)

    f.   Analyze the effect of dialogue in dramatic literature, using specific examples. (link to ELA 17.2)

13. Analyze elements of dramatic literature and provide evidence from the text to support the analysis. (link to ELA 17)

9–12

ADDRESS PREVIOUS OUTCOMES AS NEEDED AND AS THEY APPLY TO MORE DIFFICULT TEXTS.

Characteristics of Genres

    a.   Identify a common theme or topic of selected texts across genres. (link to ELA 10.5)

    b.   Compare and contrast a common theme or topic presented in various genres. (link to ELA 10.5)

14. Analyze a common theme presented in various genres. (link to ELA 10.5)

Elements of Style and Language

    a.   Identify examples of words in a text that advance its theme or purpose. (link to ELA 15.7)

    b.   Locate examples of sentence variety (such as *simple, compound, complex*) and identify how their variety serves the author's purpose in a literary text. (link to ELA 15.8)

    c.   Explain how parallelism in a text (the repetition of grammatical form in words, phrases, or clauses) accomplishes an author's purpose. (link to ELA 5.28)

15. Analyze and evaluate how word choice and sentence variety advance an author's intended purpose. (link to ELA 15.8)

Grades

R.4 Literary Elements and Techniques: *Students will identify and analyze text elements and techniques of written English as used in various literary genres.*

Benchmarks and Outcomes

9–12
(cont.)

Fiction

a. Identify point of view in fiction.

b. Defend a point of view as found in a work of fiction. (link to ELA 12.5)

c. Identify foreshadowing in fiction. (link to ELA 12.5)

d. Explain the effectiveness of foreshadowing as a technique used in fiction.

e. Identify irony in fiction. (link to ELA 12.5)

f. Locate examples of irony and identify their effect in fiction.

g. Critique works of fiction for their effectiveness in using elements of fiction such as point-of-view, foreshadowing, and irony.

16. **Identify and analyze elements of fiction such as point of view, foreshadowing, and irony. (ELA 12.5)**

Poetry

a. Locate elements of sound in poetry (such as *consonance, assonance*). (link to ELA 14.5)

b. Identify forms of poetry (such as *ballad, sonnet, heroic couplet*). (link to ELA 14.5)

c. Identify elements of figurative language (such as *personification, hyperbole*) and symbolism in poetry. (link to ELA 14.5)

d. Analyze how selected examples of poetry from different cultures reflect those cultures' unique perspectives. (link to FL 4.21)

17. **Analyze the effects of sound, form, symbolism, and figurative language in poetry. (ELA 14.5)**

Myth and Traditional Narrative

a. Identify elements of classical Greek drama (such as *characters, structure, themes*). (link to ELA 16.11)

b. Identify elements of epic poetry. (link to ELA 16.11; link to FL 4.16)

c. Analyze how selected examples of Greek drama and epic poetry from different cultures reflect their cultures' perspectives. (link to FL 4.21)

18. **Analyze the elements of classical Greek drama and of epic poetry, providing evidence from the texts to support the analysis. (link to ELA 16.11)**

Grades

R.4 Literary Elements and Techniques: *Students will identify and analyze text elements and techniques of written English as used in various literary genres.*

Benchmarks and Outcomes

9–12
(cont.)

Dramatic Literature

    a.   Identify conventions in dramatic literature (such as *monologue, soliloquy, chorus, aside, dramatic irony*). (link to ELA 17.9; link to FL 2.14)

    b.   Analyze the effects of conventions in dramatic literature. (link to ELA 17.7)

    c.   Analyze how selected examples of dramatic literature from different cultures reflect those cultures' unique perspectives. (link to FL 4.21)

  19. **Analyze how dramatic conventions enhance meaning in dramatic texts. (link to ELA 17.7)**

Reading (R)

R.5 Informational/Expository Text: *Students will identify and analyze purposes, structures, and elements of nonfiction English texts.*

> "The identification and understanding of common expository organizational structures help students to read challenging nonfiction material."
>
> (*Massachusetts English Language Arts Curriculum Framework*, p. 50)

English Language Learners benefit from awareness of the features of informational text, particularly when learning academic content. Applying their knowledge of the structures and elements of expository texts allows new English readers to identify essential information and to predict meaning.

Grades

R.5 Informational/Expository Text: *Students will identify and analyze purposes, structures, and elements of nonfiction English texts.*

Benchmarks and Outcomes

K–4

Characteristics of Nonfiction Genres

    a.   Identify forms and purposes of expository texts (such as *essays*).

    b.   Identify forms and purposes of informational texts (such as *encyclopedia articles*).

1.   **Distinguish forms and purposes of informational and expository materials (such as *encyclopedias, CD-ROMs, newspapers, magazines, letters, content texts*). (link to ELA 10.2)**

Text Features

    a.   Identify common text features (such as *title, headings, captions, pronunciation guide, key words, glossary, table of contents*) as sources of information in a text. (link to ELA 13.1)

    b.   Identify common structural features in text (such as *paragraphs, topic sentences, concluding sentence*). (link to ELA 13.6)

2.   **Use knowledge of text features to determine the purpose and meaning of a text. (link to ELA 13.6)**

Graphic Features

    a.   Identify graphic features found in text (such as *illustrations, labeled drawings, type size, charts, maps, diagrams*). (link to ELA 13.2)

3.   **Use knowledge of common graphic features to determine the purpose and meaning of text. (ELA 13.7)**

Organization

    a.   Identify words that signal chronological order in text (such as *before, after, finally, first, last*).

    b.   Identify chronological order found in text. (link to ELA 13.8)

4.   **Use knowledge of common organizational structure (chronological order) to determine meaning of text. (link to ELA 13.8)**

Text Analysis

    a.   Identify facts in a text to answer the reader's or other questions. (ELA 13.9)

    b.   Identify main ideas and important facts in a text.

    c.   Restate main ideas and important facts from a text. (link to ELA 13.5)

5.   **Summarize main ideas and supporting details. (ELA 13.12)**

Grades	R.5 Informational/Expository Text: *Students will identify and analyze purposes, structures, and elements of nonfiction English texts.*

Benchmarks and Outcomes

K–4
(cont.)

Text Analysis (cont.)

    a.   Identify examples in a text that show causes. (link to ELA 13.10)

    b.   Identify examples in a text that show effects or results.

6.   **Distinguish cause from effect in text. (ELA 13.10)**

    a.   Identify examples of fact in expository or informational texts. (link to ELA 13.11)

    b.   Identify examples of opinion in expository or informational texts.

    c.   Identify examples of fiction in expository or informational texts.

7.   **Distinguish fact from opinion or fiction in informational texts. (ELA 13.11)**

5–8

ADDRESS PREVIOUS OUTCOMES AS NEEDED AND AS THEY APPLY TO MORE DIFFICULT TEXTS.

Characteristics of Nonfiction Genres

8.   **Identify forms of informational and expository materials (such as *essays, biographies, memoirs, news articles, reports, lab reports, textbook chapters*). (link to ELA 10.3)**

Text Features

    a.   Identify text features (such as *preface, glossary, table of contents, appendix, index, chapter summary, footnotes, bibliography*) as sources for specific information. (link to ELA 13.18)

    b.   Identify structural features within text that indicate purpose and meaning (such as *topic sentences, concluding sentences, introduction, conclusion*). (link to ELA 13.18)

9.   **Use knowledge of text features to determine purpose and meaning of text. (link to ELA 13.18)**

Graphic Features

    a.   Locate and identify graphic features in text (such as *charts, maps, timelines, tables, diagrams, captions, illustrations*). (link to ELA 13.14)

10.   **Use knowledge of common graphic features to determine purpose and meaning in text. (link to ELA 13.19)**

Grades

R.5 Informational/Expository Text: *Students will identify and analyze purposes, structures, and elements of nonfiction English texts.*

Benchmarks and Outcomes

5–8
(cont.)

Organization

a. Identify logical order structure in text. (link to ELA 13.20)

b. Identify cause and effect structure in text. (link to ELA 13.20)

c. Identify classification structure in text. (link to ELA 13.20)

d. Identify comparison and contrast organization in text. (link to ELA 13.20)

e. Identify signal words that indicate text organization, such as

- comparison/contrast: *similarly, as opposed to, after all, yet, nevertheless*

- cause/effect: *since, on account of, due to, for this reason, therefore, thus*

11. Use knowledge of organizational structures in nonfiction text to determine its meaning. (link to ELA 13.20)

Text Analysis

a. Identify and represent graphically main ideas, supporting ideas, and supporting details in text. (link to ELA 13.17)

b. Identify content words to locate needed information in text.

c. Identify the author's purpose in informational texts.

12. Analyze main ideas, supporting ideas, and supporting details for purpose and meaning. (link to ELA 13.17)

a. Select materials and artifacts that represent different cultural experiences related to a selected topic or theme.

b. Compare primary source documents and other materials and artifacts that represent different cultural perspectives related to a selected topic or theme.

13. Analyze primary source documents and other artifacts to determine how they reflect cultural perspectives. (link to FL 4.21)

a. Identify and explain one of multiple perspectives on a given event.

b. Compare and contrast interpretations of events over an historical period of time.

14. Recognize use of arguments for and against an issue. (ELA 13.21)

Grades

R.5 Informational/Expository Text: *Students will identify and analyze purposes, structures, and elements of nonfiction English texts.*

Benchmarks and Outcomes

9–12

ADDRESS PREVIOUS OUTCOMES AS NEEDED AND AS THEY APPLY TO MORE DIFFICULT TEXTS.

Characteristics of Nonfiction Genres

a. Describe and compare the structures and elements of informational and expository materials. (link to ELA 13.25)

b. Explain how authors use the elements of informational and expository materials to achieve their purpose(s). (link to ELA 13.27)

15. **Identify and analyze the purposes and structures of informational and expository materials. (link to ELA 13)**

Text Features

a. Identify and interpret stylistic text features (such as *font, italics, marginal notes, bullets*).

b. Determine meaning by using text features.

16. **Identify, analyze, and apply knowledge of text features to determine meaning in text.**

Graphic Features

17. **Use knowledge of graphic features (such as *charts, timelines, captions*) to determine meaning in text.**

Organization

a. Identify words that indicate problem/solution text organization as a form often used in academic writing (such as *one reason for that, a solution, a problem*).

b. Identify words that indicate question/answer text organization as a form often used in academic writing (such as *how, when, why, who, how many, one may conclude*).

18. **Use knowledge of forms of academic writing to anticipate meaning of text.**

Grades

R.5 Informational/Expository Text: *Students will identify and analyze purposes, structures, and elements of nonfiction English texts.*

Benchmarks and Outcomes

9–12
(cont.)

Text Analysis

    a.   Identify an argument in a text.

    b.   Identify logic used by an author in an argument.

    c.   Identify the use of evidence in an author's argument. (link to ELA 13.24)

19. **Analyze the logic and use of evidence in an author's argument. (ELA 13.24)**

    a.   Locate examples of tone in academic writing.

    b.   Contrast the tone (such as *formal, impersonal*) of academic writing with that of social, spoken English.

    c.   Contrast approaches used in academic writing *(analytical, objective)* with those of social, spoken English *(personal, subjective)*.

    d.   Identify academic writers' use of diction and syntax (such as *fewer contractions and personal pronouns, increased use of qualifying words and phrases AND passive forms of verbs*).

20. **Analyze and explain how authors use the elements of nonfiction to achieve their purposes. (link to ELA 13.27)**

    a.   Identify an author's goals, intents, and biases.

    b.   Compare several authors' individual goals, intents, and biases.

21. **Describe conflicts in points of view within and among cultures, as reflected in informational or expository text, and discuss how proposed resolutions reflect cultural and individual perspectives. (link to FL 4.22)**

Reading (R)

R.6 Research: *Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.*

> "As the amount and complexity of knowledge increase, students need to understand the features of the many resources available to them and know how to conduct an efficient and successful search for accurate information."
>
> (*Massachusetts English Language Arts Curriculum Framework,* p. 87)

Research provides a content-based and purposeful context for integrated learning for all ages and proficiency levels of English Language Learners. From the outset of their school experience in English, students participate in grade-level research by generating questions that are of direct interest to them, and then gathering, organizing, analyzing, and evaluating information from a variety of sources to answer those questions.

Grades

R.6 Research: *Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.*

Benchmarks and Outcomes

K–4

Gathering Information

a.   Select questions from a list to guide research on a given topic.

b.   Generate questions to guide research on a topic of interest. (link to ELA 24.1)

c.   Identify key words to assist in searching for helpful information.

d.   Identify sources of information (such as *books, Internet, graphics, CD-ROMs, first-language resources*) and use them to answer the questions generated.

1.   Generate questions and list sources to be used in research. (link to ELA 19.8)

Organizing and Analyzing Information

a.   Gather information in order to answer research questions.

b.   Select information pertinent to a research question from all information gathered.

c.   Visually represent data gathered through research (such as in a *graph, chart, timeline*).

2.   Summarize data gathered through research.

Evaluating Research Criteria

a.   Participate in small-group work to plan and complete a research project.

b.   Participate in all jobs required to complete a small-group research project.

c.   Self-assess individual and group work for a research project. (link to ELA 24.2)

3.   Use a scoring guide to evaluate group work on a research project.

Grades

R.6 Research: *Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.*

Benchmarks and Outcomes

5–8 ADDRESS PREVIOUS OUTCOMES AS NEEDED.

Gathering Information

a. Formulate open-ended questions in order to explore a topic of interest. (link to ELA 24.6)

b. Initiate a plan to search for information.

c. Identify specific, topic-related information in resources, using indexes, tables of contents, and electronic search key words.

4. Obtain information from a variety of print and non-print sources. (ELA 24.3)

Organizing and Analyzing Information

a. Determine the relevance of information gathered and discard irrelevant information. (link to ELA 24.3)

b. Differentiate between paraphrasing and using direct quotations in a report. (ELA 24.4)

c. Identify information that will require quotations. (link to ELA 24.4)

d. Use consistent format for footnotes or endnotes. (link to ELA 24.4)

e. Use standard bibliographic format to document sources. (ELA 24.4)

5. Organize information for research reports that include quotations, footnotes or endnotes, and bibliographies. (ELA 19.21)

Evaluating Research Criteria

a. Determine and describe the essential features of an effective research report or project.

b. Relate report writing to questions asked at the beginning of the research process.

c. Evaluate a research project as a whole, using a teacher-created scoring guide. (link to ELA 24.3)

6. Use scoring guides or rubrics to self-assess a research project prior to presentation.

Grades

R.6 Research: *Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.*

Benchmarks and Outcomes

9–12

ADDRESS PREVIOUS OUTCOMES AS NEEDED.

Gathering, Organizing, and Analyzing Information

a. Formulate open-ended questions in order to explore a topic of interest. (link to ELA 24.6)

b. Differentiate between primary and secondary source materials. (ELA 24.4)

c. Identify and document specific, topic-related information in resources, using indexes, bibliographies, tables of contents, and electronic search key words.

d. Document sources of research information in a consistent and standard format. (link to ELA 24.5)

7. **Evaluate relevant information gained from a variety of sources. (link to ELA 24.6)**

Evaluating Research Criteria

8. **Evaluate the quality of research in terms of the adequacy of its questions, materials, approach, and source documentation. (link to ELA 24.6)**

Writing (W)

W.1 Prewriting: *Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.*

> "Students learn to write well when they are taught strategies for writing a first draft, writing successive versions, revising, and editing . . . Collectively, these steps are referred to as 'the writing process' and often take place over several sessions or days."
>
> (*Massachusetts English Language Arts Curriculum Framework*, p. 69)

English Language Learners of all proficiency levels participate in writing tasks when adequate vocabulary, structures, and ideas are first generated and organized. Students benefit from collaborative and shared activities to accomplish this first step of the writing process.

Grades	**W.1 Prewriting:** *Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.*

Benchmarks and Outcomes

K–4

Planning to Write

a. Identify the audience for and the purpose of a writing task (such as *narrating*, *describing*). (link to ELA 20)

b. Select the form or genre (such as *fiction, nonfiction, poetry, letter, journal, list*) appropriate for an intended purpose.

c. Identify the criteria for completing a writing task. (link to ELA 25.2)

d. Identify the steps in planning a writing task (such as *asking for or giving information, expressing ideas, describing objects, responding to text*), using a visual organizer.

1. Plan ideas for writing in a way that makes sense for an identified purpose and audience. (link to ELA 23.2)

Increasing Vocabulary

a. Identify previously learned words and phrases that are related to the topic of a writing task.

b. List new words and phrases related to the topic of a writing task.

c. List descriptive details to be considered for a writing task.

2. Write lists of words and phrases needed to accomplish an assigned writing task.

Organizing Ideas

a. Organize ideas related to a writing topic using graphic representations.

b. Organize ideas to write an account of a personal experience in a way that makes sense. (ELA 23.5)

c. Arrange events in sequential order when writing or dictating a personal or familiar experience. (link to ELA 23.1)

d. Identify basic transition words related to story development (such as *at the beginning, at the end*).

e. Arrange plot events in an order that leads to the climax of a story. (ELA 23.3)

3. Organize information to be expressed in writing in a way that makes sense for the purpose and audience. (link to ELA 23.2)

Grades

W.1 Prewriting: *Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.*

Benchmarks and Outcomes

5–8

ADDRESS PREVIOUS OUTCOMES AS NEEDED.

Planning to Write

    a.   Identify the audience for and purpose of (such as *narrating, describing, persuading, explaining*) a writing task. (link to ELA 20.3)

    b.   Identify the topic of a writing task.

    c.   Determine an appropriate length for a writing task based on its purpose and audience.

    d.   Generate questions that consider the audience and purpose of a writing task.

    e.   Create a topic sentence and a concluding sentence that reflect the purpose of a writing task. (link to ELA 23.8)

4.   **Identify the structures and length that support the audience, purpose, and topic of a writing task.**

Increasing Vocabulary

    a.   List new words to be considered for a writing task, using resources such as a glossary or dictionary.

    b.   Identify words to add variety and detail to consider for use in a writing task.

    c.   Select words that suit the audience and purpose of a writing task.

5.   **List words and phrases to support structure and meaning within and among paragraphs of a writing task. (link to ELA 23.10)**

Organizing Ideas

    a.   Identify the organizational structure of a writing task (such as *compare-and-contrast, supported opinion, classification, persuasion or argument, cause-and-effect*).

    b.   Group ideas for a writing task that are related and place them in logical order, using visual organizers. (link to ELA 23.7)

    c.   Place related ideas in logical order in a single-paragraph format. (link to ELA 23.8)

    d.   Identify words and phrases that connect ideas within a paragraph (such as *first, then, finally, next, in addition, for example*).

6.   **Organize information about a topic into a paragraph with a topic sentence, supporting details, and a concluding sentence. (link to ELA 23.8)**

Grades

W.1 Prewriting: *Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.*

Benchmarks and Outcomes

5–8
(cont.)

Organizing Ideas (cont.)

a. Outline an introductory paragraph and a concluding paragraph that reflect the needs of an identified audience and purpose of a writing task. (link to ELA 23.10)

b. Place related ideas in logical order in a multiple-paragraph format. (link to ELA 23.7)

c. Select words and phrases that connect ideas among paragraphs, such as

- comparing: *in the same way, similarly, like, as*

- adding an idea: *in addition, another reason is, also, for instance, additionally, finally*

- concluding or summarizing: *as a result, consequently, finally, therefore, to sum up, in short, it follows that, since, in summary*

7. **Organize information about a topic into a multi-paragraph format with an introductory paragraph, supporting paragraphs, and a concluding paragraph. (link to ELA 19.23)**

9–12

ADDRESS PREVIOUS OUTCOMES AS NEEDED.

Planning to Write

a. Write a thesis statement that will be supported in a writing task. (link to ELA 23.10)

b. List information that supports the thesis statement.

8. **Identify a thesis statement and supporting information that will most appropriately address the audience and purpose of a writing task. (link to ELA 23.13)**

Increasing Vocabulary

9. **Generate technical, specific, and/or abstract words or phrases of grade-level content related to a writing task.**

Grades	**W.1 Prewriting:** *Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.*

Benchmarks and Outcomes

9–12
(cont.)

Organizing Ideas

    a.   Select an organizational approach (such as *most important information first to last*) to emphasize important information in a writing task. (link to ELA 23.14)

    b.   Compare organizational approaches in English with those of other cultures. (link to FL 5.17)

10.   **Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well-constructed paragraphs that build an effective argument, transition sentences that link paragraphs to create a coherent whole, and a conclusion. (ELA 23.13)**

Writing (W)

W.2 Writing: *Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.*

> "Students' voices tell us who they are, how they think, and what unique perspectives they bring to their learning. Students' voices develop when teachers provide opportunities for interaction, exploration, and communication."
>
> (*Massachusetts English Language Arts Curriculum Framework*, p. 6)

After building a "language bank" and framing a writing task, English Language Learners participate in the process that leads to a writing product. Through a range of writing tasks, including writing in all academic content areas, they gain proficiency in vocabulary, language structure, and effective organization of their ideas.

| Grades | **W.2 Writing:** *Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.* |

Benchmarks and Outcomes

K–4

Providing Information

a. Write words that have personal meaning (such as *name, age, family names, birth country*).

b. Draw pictures and/or use letters to spell words that give others information. (link to ELA 19.3)

c. Dictate short accounts of personal experiences. (link to ELA 19.7)

d. Write lists and short notes for a specified informational purpose (such as *postcard to a friend, shopping list*). (link to FL 3.5)

1. **Write an account based on personal experience that has a focus and supporting detail. (link to ELA 19.13)**

    a. Diagram and label information to be conveyed in a writing task.

    b. Dictate sentences that give information (such as *directions, instructions, explanations*). (link to ELA 19.4)

    c. Write or dictate research questions. (ELA 19.8)

    d. Enumerate, in list or outline form, points or steps one by one.

    e. Write brief summaries of information gathered through research. (ELA 19.11)

2. **Write directions, instructions, or explanations with multiple sentences that provide information in logical order. (link to ELA 19.7)**

Responding to Text

a. List evidence from a literary or an informational text that supports a given topic sentence.

b. Select a sentence from a literary or an informational text that synthesizes a given set of facts or ideas.

c. Write or dictate a sentence that synthesizes a given set of facts or ideas from a literary or an informational text.

3. **Write a brief response to a literary text or an explanation of an informational text, using evidence from the text as support. (link to ELA 19.12)**

Writing a Story

a. Draw or sequence pictures to tell or retell a story. (link to ELA 19.1)

b. Dictate sentences to tell or retell a story in chronological sequence. (link to ELA 19.2)

c. List details that describe story events.

4. **Write a story that has a beginning, middle, and end. (link to ELA 19.5)**

Grades

W.2 Writing: *Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.*

Benchmarks and Outcomes

K–4
(cont.)

Writing a Letter

- a. Identify parts of a letter (such as *heading, body, closing, signature*).
- b. Write or dictate letters for a specific audience and purpose (such as *thank-you note, invitation*).
5. **Write a letter, with ideas placed in an order that makes sense. (ELA 19.7)**

Writing a Poem

- a. Identify sensory details in poems read or heard.
- b. Dictate short poems that contain simple sensory details. (link to ELA 19.6)
6. **Write a short poem that contains simple sensory details. (link to ELA 19.10)**

5–8

ADDRESS PREVIOUS OUTCOMES AS NEEDED.

Providing Information

- a. Write short accounts of personal or familiar experiences, including academic topics.
- b. Write a topic sentence with a clear focus (such as one that *explains a process, summarizes a personal experience*).
- c. Write a conclusion that supports the details provided in a written paragraph.
- d. Write a short explanation of a process that includes a topic sentence, details, and a conclusion. (ELA 19.17)
7. **Write a paragraph that provides information and includes a topic statement, supporting details, and a conclusion. (link to ELA 19.17)**
- a. Identify general and supporting ideas for a multi-paragraph composition.
- b. Write the topic sentence for a multi-paragraph composition.
- c. Identify details for supporting paragraphs for a multi-paragraph composition.
- d. Write the introductory paragraph and concluding paragraph for a multi-paragraph composition.
- e. Write supporting paragraphs with topic sentences, details, and concluding sentences for a multi-paragraph composition.
- f. Write brief research reports with clear focus and supporting detail. (ELA 19.16)
8. **Write a multi-paragraph composition with clear topic development, logical organization, and effective use of detail. (link to ELA 19.23)**

Grades

W.2 Writing: *Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.*

Benchmarks and Outcomes

5–8
(cont.)

Responding to Text

a. Write reviews of stories, plays, and movies. (link to FL 3.17)

b. Write to compare, contrast, and analyze articles on a given topic in newspapers, journals, television, and radio broadcasts. (FL 5.13)

c. Provide evidence for an interpretation of a literary text by giving facts or logical reasons from a text. (link to ELA 19.22)

9. **Write a personal interpretation of literary text that includes a topic statement, supporting details from the literature, and a conclusion. (ELA 19.22)**

a. Define the purpose (such as *analyzing, informing, entertaining, convincing*) of a personal, literary, or persuasive essay.

b. Select the degree of formality for tone, style, diction, and mood appropriate to the identified audience and for the purpose of a proposed essay.

10. **Write an essay that includes a topic statement, supporting details, and a conclusion. (link to ELA 19.22)**

Writing a Story

a. Identify and describe elements of a story (such as *characters, dialogue, setting, plot, conflict, resolution*). (FL 3.10; ELA 19.14)

b. Write a story that contains the basic elements of a story. (link to ELA 19.14)

11. **Write a story with well-developed characters, setting, dialogue, and conflict and resolution that includes sufficient descriptive detail. (ELA 19.19)**

Writing a Letter

a. Write letters, notes, and/or e-mails for personal purposes. (FL 3.9)

b. Write a letter requesting specific information. (FL 3.15)

c. Analyze differences and similarities between personal correspondence in English and in the student's first language. (FL 5)

12. **Write a letter, using appropriate form and degree of formality for its intended audience. (link to ELA 19.18)**

Grades

W.2 Writing: *Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.*

Benchmarks and Outcomes

5–8
(cont.)

Writing a Poem

a.   Identify techniques used in writing poetry (such as *alliteration, onomatopoeia, rhyme scheme*). (link to ELA 19.15)

b.   Identify figurative language used in poems (such as *simile, metaphor, personification*) for reference when writing poetry. (link to ELA 19.15)

c.   Identify graphic elements used in poems (such as *capital letters, line length, word position*), for reference when writing poetry. (link to ELA 19.15)

13.   Write a poem, using poetic techniques, figurative speech, and graphic elements to contribute to its meaning. (ELA 19.20)

9–12

ADDRESS PREVIOUS OUTCOMES AS NEEDED.

Providing Information

a.   Write a thesis statement, based on completed research.

b.   Write reports, based on research, that include quotations, footnotes or endnotes, and a bibliography. (ELA 19.21)

14.   Write a research report that supports a thesis statement and uses logical organization. (link to ELA 19.27)

a.   Write a thesis statement expressing an attitude or personal position.

b.   List reasons that support or elaborate upon a thesis statement.

15.   Write a personal or persuasive essay, expressing an attitude or position. (link to ELA 19.26)

Responding to Text

a.   Identify opposing or multiple viewpoints on a selected topic.

b.   Identify logical points for presenting argument or point of view in an essay.

16.   Write coherent compositions with a clear focus, objective presentation of alternate views, rich detail, well-developed paragraphs, and logical argumentation.

Grades

W.2 Writing: *Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.*

Benchmarks and Outcomes

9–12
(cont.)

Writing a Story

    a.   Write a story or script with clear theme and adequate detail.

    b.   Write a story or script with an explicit or implicit theme.

    c.   Use elements of writing that contribute to mood or tone.

17. **Write a well-organized story or script with explicit or implicit theme(s) and with details that contribute to mood or tone. (link to ELA 19.24)**

Writing a Letter

    a.   Write a job application letter that includes information on previous relevant experience and interests.

    b.   Write a letter expressing a personal position on an issue of local importance.

18. **Write a letter that expresses and defends personal opinions or beliefs to an identified audience.**

Writing a Poem

    a.   Identify and use figurative language to enhance meaning in writing poetry.

19. **Write a poem, using a range of poetic techniques, forms, and figurative language. (ELA 19.25)**

Writing (W)

W.3 Revising: *Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.*

> "Revising to get thoughts and words just right can be the most difficult part of writing, and also the most satisfying."
>
> (*Massachusetts English Language Arts Curriculum Framework*, p. 79)

English Language Learners pay attention to word choice, adding precise and varied words as they move from general to specific in their language development. They move from short, simple sentences to a variety of sentence lengths and structures as their English language development allows for the expression of extended and complex thoughts.

Grades

W.3 Revising: *Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.*

Benchmarks and Outcomes

K–4

Evaluation

    a.   Explain personal standards or judgment of quality of writing. (link to ELA 25.2)

1.   Use agreed-upon criteria to evaluate writing. (link to ELA 25.2)

Organization

    a.   Participate in revision of group writing.

    b.   Participate in peer revision of writing.

    c.   Select and use helpful information provided in revision.

2.   Identify and use words and phrases to make ideas clearer or more logical. (link to ELA 21.1)

Word Choice

    a.   Use reference materials and/or generated word lists to expand word choices in writing. (link to ELA 21.3)

    b.   Use feedback from consultations with peers and/or teacher to improve precision in writing.

3.   Select and use words to increase detail in writing. (link to ELA 21.2)

    a.   Use general and specific words and phrases to write about familiar objects and events. (link to ELA 4.2)

    b.   Identify synonyms that give more specific information to the reader. (link to ELA 4.6)

4.   After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer. (link to ELA 21.1)

    a.   Incorporate familiar idioms in writing. (link to ELA 4.11)

    b.   Use base words with common prefixes to vary word choice in writing. (link to ELA 4.4)

    c.   Identify familiar expressions (collocations) that are used as if they were one word (such as *"here and there," "we'll see"*).

    d.   Utilize references (such as *thesaurus*) to vary word choices. (link to ELA 21.3)

5.   Vary expression by employing new words and phrases in writing.

Grades	**W.3 Revising:** *Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.*

Benchmarks and Outcomes

K–4
(cont.)

Sentence Variety

   a.   Identify short and long sentences in student writing.

   b.   Identify repetitive sentence patterns.

6.   **Employ a variety of sentence lengths in order to improve writing. (link to ELA 21.4)**

5–8

ADDRESS PREVIOUS OUTCOMES AS NEEDED.

Evaluation

   a.   Identify and describe prescribed criteria for evaluating writing. (link to ELA 25.3)

   b.   As a group, develop and use scoring guides or rubrics to improve organization and presentation of written projects. (link to ELA 25.4)

7.   **Use an agreed-upon scoring guide to review content and organization of writing in preparation for final editing. (link to ELA 25.3)**

Organization

   a.   Rearrange sentences to make writing more clear or interesting to the reader. (link to ELA 21.4)

   b.   Revise writing to ensure coherence in writing. (link to ELA 21.6)

   c.   Revise writing to improve transitions between ideas in writing. (link to ELA 21.6)

8.   **Revise writing to improve organization of ideas. (link to ELA 21.6)**

Word Choice

   a.   Add images and sensory details to writing that are relevant to its purpose. (link to ELA 21.4)

   b.   Incorporate idiomatic expressions in writing that are relevant to its purpose.

   c.   Use technical vocabulary in writing that is relevant to its purpose.

9.   **Select words and phrases to increase the amount of detail in writing. (link to ELA 21.4)**

Grades	**W.3 Revising:** *Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.*

Benchmarks and Outcomes

5–8
(cont.)

Word Choice (cont.)

    a.   Identify words that add precision to writing.

    b.   Use a variety of references to increase precision and detail of words. (link to ELA 21.7)

10.   Increase detail and precision of language to improve writing. (link to ELA 21.4)

    a.   Distinguish between formal and informal language heard in stories, poems, and plays. (ELA 6.1)

    b.   Distinguish between personal and impersonal language used in writing.

11.   Select words that take into consideration the audience for and purpose of a writing task (such as f*ormal /informal or personal /impersonal*). (link to ELA 21.4)

Sentence Variety

    a.   Identify ways in which sentences can be combined to make writing clearer. (link to ELA 21.4)

    b.   Revise writing to include accurate word order within sentences.

12.   Use a variety of sentence patterns and lengths to make writing more interesting to the reader. (link to ELA 21.4)

9–12   ADDRESS PREVIOUS OUTCOMES AS NEEDED.

Evaluation

13.   Use an agreed-upon scoring guide to reflect on the audience and purpose for writing, and to review the writing's organization and content, in preparation for final editing. (link to ELA 25.5)

Grades	W.3 Revising: *Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.*

Benchmarks and Outcomes

9–12 (cont.)

Organization

    a.   Strengthen expression of the point of view or main idea in writing.

    b.   Strengthen cohesion of writing by adding or revising transitions.

    c.   Identify parallelism and the repetition of grammatical form in words, phrases, or clauses, in the writing of other authors and in original writing. (link to ELA 5.28)

14.   Revise topic development to improve organization of writing. (link to ELA 21.8)

Word Choice

    a.   Identify and add idiomatic expressions and other phrases to writing.

    b.   Identify and add specific or technical vocabulary to writing.

    c.   Give examples of words or word parts from English that have been adopted in other languages. (link to FL 5.10)

15.   Revise words and phrases to add detail to a writing task. (link to ELA 21.8)

    a.   Identify and use correctly words and phrases that have both literal and figurative meanings. (link to ELA 4.23)

    b.   Identify and use vocabulary words and phrases in ways specific to academic content (such as *table, sense, compound in science*).

16.   Incorporate new words and phrases to make writing more clear to the reader. (link to ELA 21.8)

    a.   Use a variety of reference tools to identify and use new words appropriately. (link to ELA 4.27)

17.   Vary words in writing to enhance clarity and interest. (link to ELA 21.8)

Sentence Variety

    a.   Identify word order differences, omissions of words, or substitutions of words that can be revised to strengthen writing.

    b.   Identify desired degree of formality for the purpose of a writing task.

    c.   Combine and vary sentences to maintain the interest of the reader.

18.   Use a variety of sentence patterns and lengths, depending on the purpose of the writing and the intended audience. (link to ELA 21.9)

Writing (W)

W.4 Editing: *Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.*

> "The study of grammar and usage gives students more control over the meaning they intend in their writing."
>
> (*Massachusetts English Language Arts Curriculum Framework*, p. 23)

As they edit their writing, English Language Learners extend and refine their range of vocabulary, grammar/structure, and discourse while using correct English conventions to meet the expectations of their audiences and purposes.

Grades

W.4 Editing: *Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.*

Benchmarks and Outcomes

K–4

Punctuation and Mechanics

a.   Employ left-to-right and top-to-bottom orientation for writing.

b.   Print upper- and lower-case letters. (link to ELA 22.1)

c.   Use letters to make words. (link to ELA 22.2)

d.   Separate words with spaces. (link to ELA 22.2)

e.   Use rules for capitalization at the beginning of a sentence.

f.   Use rules for capitalization for names and places.

g.   Use rules for capitalization and commas in dates. (ELA 22.2, 5.3)

h.   Use rules for appropriate end marks (such as *periods, question marks*). (ELA 22.2)

i.   Use commas for a series within a sentence.

1.   Use correct mechanics when editing. (link to ELA 22.4)

Spelling

a.   Identify the correct spelling of frequently used sight words and words with personal meaning. (link to ELA 22.2)

b.   Spell correctly frequently used sight words and words with personal meaning. (link to ELA 22.2)

c.   Correct spelling of misspelled words during editing by comparing words to a list or other sources.

d.   Spell correctly most commonly used homophones (such as *there/they're/their; to/two/too*). (ELA 22.6)

2.   Spell familiar words correctly when editing. (link to ELA 22.2)

Grammar/Structure

a.   Edit simple sentences for correct subject and verb agreement.

b.   Edit sentences for elimination of sentence fragments. (link to ELA 5.7, 22.4)

3.   Identify correct sentence structure and usage when editing simple sentences. (link to ELA 5.7)

Grades

W.4 Editing: *Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.*

Benchmarks and Outcomes

5–8

ADDRESS PREVIOUS OUTCOMES AS NEEDED.

Punctuation and Mechanics

a. Use rules for apostrophes when editing writing. (link to ELA 5.14)

b. Use rules for quotation marks when editing writing. (link to ELA 5.14)

c. Use rules for commas in compound sentences. (link to ELA 5.14)

d. Use rules for paragraph indentation. (link to ELA 5.14)

e. Use rules for separating introductory words and phrases using a comma.

4. Use knowledge of correct mechanics when editing. (link to ELA 5.14)

Spelling

a. Use reference list of words in English to edit spelling.

b. Apply rules of English for forming irregular plural nouns (such as *plurals that do not end in –s; adding –es, –ies, –ves to certain singular nouns; nouns that can be either singular or plural*).

5. Use knowledge of correct spelling when editing. (link to ELA 22.8)

Grammar/Structure

a. Identify and correct pronoun references when editing. (link to ELA 22.8)

b. Identify and correct sentence fragments and run-on sentences when editing. (link to ELA 22.7)

c. Apply knowledge of simple, compound, and complex sentences when editing. (link to ELA 22.8)

6. Use knowledge of correct sentence structure and usage when editing. (link to ELA 22.8)

Grades

W.4 Editing: *Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.*

Benchmarks and Outcomes

9–12

ADDRESS PREVIOUS OUTCOMES AS NEEDED.

Punctuation and Mechanics

a. Use rules for semicolons and colons when editing. (link to ELA 22.9)

b. Use rules for hyphens when editing. (link to ELA 22.9)

c. Compare writing conventions of English with writing conventions of the student's first language. (FL 5)

7. **Use all writing conventions of standard English when editing. (ELA 22.10)**

Spelling

8. **Use standard English spelling when editing. (link to ELA 22.9)**

Grammar/Structure

a. Identify and correct tense inconsistencies when editing. (link to ELA 5.28)

b. Recognize the functions of verbals (such as *participles, gerunds, infinitives*). (ELA 5.25)

9. **Apply knowledge of correct sentence structure and usage when editing. (link to ELA 22.9)**

Writing (W)

W.5 Media: *Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.*

> "Given the prevalence of media in their lives, students need to be able to analyze how image and text are used together effectively."
>
> (*Massachusetts English Language Arts Curriculum Framework*, p. 94)

English Language Learners at all language proficiency levels benefit from using, analyzing, and producing media. Media production evokes a rich, hands-on context for sustained and purposeful interaction at concrete and abstract levels. (In addition to the *ELA Framework,* see Appendix J, "Technology Literacy Competencies," of the *Massachusetts Foreign Language Curriculum Framework*).

Grades

W.5 Media: *Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.*

Benchmarks and Outcomes

K–4

Using and Analyzing Media

1. Use word processing to publish writing.

2. Select and use appropriate applications for a variety of classroom projects, including database, spreadsheet, web browser, and word processing. (FL Appendix J)

3. Work collaboratively with peers when using technology in the classroom.

4. Comprehend and use acceptable-use guidelines. (FL Appendix J)

5. Gather and analyze information, using multiple media.

Producing Media

6. Create radio scripts, audiotapes, or videotapes for display or transmission. (ELA 27.1)

7. Create presentations using computer technology. (ELA 27.2)

Evaluating Media

8. Use agreed-upon criteria to evaluate the effectiveness of media presentations.

5–8

Using and Analyzing Media

9. Use online information resources for collaboration and research.

10. Use technology resources for problem solving.

11. Identify techniques used in television (such as *sound effects, close-ups*) and use this information to distinguish between facts and misleading information. (ELA 26.1)

12. Comprehend and respect intellectual property as related to Internet use. (FL Appendix J)

Producing Media

13. Create media productions using effective images, texts, music, sound effects, and/or graphics. (ELA 27.3)

Evaluating Media

14. Use agreed-upon criteria to evaluate the effectiveness of media presentations.

Grades

W.5 Media: *Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.*

Benchmarks and Outcomes

9–12

Using and Analyzing Media

15. Compare how international events are or have been reported in English-speaking media and in the media of other languages. (FL 6.15)

16. Use graphs, images, and/or sounds to enhance a point of view on a topic. (link to ELA 27.6)

17. Identify how voice, tone, diction, and syntax are used differently in media presentations than they are in informal speech. (ELA 6.9)

18. Identify stereotypes and biases used in mass media, and discuss how these media reflect cultural and individual perspectives. (link to FL 4.23)

Producing Media

19. Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic. (ELA 27.6)

Evaluating Media

20. Use agreed-upon criteria to evaluate the effectiveness of media presentations.

III. English Language
Proficiency Level Descriptors

DRAFT Representative English Language Proficiency Descriptors
by Proficiency Level‡ for Grades K–2

EARLY INTERMEDIATE	INTERMEDIATE	TRANSITIONING

LISTENING (*indicates MELA-O reference)

EARLY INTERMEDIATE	INTERMEDIATE	TRANSITIONING
• Understands selected essential grade-level content vocabulary using pictures, actions, and/or objects. (S.1.3) • Follows simple oral requests or directions. (S.2.3, S.3.2) • Understands interpersonal conversations when spoken to slowly and with frequent repetitions. (S.2.4)* • Understands simple story or poem by using prior knowledge and/or visual cues. (S.3.4)	• Understands frequently used synonyms and antonyms. (S.1.14) • Understands interpersonal inter-actions, when clarification is given. (S.2.22)* • Understands oral questions that are based on academic content. (S.3.30) • Identifies details that support the main idea in a literary or informational text that is heard. (S.3.33)	• Understands specific words and phrases of grade-level academic content. (S.1.25) • Understands extended explanations and multi-step directions. (S.2.44) • Understands classroom discussions and other academic interactions that include basic and complex sentence structures. (S.3.59)*

SPEAKING (*indicates MELA-O reference)

EARLY INTERMEDIATE	INTERMEDIATE	TRANSITIONING
• Expresses basic personal needs and information, using words and phrases. (S.1.4)* • Asks and/or answers concrete questions about familiar topics. (S.2.5) • Gives one-step directions. (S.3.11) • Retells events in a simple story using relevant words and phrases. (S.3.16) • Identifies and follows classroom expectations and conventions, such as taking turns. (S.3.23)	• Expresses personal intentions (e.g., *agreeing, giving permission*), using words and phrases. (S.1.16) • Expresses imagination and creativity through story-telling and word games. (S.2.28) • Describes how two things within academic content are alike or different. (S.3.40) • Participates in classroom discussions and activities, when frequent clarification is given. (S.3.43)* • Rehearses and dramatizes stories, plays, and/or poems, using eye contact and voice volume appropriate to audience. (S.4.8)	• Rephrases ideas and thoughts to express meaning. (S.1.27)* • Elaborates on personal stories. (S.2.54) • Participates in sustained, interpersonal conversations. (S.2.55)* • Participates in classroom discussions and other academic interactions, using basic and complex sentence structures. (S.3.65)* • Participates in performances, following agreed-upon criteria for audience, purpose, and information being conveyed. (S.4.15)

‡ Students at the BEGINNING level *(not indicated on this chart)* have not met the criteria represented by the English Language Proficiency Benchmarks and Outcomes for the EARLY INTERMEDIATE level.

DRAFT Representative English Language Proficiency Descriptors
by Proficiency Level‡ for Grades K–2

EARLY INTERMEDIATE	INTERMEDIATE	TRANSITIONING

R E A D I N G (Texts used should be appropriate for English proficiency level, age, and grade of student)

EARLY INTERMEDIATE	INTERMEDIATE	TRANSITIONING
• Reads and understands previously learned words that have been presented as images, objects, or in print. (R.1.1a) • Participates in rhyming games and activities. (R.2.4e) • Demonstrates phonemic awareness, using familiar words. (R.2.5) • Recognizes letters and letter-sound matches in familiar words. (R.2.6d) • Recognizes that features of written English convey meaning (e.g., *capital letters, punctuation*). (R.2.9) • Predicts important information of an informational text from title, illustrations, and personal experience. (R.3.1b) • Identifies words that appeal to the senses in spoken language and literature that is heard. (R.4.2a) • Identifies graphic features found in text (e.g., *illustrations, diagrams*). (R.5.3a)	• Reads previously learned words that have been classified by themes or topics. (R.1.1c) • Uses text as well as illustrations to gain meaning. (R.2.1f) • Decodes unknown words using word patterns or phonograms. (R.2.7a) • Retells the beginning, middle, and end of a story. (R.3.1h) • Identifies various patterns of repetition in poems. (R.4.4b) • Identifies chronological order found in text. (R.5.4b) • Identifies examples of facts in informational texts. (R.5.7a)	• Uses context to determine meanings of words. (R.1.3) • Applies letter-sound knowledge to connect meaning with printed word. (R.2.6) • Identifies the speaker of a poem or story. (R.3.4c) • Draws a conclusion from a text. (R.3.4g) • Identifies characteristics of common genres of literature and forms of informational texts. (R.4.1a, R.5.1a) • Identifies main ideas and important facts in a text. (R.5.5b)

W R I T I N G

EARLY INTERMEDIATE	INTERMEDIATE	TRANSITIONING
• Identifies the audience and purpose of a writing task. (W.1.1a) • Writes an account based on personal experience that has a focus and supporting detail. (W.2.1) • Dictates short accounts of personal experiences. (W.2.1c) • Draws or sequences pictures to tell or retell a story. (W.2.4a) • Uses word lists to expand word choices in writing. (W.3.3a) • Prints upper- and lower-case letters. (W.4.1b) • Works collaboratively with peers when using technology in the classroom. (W.5.3)	• Lists new words and phrases related to the topic of a writing task. (W.1.2b) • Writes a story that has a beginning, middle, and end. (W.2.4) • Selects words for writing that add detail. (W.3.3) • Uses correct spelling of familiar words when editing. (W.4.2) • Gathers and analyzes information for research, using multiple media. (W.5.5)	• Arranges events in sequential order when writing or dictating a personal or familiar story. (W.1.3c) • Lists details that describe story events. (W.2.4c) • Identifies synonyms that give more specific information to the reader. (W.3.4b) • Uses rules for conventions and spelling when engaged in the process of writing and editing. (W.4.1, W.4.2) • Creates presentations using computer technology. (W.5.7)

‡ Students at the **BEGINNING** level *(not indicated on this chart)* have not met the criteria represented by the English Language Proficiency Benchmarks and Outcomes for the **EARLY INTERMEDIATE** level.

DRAFT Representative English Language Proficiency Descriptors
by Proficiency Level‡ for Grades 3–4

EARLY INTERMEDIATE	INTERMEDIATE	TRANSITIONING
L I S T E N I N G (*indicates MELA-O reference)		
• Understands selected essential grade-level academic content vocabulary using pictures, actions, and/or objects. (S.1.3) • Understands interpersonal conversations when spoken to slowly and with repetitions. (S.2.4)* • Identifies the beginning, middle, and end of a story that is heard. (S.3.6)	• Understands frequently used synonyms and antonyms. (S.1.14) • Understands most interpersonal interactions, when clarification is given. (S.2.22)* • Understands oral questions that are based on academic content. (S.3.30) • Identifies details that support a main idea in a literary or informational text that is heard. (S.3.33)	• Understands words and phrases of grade-level academic content, including technical and abstract terms. (S.1.25) • Understands extended explanations and multi-step directions. (S.2.44) • Understands when engaged in sustained interpersonal conversation. (S.2.48)* • Understands the attitude of a speaker towards the subject. (S.3.57) • Understands classroom discussions and other academic interactions that include basic and complex sentence structures. (S.3.59)*
S P E A K I N G (*indicates MELA-O reference)		
• Uses selected essential vocabulary of grade-level academic content. (S.1.5) • Asks and answers concrete questions about familiar topics. (S.2.5) • Uses words, phrases, and sentences in social interactions related to everyday topics. (S.2.10)* • Uses basic grammar patterns in speaking to produce familiar sentences, questions, and commands. (S.2.16)* • Retells events in a simple story, using relevant words and phrases. (S.3.16) • Compares and contrasts information orally. (S.3.21)	• Participates in limited discussions of personal and classroom topics, using appropriate words and phrases. (S.1.18)* • Expresses personal opinions and preferences related to familiar topics. (S.2.24) • Constructs original oral statements, using basic and complex sentence structures. (S.2.38)* • Summarizes a story orally. (S.3.41) • Makes informal presentations that have a recognizable organization. (S.4.6)	• Uses specific and/or abstract vocabulary of academic content. (S.1.28) • Elaborates on personal stories. (S.2.54) • Rephrases ideas to clarify meaning. (S.2.70)* • Supports a conclusion orally by giving facts or logical reasons. (S.3.64) • Participates in classroom discussion and other academic interactions, using basic and complex sentence structures. (S.3.65)* • Participates in performances, following agreed-upon criteria for audience and purpose. (S.4.15)

‡ Students at the **BEGINNING** level *(not indicated on this chart)* have not met the criteria represented by the English Language Proficiency Benchmarks and Outcomes for the **EARLY INTERMEDIATE** level.

DRAFT Representative English Language Proficiency Descriptors
by Proficiency Level‡ for Grades 3–4

EARLY INTERMEDIATE	INTERMEDIATE	TRANSITIONING
READING (Texts used should be appropriate for English proficiency level, age, and grade of student)		
• Reads and understands sight words related to personal experience and selected academic content. (R.1.1)	• Uses word analysis (e.g., *base/inflections, compound words, cognates*) to gain meaning from a text. (R.1.2)	• Applies knowledge of text features (e.g., *title, illustrations*) to comprehend a text. (R.1.5)
• Uses knowledge of synonyms and antonyms to comprehend new words. (R.1.3b)	• Uses knowledge of simple sentence structures, including verb phrases and tenses, to gain meaning from a text. (R.1.4)	• Applies knowledge of word context to gain meaning from text. (R.2.8)
• Recognizes rhyming words in English. (R.2.4d)	• Decodes unknown words using word patterns or phonograms. (R.2.7a)	• Summarizes information read or heard. (R.3.3)
• Recognizes long- and short-vowel patterns in familiar words. (R.2.5e)	• Identifies main ideas and details in text of paragraph length. (R.3.1, R.3.2)	• Describes setting, characters, and events and supports opinions, with evidence from a text. (R.3.4e)
• Identifies the main event of a story. (R.3.1c)	• Identifies the elements of a story read in class. (R.4.3b)	• Distinguishes fact from opinion and cause from effect in a text. (R.3.4f, R.5.6, R.5.7)
• Identifies words that appeal to the senses in spoken language. (R.4.2a)	• Identifies chronological order found in a text. (R.5.4b)	• Identifies examples of authors' techniques and the effects of those techniques. (R.4)
• Determines meaning of a text from title, illustrations, and personal experience. (R.5.2, R.5.3)	• Visually represents data gathered through research (e.g., *graph, chart, timeline*). (R.6.2c)	• Summarizes data gathered through research. (R.6.2)
WRITING		
• Identifies previously learned words and phrases that are related to the topic of a writing task. (W.1.2a)	• Identifies basic transition words related to story development. (W.1.3d)	• Arranges plot events in an order that leads to the climax of a story. (W.1.3e)
• Dictates sentences that give information. (W.2.2b)	• Lists details that describe story events. (W.2.4c)	• Writes brief summaries of information gathered through research. (W.2.2e)
• Uses general and specific words and phrases to write about familiar objects and events. (W.3.4a)	• Employs a variety of sentence lengths to improve writing. (W.3.6)	• Writes a response to literary or informational text, using evidence from the text as support. (W.2.3)
• Spells correctly frequently used sight words and words with personal meaning. (W.4.2b)	• Uses correct mechanics when editing. (W.4.1)	• Uses specific and varied vocabulary. (W.3.3, W.3.5)
• Works collaboratively with peers when using technology in the classroom. (W.5.3)	• Spells correctly most commonly used homophones (e.g., *two/to/too*). (W.4.2d)	• Identifies correct sentence structure and usage when editing simple sentences. (W.4.3)
	• Gathers and analyzes information, using multiple media. (W.5.5)	• Creates presentations using computer technology. (W.5.7)

‡ Students at the **BEGINNING** level *(not indicated on this chart)* have not met the criteria represented by the English Language Proficiency Benchmarks and Outcomes for the **EARLY INTERMEDIATE** level.

DRAFT Representative English Language Proficiency Descriptors
by Proficiency Level‡ for Grades 5–6

EARLY INTERMEDIATE	INTERMEDIATE	TRANSITIONING
LISTENING (*indicates MELA-O reference)		
• Understands words and phrases related to basic personal and school-related information. (S.1.2) • Understands interpersonal conversations when spoken to slowly and with repetitions. (S.2.4)* • Identifies the beginning, middle, and end of a story that is heard. (S.3.6) • Identifies important information on academic content using prior knowledge and/or visual cues as needed. (S.3.9)	• Understands common words with multiple meanings. (S.1.12) • Understands most interpersonal interactions, when clarification is given. (S.2.22)* • Identifies details that support a main idea in a literary or informational text that is heard. (S.3.33) • Understands specific information given in an academic context. (S.3.36)	• Understands words and phrases of grade-level academic content, including technical and abstract terms. (S.1.25) • Understands when engaged in sustained, interpersonal conversation. (S.2.48)* • Understands inferential or abstract questions based on academic content. (S.3.52) • Understands classroom discussions and other academic interactions that include basic and complex sentence structures. (S.3.59)*
SPEAKING (*indicates MELA-O reference)		
• Uses selected essential vocabulary of grade-level academic content. (S.1.5) • Asks and answers concrete questions about familiar topics. (S.2.5) • Uses basic grammar patterns in speaking to produce familiar statements, questions, and commands. (S.2.16)* • Retells events in a simple story. (S.3.16) • Compares and contrasts information orally. (S.3.21) • Plans, rehearses, and orally presents information about personal experiences or interests, using visual cues as needed. (S.4.1)	• Participates in limited discussions using appropriate and adequate words and phrases. (S.1.18)* • Uses synonyms for word variety when speaking. (S.1.20) • Expresses personal opinions and preferences related to familiar topics. (S.2.26) • Constructs original oral statements, using basic and complex sentence structures. (S.2.38)* • Responds to factual and inferential questions based on academic content. (S.3.39) • Summarizes a story orally. (S.3.41) • Gives a formal oral presentation that focuses on a specific academic topic. (S.4.7)	• Uses specific and/or abstract vocabulary of academic content. (S.1.28) • Rephrases ideas to express meaning. (S.2.70)* • Supports a conclusion by orally giving facts or logical reasons. (S.3.64) • Participates in classroom discussion and other academic interactions, using basic and complex sentence structures. (S.3.65)* • Presents information, using appropriate degree of formality for audience and setting. (S.4.12)

‡ Students at the **BEGINNING** level *(not indicated on this chart)* have not met the criteria represented by the English Language Proficiency Benchmarks and Outcomes for the **EARLY INTERMEDIATE** level.

DRAFT Representative English Language Proficiency Descriptors
by Proficiency Level‡ for Grades 5–6

EARLY INTERMEDIATE	INTERMEDIATE	TRANSITIONING

READING (Texts used should be appropriate for English proficiency level, age, and grade of student)

EARLY INTERMEDIATE	INTERMEDIATE	TRANSITIONING
• Uses knowledge of prefixes and suffixes to determine word meaning. (R.1.8a) • Locates topic and supporting sentences in an informational paragraph. (R.1.11b) • Reads and understands sight words, phrases, and sentences related to personal experience, familiar topics, and selected academic content. (R.2.12) • Categorizes information, using graphic organizers. (R.3.8a) • Identifies basic elements (e.g., *plot, setting, conflict*) in stories that are read. (R.4.10a) • Identifies comparison and contrast organization in a text. (R.5.11d)	• Determines meanings of unknown words using word analysis and context. (R.1.8, R.1.9) • Uses knowledge of sentence structures, including verb phrases and tenses, to gain meaning from a text. (R.1.10) • Identifies evidence that supports main idea(s) in a text. (R.3.7e) • Identifies imagery in a literary text. (R.4.9b) • Applies knowledge of organizational structures in a nonfiction text to determine meaning. (R.5.11) • Obtains information for research from a variety of print and non-print resources. (R.6.4)	• Identifies words, phrases, and sentences that determine meaning in an extended text. (R.1.12) • Supports individual interpretations or conclusions using evidence from a literary or informational text. (R.3.9, R.3.10) • Demonstrates fluency as a reader, using different reading rates and approaches for different purposes. (R.3.12) • Identifies examples of authors' techniques and the effects of those techniques in genres such as poetry (e.g., *sound devices*) and dramatic literature (e.g., *dialogue*). (R.4.11, R.4.12, R.4.13) • Recognizes uses of arguments for and against an issue. (R.5.14) • Describes the essential features of an effective research report or project. (R.6.6a)

WRITING

EARLY INTERMEDIATE	INTERMEDIATE	TRANSITIONING
• Identifies purpose, audience, topic sentence, and concluding sentence prior to writing. (W.1.4) • Writes short accounts of personal or familiar experiences, including academic topics. (W.2.7a) • Selects words that add variety and detail to a writing task. (W.3.9) • Uses selected mechanics correctly when editing writing (e.g., *apostrophe, comma, quotation marks, paragraph indentation*). (W.4.4a-d) • Uses reference list of commonly misspelled words to edit spelling in English. (W.4.5a) • Uses online information resources for collaboration and research. (W.5.9)	• Organizes ideas in logical or sequential order. (W.1.6c) • Identifies details needed to support text of paragraph length. (W.1.6) • Writes a topic sentence with a clear focus. (W.2.7b) • Writes brief research reports with clear focus and supporting detail. (W.2.8f) • Uses a variety of sentence patterns and lengths in writing. (W.3.12) • Uses correct mechanics and spelling when editing. (W.4.4, W.4.5) • Creates media production using images, text, sound, and/or graphics. (W.5.13)	• Selects words and phrases that connect ideas among paragraphs. (W.1.7c) • Writes personal interpretation of a literary text that includes a topic statement, supporting details from the text, and a conclusion. (W.2.9) • Selects words for writing that consider audience and purpose. (W.3.11) • Applies correct sentence structure and usage when editing. (W.4.6) • Uses technology resources for problem-solving. (W.5.10)

‡ Students at the **BEGINNING** level *(not indicated on this chart)* have not met the criteria represented by the English Language Proficiency Benchmarks and Outcomes for the **EARLY INTERMEDIATE** level.

DRAFT Representative English Language Proficiency Descriptors
by Proficiency Level‡ for Grades 7–8

EARLY INTERMEDIATE	INTERMEDIATE	TRANSITIONING
LISTENING *(*indicates MELA-O reference)*		
• Understands words and phrases related to basic personal and school-related information. (S.1.2) • Understands interpersonal conversation when spoken to slowly and with repetitions. (S.2.4)* • Identifies a main event from a story that is heard. (S.3.5) • Identifies important information on academic content using prior knowledge and/or visual cues as needed. (S.3.9)	• Understands common words with multiple meanings and frequently used synonyms and antonyms. (S.1.12, S.1.14) • Understands most interpersonal and classroom interactions and discussions, when clarification is given. (S.2.22)* • Identifies details that support a main idea in a literary or informational text that is heard. (S.3.33) • Understands specific information heard in an academic context. (S.3.36)	• Understands specific, technical, and/or abstract words and phrases of grade-level, academic content. (S.1.25) • Understands when engaged in sustained, interpersonal interactions. (S.2.48)* • Understands inferential or abstract questions based on academic content. (S.3.52) • Understands the attitude of a speaker toward subject matter. (S.3.57) • Understands classroom discussions and other academic interactions that include basic and complex sentence structures. (S.3.59)*
SPEAKING *(*indicates MELA-O reference)*		
• Uses selected essential vocabulary of grade-level academic content. (S.1.5) • Describes people, places, and things orally, using some detail. (S.2.6) • Uses basic grammar patterns *(statements, questions, commands)* in speaking about familiar topics. (S.2.16)* • Retells events in a simple story. (S.3.16) • Compares and contrasts information orally. (S.3.21) • Plans, rehearses, and orally presents information about personal experiences or interests, using visual cues as needed. (S.4.1)	• Participates in limited discussions, using appropriate and adequate words and phrases. (S.1.18)* • Expresses own opinions, preferences, and wishes. (S.2.24) • Constructs original oral statements, using basic and complex sentence structures. (S.2.38)* • Requests, clarifies, and restates information to enhance understanding in social interactions. (S.2.42) • Responds to factual and inferential questions based on academic content. (S.3.39) • States a position and supports/justifies it. (S.3.42) • Makes informal presentations that have a recognizable organization (e.g., *sequence*). (S.4.6)	• Communicates academic knowledge, using specific, technical, and abstract vocabulary of grade-level academic content. (S.1.28) • Adjusts meaning by varying pace, rhythm, and pauses in speech. (S.2.62) • Rephrases ideas and thoughts orally to clarify meaning. (S.2.70)* • Elaborates on and extends other people's ideas in discussions. (S.3.60) • Supports a conclusion by giving facts or logical reasons. (S.3.64) • Participates in classroom discussions and other academic interactions, using basic and complex sentence structures. (S.3.65)* • Presents an organized interpretation of a literary text, film, or dramatic production. (S.4.16)

‡ Students at the **BEGINNING** level *(not indicated on this chart)* have not met the criteria represented by the English Language Proficiency Benchmarks and Outcomes for the **EARLY INTERMEDIATE** level.

DRAFT Representative English Language Proficiency Descriptors
by Proficiency Level‡ for Grades 7–8

EARLY INTERMEDIATE	INTERMEDIATE	TRANSITIONING
R E A D I N G (Texts used should be appropriate for English proficiency level, age, and grade of student)		

- Uses word analysis (e.g., *base/ inflections, compound words, cognates*) to gain meaning from a text. (R.1.8)

- Reads and understands sight words, phrases, and sentences related to personal experience, familiar topics, and selected academic content. (R.2.12)

- Identifies author's purpose in writing a literary text. (R.3.9a)

- Compares characteristics of various literary genres (e.g., *novel, poetry*). (R.4.8b)

- Identifies basic elements in stories that are read (e.g., *plot, setting, conflict*). (R.4.10a)

- Uses knowledge of text features (e.g., *glossary, table of contents, chapter summary*) to determine purpose and meaning of a text. (R.5.9)

- Uses knowledge of sentence structures, including verb phrases and tenses, to gain meaning from a text. (R.1.10)

- Identifies and provides supporting details about a character's traits, emotions, and/or motivation. (R.3.9b)

- Identifies evidence that supports an argument in a text. (R.3.10d)

- Identifies imagery in a literary text. (R.4.9b)

- Applies knowledge of organizational structures in nonfiction text to determine meaning. (R.5.11)

- Identifies and explains one of multiple perspectives on a given event. (R.5.14a)

- Obtains information for research from a variety of print and non-print resources. (R.6.4)

- Identifies words, phrases, and sentences that determine meaning in multi-paragraph text (e.g., *topic sentences, pronouns and their referents*). (R.1.12)

- Supports individual interpretations or conclusions using evidence from a literary or informational text. (R.3.9, R.3.10)

- Demonstrates fluency as a reader, using different reading rates and approaches for different purposes. (R.3.12)

- Identifies examples of authors' techniques and the effects of those techniques in genres such as poetry (e.g., *sound devices*) and dramatic literature (e.g., *dialogue*). (R.4.11, R.4.12, R.4.13)

- Recognizes uses of arguments for and against an issue. (R.5.14)

- Describes the essential features of an effective research report or project. (R.6.6a)

| **W R I T I N G** | | |

- Identifies purpose, audience, topic sentence, and concluding sentence prior to writing. (W.1.4)

- Writes short accounts of personal or familiar experiences, including academic topics. (W.2.7a)

- Revises writing to improve organization of ideas. (W.3.8)

- Uses selected mechanics correctly when editing writing (e.g., *apostrophe, comma, quotation marks, paragraph indentation*). (W.4.4a-d)

- Creates a media product, using images, texts, sound effects, and/or graphics. (W.5.13)

- Organizes ideas in logical order for expository writing. (W.1.6c)

- Writes brief research reports with clear focus and supporting details. (W.2.8f)

- Writes a multi-paragraph composition with clear topic development and some supporting detail. (W.2.8)

- Selects words that add variety and detail to a writing task. (W.3.9)

- Attempts expanded sentences and some complex sentences, resulting in a variety of sentence patterns. (W.3.12)

- Uses correct mechanics and spelling when editing. (W.4.4, W.4.5)

- Uses online information resources for collaboration and research. (W.5.9)

- Organizes ideas for coherence before and after writing a multi-paragraph text, using transition words. (W.1.7c)

- Writes a personal interpretation of a literary text that includes a topic statement, supporting details from the text, and a conclusion. (W.2.9)

- Varies vocabulary and sentence structures according to audience and purpose. (W.3.10, W.3.12)

- Applies correct sentence structures and usage when editing. (W.4.6)

- Uses technology resources for problem-solving. (W.5.10)

‡ Students at the **BEGINNING** level *(not indicated on this chart)* have not met the criteria represented by the English Language Proficiency Benchmarks and Outcomes for the **EARLY INTERMEDIATE** level.

DRAFT Representative English Language Proficiency Descriptors
by Proficiency Level‡ for Grades 9–12

EARLY INTERMEDIATE	INTERMEDIATE	TRANSITIONING
L I S T E N I N G (*indicates MELA-O reference)		
• Understands words and phrases related to basic personal and school-related information. (S.1.2) • Understands interpersonal conversation when spoken to slowly and with repetitions. (S.2.4)* • Identifies a main event from a story that is heard. (S.3.5) • Identifies important information heard, using prior knowledge and/or visual cues. (S.3.9)	• Demonstrates understanding of words with multiple meanings and frequently used synonyms and antonyms. (S.1.12, S.1.14) • Understands most interpersonal and classroom interactions and discussions when clarification is given. (S.2.22)* • Identifies formal and informal language within a given setting. (S.2.32) • Identifies details that support a main idea in a literary or informational text that is heard. (S.3.33) • Understands specific information given in an academic context. (S.3.36)	• Understands words and phrases of grade-level academic content, including technical and abstract terms. (S.1.25) • Understands when engaged in sustained, interpersonal interaction. (S.2.48)* • Understands inferential or abstract questions based on academic content. (S.3.52) • Understands classroom discussions, extended classroom discourse, and other academic interactions that include basic and complex sentence structures. (S.3.59)*
S P E A K I N G (*indicates MELA-O reference)		
• Uses selected essential vocabulary of grade-level academic content. (S.1.5) • Recounts prior experiences and events of interest, using familiar sentences. (S.2.9) • Uses basic grammar patterns *(statements, questions, commands)* in speaking about familiar topics. (S.2.16)* • Asks and answers concrete questions based on text that is heard. (S.3.15) • Plans, rehearses, and orally presents information on planned activities or cultural topics. (S.4.3)	• Participates in limited discussions using appropriate and adequate words and phrases. (S.1.18)* • Uses selected idiomatic expressions in speaking. (S.1.21) • Uses terms for features of textbooks and tests (e.g., *chapter, table of contents*). (S.1.23) • Expresses personal preferences, opinions, and wishes related to familiar topics. (S.2.24) • Requests, clarifies, and restates information to enhance understanding in social interactions. (S.2.42) • States a position and supports/justifies it. (S.3.42) • Participates in limited classroom discussions and activities, when clarification is given. (S.3.43)* • Expresses an opinion on a literary text or film in an organized way, using supporting details. (S.4.10)	• Communicates academic knowledge, using specific, technical, and abstract vocabulary of grade-level academic content. (S.1.28) • Adjusts meaning by varying pace, rhythm, and pauses in speech. (S.2.62) • Rephrases ideas and thoughts orally to clarify meaning in social interactions. (S.2.70)* • Summarizes information that is heard during a class or lesson. (S.3.62) • Identifies differences between oral and written language patterns. (S.3.69) • Presents information orally, using appropriate degree of formality for audience and setting. (S.4.12)

‡ Students at the **BEGINNING** level *(not indicated on this chart)* have not met the criteria represented by the English Language Proficiency Benchmarks and Outcomes for the **EARLY INTERMEDIATE** level.

DRAFT Representative English Language Proficiency Descriptors
by Proficiency Level‡ for Grades 9–12

EARLY INTERMEDIATE	INTERMEDIATE	TRANSITIONING

R E A D I N G (Texts used should be appropriate for English proficiency level, age, and grade of student)

EARLY INTERMEDIATE	INTERMEDIATE	TRANSITIONING
• Reads and understands previously learned specific, technical, and/or abstract words and phrases of grade-level, academic content. (R.1.14) • Uses word analysis (e.g., *base/inflections, compound words, cognates*) to gain meaning from a text. (R.1.15) • Identifies transition words, phrases, and sentences that link paragraphs in a coherent text. (R.1.19b) • Recognizes the use of arguments for and against an issue. (R.3.14a) • Identifies point of view in fiction. (R.4.16a) • Determines meaning by using text features (e.g., *italics, bullets*). (R.5.16b) • Formulates open-ended questions in order to explore a topic of interest. (R.6.7a)	• Identifies words that have both literal and figurative meanings. (R.1.15c) • Identifies words, phrases, and sentences that signal organization and transitions in extended text. (R.1.19) • Compares the elements of character, setting, and/or theme in two or more texts. (R.3.13d) • Locates examples of sentence variety and their intended purposes in a literary text. (R.4.15b) • Recognizes an author's goals, intents, and biases. (R.5.21a) • Identifies and documents specific information in resources (e.g., *bibliographies, tables of contents*). (R.6.7c)	• Applies knowledge of word analysis to expand comprehension of vocabulary found in a text. (R.1.15) • Compares differing points of view within a literary text. (R.3.13f) • Demonstrates fluency, comprehension, and efficient reading rate in a variety of texts. (R.3.17) • Analyzes how word choice and sentence variety advance an author's purpose. (R.4.15) • Analyzes the logic and use of evidence in an author's argument. (R.5.19) • Evaluates relevant information gained from a variety of sources. (R.6.7)

W R I T I N G

EARLY INTERMEDIATE	INTERMEDIATE	TRANSITIONING
• Lists information that supports a thesis statement. (W.1.8b) • Writes a story or script with theme and details. (W.2.17a) • Incorporates new words and phrases to make writing more clear to the reader. (W.3.17) • Uses selected mechanics correctly when editing. (W.4.7a-b) • Uses graphs, images, and/or sounds to enhance a point of view on a topic. (W.5.16)	• Identifies a thesis statement and supporting information to address the audience and purpose of a writing task. (W.1.8) • Identifies logical points for argument or point of view in an essay. (W.2.16b) • Uses elements of writing that contribute to mood or tone. (W.2.17c) • Uses words to add detail when writing. (W.3.15) • Uses correct mechanics and spelling when editing. (W.4.7, W.4.8) • Creates a media presentation that uses graphics, images, and/or sound effects to present a point of view on a topic. (W.5.19)	• Organizes ideas for writing with a thesis statement, introduction, paragraphs that build an argument, transition sentences that link paragraphs, and a conclusion. (W.1.10) • Writes a research report that supports a thesis statement using logical organization. (W.2.14) • Writes a personal or persuasive essay, expressing an attitude or position. (W.2.15) • Identifies desired degree of formality for the purpose of the writing task. (W.3.18b) • Uses standard writing conventions, spelling, and sentence structures when editing. (W.4.7, W.4.8, W.4.9) • Identifies differences in use of voice, tone, diction, and syntax between media presentations and informal speech. (W.5.17)

‡ Students at the **BEGINNING** level *(not indicated on this chart)* have not met the criteria represented by the English Language Proficiency Benchmarks and Outcomes for the **EARLY INTERMEDIATE** level.

IV. Appendices

A. Bibliography

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B. Glossary of Selected Terms

The *Massachusetts English Language Arts Curriculum Framework* provides an extensive listing of those literary terms found in the ELA standards. Some words from the ELA glossary are included here with slightly different uses applied to English as a Second Language settings. Other words have been added to assist those not familiar with terms used in second language teaching and learning. For additional assistance with ESL terminology, a resource listing has been provided as well.

Academic language Spoken and written forms of language which refer to academic language functions (such as *analysis, comparing, sequencing*) generally associated with academic subject matter in a formal schooling context. For example, academic written language would not tend to use contractions, whereas an informal e-mail to a friend would be more likely to include contractions.

Authentic language Natural language that would be heard or used in real-life situations, as opposed to "practicing" language used for the purpose of focusing on a particular aspect of language to be learned.

Base word The root word (such as *look*) to which inflections (such as *-ed, -ing*) may be added to change the function or meaning of the word.

Borrowed words Words from other languages that are used in the target language.

Cognates Words having a common linguistic origin. For example, *café* and *coffee* derive from the Turkish, *kahve*. (ELA)

Collocations Groups of words that have a unique meaning together.

Content area Subject matter course or curriculum such as mathematics, history.

Dialect A particular variety of language spoken in one place by a distinct group of people. Dialect reflects the colloquialisms, grammatical constructions, distinctive vocabulary, and pronunciations that are typical of a region. (ELA)

Diction An author's choice of words based on their correctness, clearness, or effectiveness. (ELA)

Discourse Formal, extended expression of thought on a subject, either spoken or written. (ELA)

English Language Learner A student who is in the process of acquiring English and whose native language is not English or who comes from a background where a language other than English is spoken. This student may also be identified as Limited English Proficient (LEP).

Expository text Writing that is intended to clarify or explain something, (through *definition, classification, comparison, analysis*). (excerpted from ELA)

First language One's home or native language, that which is first spoken as a child.

Fluency A term used to describe oral proficiency or reading level, including automaticity/rate and comprehension.

Formulaic language Oral language used by young children in their first language and by second language learners in the early stages of proficiency.

Genre A category or type of writing (such as *essays, letters, stories*).

Grammar The structure and features of a language, usually perceived as rules and standards that, if followed, produce acceptable or standard writing and speaking. (excerpted from ELA)

B. Glossary (cont.)

Graphic organizers Visual non-linguistic representations (such as *T-charts, Venn diagrams, story maps*) that help students organize information into specific patterns (such as *description, time-sequence, cause-effect*).

Idiom A phrase or expression that means something different from what the words actually say (for example, "over his head" means "doesn't understand"). Idioms are often understood and used by a particular group of people. (ELA)

Inflections Parts of words (see *morphemes* below) that indicate or alter meaning (such as *-ed, -er*) when attached to a base word.

Jargon Language used in a certain profession or by a particular group of people. Jargon is usually technical or abbreviated and is difficult for people outside the profession or group to understand. (ELA)

Language function The purpose that language serves in oral or written form, for example, describing, persuading.

Learning strategies Conscious plans or behaviors of students (such as *repeating what is heard* or *finding a different way of saying something)* that assist in organizing, completing, and assessing their work.

Morpheme The smallest unit of a word that carries meaning.

Narrative text Text that relates an event or series of events; a story. Narrative text can be imaginary, as in a short story or novel, or factual, as in a newspaper account. (ELA)

Non-verbal communication Aspects of communication that do not involve language or are used in conjunction with language (such as *intonation, stress, pauses, gestures, facial expressions, body language*).

Paraphrase To orally rephrase the wording of one's own or another's oral or written discourse.

Phonemic awareness Awareness that spoken language consists of a sequence of phonemes, the smallest units of speech that signal a difference in meaning. (ELA)

Phonetic Represents the sounds of speech with a set of distinct symbols, each denoting a single sound. (ELA)

Prior knowledge The student's experience or academic background that relates to new knowledge or skills. Knowledge of the student's prior experience can assist the teacher and the learner in planning instruction and applying learning strategies.

Reading rate The speed with which one silently reads text, usually measured as words per minute.

Register Variety of language appropriate to the setting, the participants, and the purpose of the interaction. Register is often chosen based on differences between formal and informal contexts.

Rubric A form used to identify the elements of assessment on a scale.

Sight vocabulary Words that a student reads automatically as whole words with meaning.

Slang Language used in informal situations, usually not acceptable in academic contexts.

Social language Oral language used in social or peer settings, usually conventions (such as *"Hi, how are you?"*), in contrast to more formal "academic language."

Syntax The way in which words are put together to form constructions such as phrases or sentences. (ELA)

B. Glossary (cont.)

Target culture The culture being learned, in contrast to one's home/native/first culture.

Word family Words that share rime in patterns of onset-rime (such as *c-at, h-at, b-at*).

Word order The correct order of subject, verb, adjectives, and other parts of speech in an utterance or sentence. Different languages use different word order.

Word stress The location of emphasis on a word in an utterance, providing a specific meaning to the utterance. Change of word stress will change the intent or meaning of the utterance.

C. Resources

DEMOGRAPHICS

◗ **U.S. Census Bureau**
www.census.gov

Census 2000 Supplementary Survey Summary Tables for Massachusetts.

◗ **Massachusetts Association of Teachers to Speakers of Other Languages (MATSOL)**
www.matsol.org

Demographic data tabulated from several sources for English language learners
in Massachusetts.

◗ **National Clearinghouse for English Language Acquisition, Language Enhancement,
and Academic Achievement for Limited English Proficient Students (OELA), at
U.S. Department of Education**
www.ncela.gwu.org

Search tools for data organized according to states, cities, or other geographic regions;
incorporates former National Clearinghouse for Bilingual Education (NCBE).

◗ **Massachusetts Department of Education**
www.doe.mass.edu

2001 Annual Report of the Massachusetts Board of Education, including Massachusetts
education demographics.

TEACHING AND LEARNING

◗ **National Clearinghouse of English Language Acquisition, Language Enhancement,
and Academic Achievement for Limited English Proficient Students (OELA) and
ERIC Clearinghouse of Languages and Linguistics**
www.ncela.gwu.org

NCELA and ERIC/CLL have published a searchable online database containing links
to over 300 websites, online publications, publishers, instructional materials, listservs,
databases, and other resources related to the field of English as a Second Language.

◗ **Center for Applied Linguistics**
www.cal.org/topics/k12ed.html

K–12 resources on educating English language learners.

◗ **Regional Educational LAB at Brown University (Education Alliance)**
www.lab.brown.edu

Each regional laboratory focuses its research on an issue of national importance.
Much of the LAB's work addresses equity and the educational needs of linguistically
and culturally diverse students in the context of systemic reform.

C. Resources (cont.)

▌ **New England Comprehensive Assistance Center**
www.edc.org/NECAC/resources

This center, located at Education Development Center, Inc., is designed to assist, support, and strengthen efforts of states, communities, and districts in making schools work for the success of all children.

▌ **Center for Research on Education, Diversity and Excellence (CREDE)**
www.crede.ucsc.edu

Home page for this national research and development center related to numerous aspects of linguistic diversity, funded by the U.S. Department of Education.

▌ **Cheche Konnen**
http://projects.terc.edu/cheche_konnen/bib.cfm

A searchable database of publications on teaching and learning in linguistically and culturally diverse classrooms in science and mathematics.

▌ **The Global Schoolhouse**
www.globalschoolhouse.org

Free to all educators, focusing on collaborative learning for teachers, more than 750 online collaborative projects organized by topic, grade, and project date. Contains instructional features such as OnLine Expeditions, Newsday (international events for secondary students), and Geogame.

▌ **ERIC Clearinghouse on Urban Education**
http://eric-web.tc.columbia.edu/about.asp

A service of the National Library of Education, Institute of Education Sciences, U.S. Department of Education, this site offers resources, bibliographies, and research on reform issues, diverse populations, and urban education.

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C. Resources (cont.)

❚ *Massachusetts Curriculum Frameworks*. MA Department of Education.

Each content area framework contains extensive listings of related resources, websites, and content glossaries. In addition, sample instructional activities are provided, some of which demonstrate integrated lessons. The *Frameworks* are available online or in hard copy from the MA Department of Education.

PROFESSIONAL DEVELOPMENT

❚ **Massachusetts Association of Teachers to Speakers of Other Languages** (MATSOL)
www.matsol.org

MATSOL is a non-profit professional organization and the state affiliate of TESOL, the national association of Teachers of English to Speakers of Other Languages. MATSOL provides technical assistance and professional development in conjunction with district improvement plans, district plans for English language learners, and Individual Professional Development Plans (IPDP) of ESL, Bilingual Education, and content/classroom teachers working with English language learners.

MATSOL offers an annual fall conference and longer-term professional development formats. MATSOL publishes a newsletter, journal, and other publications linking research, policy, and practice.

❚ **Massachusetts Department of Education**
www.doe.mass.edu

Requirements of the state of Massachusetts for certification and recertification, and professional development guidelines.

❚ **MATSOLWORKS**
www.matsol.org

A service offered by the Massachusetts Association of Teachers to Speakers of Other Languages to employers seeking qualified ESL and Bilingual Education professionals. Employers may advertise positions that reach a targeted audience of professionals in the field via the MATSOLWORKS listserv.

C. Resources (cont.)

ASSESSMENT AND RECORD-KEEPING

■ **U.S. Department of Education, Office for Civil Rights**
www.ed.gov/offices/OCR/ellresources.html

The US DOE Office for Civil Rights website has extensive resources regarding frequently asked questions about English language learners, OCR policies, case decisions, planning and evaluation tools, informational pamphlets, and OCR complaint investigations.

■ **Massachusetts Department of Education**
www.doe.mass.edu

Numerous examples of assessment data can be located for planning and analysis purposes. Examples of student work are provided to demonstrate assessment levels used by Massachusetts in required testing. Updates on assessment requirements are available.

■ Berube, B. (2000). *Managing ESL programs in rural and small urban schools*. Alexandria, VA: TESOL.

FAMILY INVOLVEMENT

■ Gomez, E. (2001). *Parent guide to the ESL Standards for PreK–12 students*.
Alexandria, VA: TESOL.
www.tesol.org/assoc/k12standards/resources/parentguide-1.html

■ *Massachusetts Adult ESOL Curriculum Framework* (1999).
Massachusetts Department of Education.
www.doe.mass.edu/acls/esol.doc

■ **National Parent Information Network**
http://npin.org

Offers a variety of online resources related to families and schooling. Directed to parents, community agencies, and school staff. Many resources are available in Spanish.

■ Violand-Sanchez, E., Sutton, C.P., & Ware, H.W. (1991*). Fostering home-school cooperation: Involving language minority families as partners in education*. NCBE Program Information Guide Series, No. 6. Washington D.C.: National Clearinghouse for Bilingual Education.

■ Zelasko, N., & Antunez, B. (2000). *If your child learns in two languages: A parent's guide for improving educational opportunities for children acquiring English as a second language*. Washington, D.C.: National Clearinghouse for Bilingual Education. (Available in English, Spanish, and Vietnamese).

■ *Young Lives: Many languages, many changes*. (1997). Massachusetts Department of Education.

D. MELA-O Rubric

Massachusetts English Language Assessment – Oral (MELA-O)

Final Version September 1994

The MELA-O is an observation scale which facilitates the assessment of English language proficiency of English language learners in grades K–12. The MELA-O is a 6-point scale to be used as part of a comprehensive English language assessment system. Placement and programming decisions should be based on results of both the MELA-O and assessment in other language modalities (i.e., writing and reading).

DIRECTIONS:

For each of the domains and subdomains below, mark an "X" across the box that best describes a student's abilities.
Use black ink for the fall observation of MELA-O and red ink for the spring observation.
Use the Student Information Summary form on the reverse side to report the results of each observation.

		Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
COMPREHENSION		No demonstrated proficiency	Recognizes simple questions and commands; responds to more complex utterances with inappropriate or inaudible responses	Understands interpersonal conversation when spoken to slowly and with frequent repetitions; acknowledgement may be non-verbal, in the native language or target language	Understands/is capable of responding to most interpersonal and classroom discussions and interaction when frequent clarifications are given	Understand nearly all interpersonal and classroom discussions, although occasional repetitions may be necessary	Understands interpersonal conversations and classroom discussions
PRODUCTION	Fluency	No demonstrated proficiency	Speech is limited to an exchange of fixed verbal formulae (e.g. commonly used sentences and phrases) or single word utterances	Uses familiar sentences with reasonable ease; long pauses or silence are common and gestures are often used to illustrate meaning	Begins to create more novel sentences; speech in interpersonal and classroom discussions is frequently interrupted by a search for the correct manner or expression	Speech in interpersonal and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression	Speech in interpersonal conversation and in classroom discussions is approximately that of a native speaker of the same age
PRODUCTION	Vocabulary	No demonstrated proficiency	Has limited command of isolated vocabulary for common objects and activities but comprehensibility is often difficult	Has command of words for common objectives/ activities but choice of words is often inappropriate for the situation/context; comprehensibility remains difficult	Has adequate vocabulary to permit somewhat limited discussion of interpersonal and classroom topics; usually comprehensible	Flow of speech is rarely interrupted by inadequate vocabulary; is capable of rephrasing ideas and thoughts to express meaning	Use of vocabulary and idioms approximates that of a native speaker of the same age
PRODUCTION	Pronunciation	No demonstrated proficiency	Seldom intelligible and is strongly influenced by the primary language, including intonation and word stress; must repeat to be understood	Sometimes intelligible and is frequently influenced by the primary language and must repeat utterances to be understood	Usually speaks intelligibly though with some sounds still influenced by the primary language; frequently uses non-native intonation patterns	Always intelligible with occasional inappropriate intonation patterns; slight influence of the primary language may still be observed	Pronunciation and intonation approximates that of a native speaker of the same age
PRODUCTION	Grammar	No demonstrated proficiency	Can produce only memorized grammar and word order forms	Often uses basic grammar patterns correctly for simple familiar phrases and sentences	Uses basic grammar correctly; uses complex language structures that are often incorrect	May make grammatical errors; however, they do not obscure meaning	Grammatical usage approximates that of a native speaker of the same age

Massachusetts English Language Assessment – Oral (MELA-O)

Summary of Student Performance

Student_____   Grade_____   Age_____

School _____   Teacher _____

	FALL OBSERVATION	**SPRING OBSERVATION**
	Date: _____	**Date:** _____

COMPREHENSION

Reflections on global comprehension

Global Rating

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

PRODUCTION

Reflections on global production level (may include descriptions of sub-domains—fluency, vocabulary, pronunciation, grammar)

Global Rating

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

_____
OBSERVER (print name)

_____
SIGNATURE

Massachusetts Department of Education

This document was prepared by the Massachusetts Department of Education
Dr. David P. Driscoll, Commissioner of Education

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