**Listening Strand, Standard 1: *English language learners will* Comprehend spoken English from a variety of sources for various purposes**

| Low Beginning  SPL 2 | High Beginning  SPL 3 | Low Intermediate  SPL 4 | **High Intermediate**  SPL 5 | Advanced  SPL 6 and above |
| --- | --- | --- | --- | --- |
| *By the end of the level, demonstrate previous benchmarks as needed, plus…*  L1.2a Identify gist and/or purpose of brief spoken messages with support and/or scaffolding (e.g. asking a question or stating a fact)  L1.2b Listen and understand phrases and short sentences on familiar topics when spoken slowly and clearly and with support (e.g. pictures, visual aids)  L1.2c Listen and follow simple warnings or one-step instructions (e.g. *Stop*; *Open the door*.)  1.2 d Extract a particular detail from a simple statement with support (e.g. the price from the statement, *Cookies are $3.00 a box*.) | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  L1.3a Identify gist and/or purpose of brief spoken messages on everyday topics (e.g. an apology)  L1.3b Listen and understand phrases, statements, and questions when spoken slowly and clearly  L1.3c Listen and follow 2- or 3-step instructions (e.g. *Open your book and turn to page 10.*)  L.1.3d Extract relevant detail from familiar information (e.g. descriptions of daily routines) with some support/ scaffolding | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  L1.4a Follow and identify purpose and/or gist of spoken messages on topics beyond immediate survival needs (e.g. invitation or agreement/disagreement)  L1.4b Listen and understand short connected statements and questions on familiar topics when spoken at a moderate rate  L1.4c Listen and follow instructions with some details (e.g. *Get the paper from the top shelf of the closet.*)  L1.4d Identify specific information in everyday contexts (e.g. phone message, brief conversations) with some support/ scaffolding | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  L1.5a Identify the speaker’s intention in brief spoken messages (e.g. to inform, to suggest)  L1.5b Listen and understand extended discourse with a clear organization and a familiar topic  L1.5c Listen and follow multi-step directions or instructions, with repetition (e.g. *Take the #52 bus to Jackson St. The police station is on the corner.*)  L1.5d Listen and understand details and essential information in familiar contexts (e.g. in video, announcements) with some support/ scaffolding | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  L1.6a Identify the speaker’s intention in spoken messages on less familiar topics (e.g. to persuade; to joke)  L1.6b Listen and understand basic information on new or unfamiliar topics  L1.6c Listen and follow multi-step instructions which include expanded details and sequencing words (e.g. a recipe or operating a cash register)  L1.6d Identify main idea and key details in simple, authentic contexts (e.g. phone conversation, medical instructions) |

**Listening Strand, Standard 2: *English language learners will* Acquire vocabulary and apply knowledge of language structure and mechanics to comprehend spoken English**

| Low Beginning  SPL 2 | High Beginning  SPL 3 | Low Intermediate SPL 4 | **High Intermediate** SPL 5 | Advanced  SPL 6 and above |
| --- | --- | --- | --- | --- |
| *By the end of the level, demonstrate previous benchmarks as needed, plus…*  L2.2a Understand basic vocabulary used in social interactions and related to personal needs (e.g. work, home, and daily activities)  L2.2b Understand beginning grammatical structures (e.g. present tense expression of actions, habits, and states of being, object pronouns)  L2.2c Distinguish between positive and negative statements and between statements and questions  L2.2d Identify beginning base words and inflections (e.g. nationalities in the class: China/Chinese)  L2.2e Recognize numbers up to 100 and words spelled out loud (e.g. telephone numbers, addresses, prices) *Note*: some numbers are difficult to distinguish (e.g. fourteen and forty), and may need more work in higher levels  L2.2f Recognize and understand contractions of BE and use of doesn’t/don’t | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  L2.3a Understand an expanded vocabulary related to their needs (e.g. health care and housing)  L2.3b Understand basic grammatical structures (e.g. how past and future verb tenses affect meaning, basic prepositions, direct pronoun references: *Roberto likes rice, He eats it every night*)  L2.3c Distinguish between yes/no and information questions  L2.3d Identify more beginning base words and common inflections (e.g. *live/living*; *-er* for professions)  L2.3e Use knowledge of phonemes and syllable stress to distinguish between similar-sounding words (e.g. can vs. can’t)  L2.3f Understand basic antonyms (e.g. happy/sad) | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  L2.4a Understand specific vocabulary in controlled settings (e.g. role play about community resources, occupations)  L2.4b Understand intermediate grammatical structures (e.g. tag questions, simple and continuous verb tenses, most prepositions, simple conjunctions, and simple modal forms)  L2.4c Understand transition words (e.g. then/next, finally, before/after)  L2.4d Identify intermediate base words and common inflections (e.g. live/lived; employee/ employer) and meanings of words with prefix *un-*  L2.4e Understand common contractions and word reductions in everyday topics or speech (e.g. did not 🡪 didn’t; going to 🡪 gonna; want to 🡪 wanna; got to 🡪 gotta)  L2.4f Understand basic synonyms, comparisons, some common idioms and some phrasal verbs | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  L2.5a Understand vocabulary in everyday conversations (e.g. vocabulary used in workplace, community, or children’s school)  L2.5b Understand high-intermediate grammatical structures (e.g. modals, conjunctions, adverbial clauses of time, real conditionals, embedded statements/questions, and indirect pronoun references (e.g. *Ahmed left his country last year. This was hard for him.*)  L2.5c Recognize and understand simple conversation markers (e.g. so after that, well) and more complex transition words (e.g. however, that is, in particular)  L2.5d Identify high-intermediate base words and common inflections (e.g. take/taken, employ/employment) and meanings of words with common prefixes and suffixes (e.g. *re-*;  *-less*)  L2.5e Understand common idioms and phrasal verbs | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  L2.6a Understand vocabulary related to a variety of topics (e.g. steps for writing on a word processor)  L2.6b Comprehend some advanced grammatical structures (e.g. participial adjectives, such as interested vs. interesting; reported speech; adverbial clauses that express unreal condition or opposition: *He would go if he had money; He went to work even though he was sick.*)  L2.6c Understand intermediate function words: auxiliary verb and vocabulary that indicates comparisons and contrasts (e.g., as well, such as, similar)  L2.6d Apply knowledge of inflections, prefixes, and suffixes to infer meaning of unfamiliar words in context  L.2.6e Comprehend patterns of less frequent reduced speech and linked words (e.g. *Itz a girl*; did you (*didja)*, don’t you (*doncha*), *gimme that*)  L2.6f Understand idioms and phrasal verbs |

**Listening Strand, Standard 3: *English language learners will* Use a variety of strategies to acquire and comprehend spoken English**

| Low Beginning  SPL 2 | High Beginning  SPL 3 | Low Intermediate SPL 4 | **High Intermediate**  SPL 5 | Advanced  SPL 6 and above |
| --- | --- | --- | --- | --- |
| *By the end of the level, demonstrate previous benchmarks as needed, plus…*  L3.2a Use learned phrases to seek repetition (e.g. *What?;* *Excuse me?;* *Again, please*.)  L3.2b Check understanding by repeating part of message that is understood (e.g. *No class tomorrow?*)  L3.2c Listen for emphasized or stressed words in a phrase or sentence  L3.2d If applicable, use knowledge of cognates between English and other languages to gain meaning  L3.2e Guess meaning of unknown words in familiar contexts | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  L3.3a Use phrases such as: *What does \_\_\_ mean?* or *I don’t understand \_\_\_* to clarify meaning of an oral message  L3.3b Check understanding by clarifying part of message that is not understood (e.g. *Eighteen* or *eighty*?)  L3.3c Listen for key words as a way of predicting meaning (e.g. in a job interview, words such as *experience, references, tasks*)  L3.3d Take risks despite anxiety (e.g. encouraging oneself through positive statements, accepting that errors are part of language learning) | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  L3.4a Seek additional information to check understanding (e.g. *What did you say?* and *What do you mean?*)  L3.4b Negotiate meaning with speaker (e.g. *Please say that another way*; *Please use a different word*.)  L3.4c Indicate to the speaker what was (or was not) understood from a spoken message  L3.4d Focus on units or chunks of meaning rather than on individual words | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  L3.5a Make predictions before and during listening, and check against them after listening (e.g. for news broadcasts, short speeches, or announcements)  L3.5b Clarify and confirm accuracy of information by summarizing, rephrasing, or repeating back what is understood  L3.5c Work cooperatively with others to gain understanding  L3.5d Self-monitor understanding (e.g. checklists) and self-evaluate for listening improvement (e.g. percentage of message understood) | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  L3.6a Infer meaning by using available information and/or context clues in face-to-face and/or recorded speech  L3.6b Focus on emphasized or repeated words, or paraphrased information in order to identify key ideas in a spoken message  (e.g. *They are complete opposites! He likes summer but she likes winter!*)  L3.6c Focus on speaker’s pauses or chunking of words to develop fluency  L3.6d Vary listening strategies for different tasks and purposes (e.g. guessing, predicting, relating new information to prior knowledge, using imagery) |

**Speaking Strand, Standard 1: *English language learners will* Express themselves orally in English for a variety of purposes**

| **Low Beginning**  SPL 2 | **High Beginning**  SPL 3 | **Low Intermediate** SPL 4 | | **High Intermediate**  SPL 5 | | **Advanced**  SPL 6 and above | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *By the end of the level, demonstrate previous benchmarks as needed, plus…*  S1.2a Say and spell simple words and numbers (e.g. children’s school, number of years in the US)  S1.2b Participate in routine social conversations on familiar topics with support (e.g. *How old are your children? They are six and two*.)  S1.2c Ask and respond to simple questions related to basic needs with support (e.g. prices, health, transportation) | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  S1.3a Produce simple statements, providing more detail without necessarily more complexity (e.g. a daily routine, a simple instruction, preferences, and opinions)  S1.3b Participate in short social conversations (e.g. make introductions, request, accept or decline an offer: *I need a ride; my car is broken*.)  S1.3c State a position and support it (e.g. *It’s a good job because it* *has* *benefits*) | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  S1.4a Request and provide information with elaboration beyond the minimum (e.g. *I want to learn English so I can…*; *I’m sneezing because I’m allergic to…*)  S1.4b Employ formal or informal social courtesies, depending on the listener(s) and social context (e.g. *How are you today?* vs. *How are you doing?*)  S1.4c Relate a sequence of events (e.g. to give instructions, to tell a story, to explain a process)  S1.4d Summarize information from a variety of sources (e.g. from current events, talking with others, or from a reading) | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  S1.5a Request and provide detailed information (e.g. work requirements, giving multi-step directions)  S1.5b Converse at some length on topics of interest (e.g. cross cultural comparisons, family, work or community goals)  S1.5c Express consequences, inferences, and cause and effect (e.g. *She’s not here; I think her baby Nami is sick today*.) | | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  S1.6a Express themselves on unfamiliar topics and/or in problematic situations (e.g. giving information at the scene of an accident, talking to your child’s teacher)    S1.6b Elaborate on complex ideas, both their own and others’ (e.g. use examples, explanations and descriptions)  S1.6c Express ideas and develop them in an organized manner (e.g. with a main idea, supporting details, and conclusion) | |

**Note:** The examples given in the “e.g.’s” are meant to be ideas that the learner can communicate at this level, but learners may not be able to produce the grammar accurately.

**Speaking Strand, Standard 2: *English language learners will* Acquire vocabulary and apply knowledge of English language structure**

**and mechanics to produce comprehensible speech in English**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Low Beginning  SPL 2 | High Beginning  SPL 3 | Low Intermediate SPL 4 | **High Intermediate** SPL 5 | Advanced  SPL 6 and above |
| *By the end of the level, demonstrate previous benchmarks as needed, plus…*  S2.2a Ask and respond to simple questions and affirmative and negative statements, working towards correct word order  S2.2b Develop basic vocabulary related to descriptions and everyday needs  S2.2c Use basic grammatical structures (e.g., present tense expression of action, habit, and states of being, singular and plural nouns, subject and object pronouns, adverbs of frequency and time, predicate and descriptive adjectives)  S2.2d Use appropriate English intonation patterns (e.g. rising intonation in yes/no questions) | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  S2.3a Construct information questions (e.g. *Where is the pharmacy?* *How much are the oranges?*)  S2.3b Develop vocabulary for targeted topics (e.g. related to community, work, home, current events)  S2.3c Use basic grammatical structures with less reliance on learned phrases (e.g. some irregular past verb forms and future tenses, prepositional phrases, some conjunctions and contractions)  S2.3d Use syllable stress in newly learned vocabulary  S2.3e Speak with appropriate pauses and rejoinders (e.g. *Um*; *Uh-huh*; *Let’s see*)  S2.3f Link words that often go together with some support (e.g. *It’s a \_\_\_* = *Itza \_\_*\_) | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  S2.4a Construct compound sentences  S2.4b Develop an expanded lexicon of vocabulary to begin expressing shades of meaning (e.g. antonyms, synonyms, and word families)  S2.4c Use intermediate grammatical structures (e.g. correct word order, simple and continuous verb tenses and simple modal forms, comparative and superlative, selected prefixes and suffixes, and correct pronoun case)  S2.4d Stress the appropriate syllable in everyday multi-syllabic words (e.g. seventy vs. seventeen, tomorrow, family) | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  S2.5a Ask and respond to questions using a variety of sentence structures  S2.5b Develop vocabulary for a variety of topics, (e.g. explain work procedures to a colleague with sufficient technical language)  S2.5c Use intermediate grammatical structures (e.g. simple, continuous, and present perfect verb tenses, noun, adjective and adverbial clauses, participial adjectives, modals)  S2.5d Emphasize information by shifting word stress in a sentence to indicate meaning (e.g. *I won’t do that!* vs. *I won’t do that!*)  S2.5e Phrase words into meaningful “chunks,” and pause between phrases | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  S2.6a Speak in complex sentences using adjective and noun clauses (e.g. *I liked the story we read yesterday*; *I don’t know what you mean by that*)  S2.6b Select vocabulary to express shades of meaning (e.g. smell vs. scent, too much vs. so much, *I should go* vs. *I have to go*)  S2.6c Use most verb tenses and forms, including present perfect and past progressive tenses  S2.6d Adapt tone, register, and expression of vocabulary for audience and context, with awareness of how they affect meaning  . |

**Please Note:** Pronunciation skills have not been benchmarked because they can vary so much from student to student, and student needs regarding pronunciation can vary so widely. Learners acquire pronunciation skills over time, but for some learners, accent persists as an obstacle to communication. The goal for teachers and learners is not to eradicate accent, but to create opportunities for learners to work on their pronunciation as a part of naturalistic speech. Teachers can help facilitate learners’ practicing both pronunciation (where needed) and their “getting the message across.”[[1]](#footnote-1) One way to help learners is for teachers to set up opportunities for learners to practice pronunciation in situations slightly more controlled than those outside of class. Since learners’ pronunciation skills are so highly individualized, some teachers track each learner’s needs and progress separately.

In pronunciation, the most pressing goal is for English language learners to produce the vowel and consonant sounds of the basic English sound set, especially when it differs from the student’s native language. Sometimes learners can’t hear certain English sounds that their native language doesn’t contain, and students can’t produce a sound they can’t hear. Where this is an area of need for a learner, it is important for him/her know the different sound and mouth positions in order to hear subtle sound differences.

Pronunciation is also made up of many other aspects, such as stress, rhythm, pitch, intonation, and word linking. As a language task increases in difficulty or magnitude (e.g. if a learner is working to master a number of these related aspects of pronunciation), pronunciation accuracy can decrease temporarily. When teachers facilitate practice in a controlled setting like the classroom, learners can prepare for more spontaneous situations.[[2]](#footnote-2)

Depending on their needs, learners are encouraged to work on the following pronunciation skills in class:

* Produce vowel sounds (e.g. long and short vowel sounds, schwa, diphthongs) and consonant sounds in learning the basic English sound set
* Produce most of the initial blends and digraphs in learning the basic English sound set
* Pronounce sounds in some terminal blends and digraphs in a controlled context (e.g. desk, pound, S-ending sounds)
* Apply letter and sound associations to pronounce word families (e.g. fat, cat)
* Practice minimal pairs (bit/bat) to focus on differences in sound, and be able to produce phonemes accurately
* Recognize syllables, be able to separate words into syllables, practice noting stressed and unstressed syllables and pauses in a variety of ways (e.g. voice emphasis, finger counting, tapping, marking a script, etc.)
* Control rate of speech for listener comprehension
* Use phrasing to group words into thought patterns (e.g. /*She’s not here*; / *I think her baby Nami is sick today*./)
* Practice linking and reductions to be able to produce phrases accurately (e.g. Try it. = /tra - yIt/; I don't know = I dunno)
* Use appropriate English stress patterns for intended meaning (e.g. length, loudness and pitch) applied to syllables in a word (Baseball, Weekend) and sentence stress (“I won’t do THAT” vs. “I WON’T do that”)
* Become increasingly intelligible with focused/controlled pronunciation practice
* Monitor production and self-correct within a conversation

S**peaking Strand, Standard 3: *English language learners will* Use a variety of strategies to acquire and convey meaning through spoken English**

| Low Beginning SPL 2 | **High Beginning**  SPL 3 | **Low Intermediate**  SPL 4 | **High Intermediate**  SPL 5 | **Advanced**  SPL 6 and above |
| --- | --- | --- | --- | --- |
| *By the end of the level, demonstrate previous benchmarks as needed, plus…*  S3.2a Ask for clarification or one-word translation (e.g. *How do you say muchacha in English?*)  S3.2b Convey meaning (however minimal) by using isolated words, memorized phrases, and some re-combinations of learned words or phrases  S3.2c If applicable, use cognates between English and other languages to gain meaning (e.g. scientific, medical or technical terms; Latin-based languages)  S3.2d Take risks using language in predictable situations (e.g. small groups in class, role plays, or with a prepped guest speaker) | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  S3.3a Monitor listener comprehension and clarify by using mime, drawing, or repeating  S3.3b Repair communication problems (e.g. *No, take a left, not a right*; *I said ‘a’ not ‘h’*)  S3.3c Use conversation strategies to participate actively (e.g. turn-taking, interrupting appropriately, attractingattention)  S3.3d Take risks using language in less predictable situations (e.g. outside of the classroom with support, in less familiar or less controlled situations) | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  S3.4a Monitor listener comprehension and explain something in a variety of ways to help a listener understand (e.g. rephrase, circumlocute, provide an example, spell or write the misunderstood word or phrase)  S3.4b Take an active role in a conversation (e.g. asking follow up information questions; asking for explanation; holding the floor; keeping your turn; resuming after interruption; changing the topic)  S3.4c Seek independent opportunities to practice speaking  S3.4d Take risks in spontaneous situations with native English speakers (e.g. with guest speakers in class, on a class field trip) | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  S3.5a Use appropriate placeholders (e.g. *I mean*) and hesitation techniques (e.g. *Um*) while searching for appropriate vocabulary and grammar  S3.5b If applicable, use knowledge of cognates or word structure between English and other languages  S3.5c Think ahead to sequence and organize thoughts in order to express themselves more clearly (e.g. use transition or sequence words such as also, first, next, after that) | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  S3.6a Explain challenging concepts through examples, anecdotes, or circumlocution  S3.6b Sequence and organize information for the listener (e.g. use of more sophisticated transitional words and phrases such as, *here’s another example*; *my point is*; *in that case*)  S3.6c Pay attention to the success of the interaction and adjust components of speech such as vocabulary, rate of speech, complexity of grammatical structures to maximize listener comprehension and involvement[[3]](#footnote-3) |

**Reading Strand, Standard 1: *English language learners will* Read and comprehend a variety of English texts for various purposes**

| Low Beginning  (SPL 2) | High Beginning  (SPL 3) | Low Intermediate  (SPL 4) | **High Intermediate**  (SPL 5) | Advanced  (SPL 6 and above) |
| --- | --- | --- | --- | --- |
| *By the end of the level,* *demonstrate previous benchmarks as needed, plus…*  R1.2a Read and understand short, simple paragraphs of simplified or adapted text on a familiar topic  R1.2b Scan and extract relevant information from a simplified or adapted formatted text (e.g. forms, labels, maps, schedules, notices, flyers)  R1.2c Read and follow simple, familiar one-step written directions (e.g. *Turn the page*; *Copy the word*.) | *By the end of the level,* *demonstrate previous benchmarks as needed, plus…*  R1.3a Read and understand simplified or adapted text that includes longer sentences (e.g. compound and some complex sentences)  R1.3b Identify main idea, supporting details, sequence, and common transitions (e.g. first, next) in simplified or adapted short texts on a familiar topic  R1.3c Compare/contrast information in simplified or adapted short texts on a familiar topic (e.g. *Linda gets up at 8:00 a.m. Jose gets up at 9:00 a.m*.)  R1.3d Read and follow multi-step written directions (e.g. *Write the correct word below each picture, and put the pictures in order*.) | *By the end of the level,* *demonstrate previous benchmarks as needed, plus…*  R1.4a Read and understand simplified or adapted multi-paragraph text on a familiar topic  R1.4b Identify main idea, supporting details, sequence, and transitions in simplified or adapted multi-paragraph text on a familiar topic  R1.4c Compare/ contrast information from a simplified or adapted multi-paragraph text on familiar subjects  R1.4d Use text features to predict general idea of a text (e.g. visuals, title, headings)  R1.4e Recognize the format and purpose of various genres (e.g. narrative, informational text, letter, poem) | *By the end of the level,* *demonstrate previous benchmarks as needed, plus…*  R1.5a Read and understand a multi-paragraph, authentic text on a familiar topic with support  R1.5b Identify and analyze cause/effect information  R1.5c Distinguish between fact and opinion  R1.5d Distinguish between relevant and irrelevant information  R1.5e Identify writer's purpose and point of view | *By the end of the level,* *demonstrate previous benchmarks as needed, plus…*    R1.6a Read, comprehend, and analyze multi-paragraph materials on everyday subjects (e.g. health brochure from a doctor, newspaper article, work newsletter, short story)  R1.6b Skim (to determine purpose of text) authentic prose or informational text  R1.6c Scan (for specific details) for information in authentic prose or informational text  R1.6d Make inferences and draw conclusions  R1.6e Compare/contrast information with other texts/sources |

**Reading Strand, Standard 2: *English language learners will* Acquire vocabulary and apply knowledge of English language structure**

**and mechanics to read and comprehend written text**

| Low Beginning (SPL 2) | High Beginning (SPL 3) | Low Intermediate (SPL 4) | High Intermediate (SPL 5) | Advanced (SPL 6 and above) |
| --- | --- | --- | --- | --- |
| *By the end of the level,* *demonstrate previous benchmarks as needed, plus…*  R2.2a Decode familiar words with several syllables (e.g. family; teacher)  R2.2b Read aloud short, simple sentences with minimal hesitation  R2.2c Read an increased number of phonetically regular and irregular high frequency words (e.g. today, there, have)  R2.2d Identify patterns and categorize words, as in word sorts (e.g. days of the week, foods, numbers)  R2.1e Identify common base words that comprise compound words (e.g. birthday, toothbrush)  R2.2f Develop vocabulary related to everyday needs and other targeted topics  R2.2g Recognize basic function words: pronouns, articles, prepositions, conjunctions, and auxiliary verbs (e.g. he, a/an, in, but, because, is)  R2.2h Locate direct pronoun referents (e.g*. Nami has a job. She works at the hospital*.)  R2.2i Understand the differences in meaning between simple present and present continuous tense  R2.2j Understand that word order affects meaning (e.g. *The Red Sox beat the Yankees* has a different meaning than *The Yankees beat the Red Sox*.)  R2.2k Recognize more complexpunctuation use (e.g. apostrophe for possession and contraction, quotation marks) | *By the end of the level,* *demonstrate previous benchmarks as needed, plus…*  R2.3a Use knowledge of common letter patterns to decode words (-*ight,* -*tion*)  R2.3b Follow punctuation cues when reading aloud  R2.3c Recognize alternate wording of basic information terms (e.g. date of birth/birth date)  R2.3d If applicable, use knowledge of cognates between English and other languages to gain meaning  R2.3e Identify base words and common inflections (e.g. dish, dishes; want, wanted; talk, talking; China, Chinese)  R2.3f Develop vocabulary including common antonyms and synonyms (e.g. open/close, wash/clean)  R2.3g Understand the differences in meaning of the present, present continuous, future, and past tenses | *By the end of the level,* *demonstrate previous benchmarks as needed, plus…*  R2.4a Use letter-sound knowledge to decode unfamiliar words  R2.4b Recognize most irregular high frequency words (e.g. would, again)  R2.4c Use phrasing when reading aloud to increase fluency (e.g. the girl/walked/into the room/  R2.4d Develop vocabulary including common roots and prefixes/suffixes, homonyms, transition words, words with multiple meanings, and some common idiomatic expressions  R2.4e Recognize intermediate function words: pronouns, prepositions, conjunctions, auxiliary verbs (e.g. that, since, have, was)  2.4f Understand the differences in meaning for the simple and continuous verb tenses and simple modals | *By the end of the level,* *demonstrate previous benchmarks as needed, plus…*  R2.5a Read with minimal hesitation (orally and silently)  R2.5b Develop vocabulary including word families (e.g. invest, investor, investment), common idioms, and some phrasal verbs  R2.5c Locate indirect pronoun referents (e.g. *Juan is late. It’s not his fault. The bus was not on time*.)  R2.5d Understand the difference in meaning for the simple, continuous, and present perfect verb tenses and modals | *By the end of the level,* *demonstrate previous benchmarks as needed, plus…*  R2.6a Read orally with expression (with appropriate pausing, stress, and intonation)  R2.6b Develop vocabulary including antonyms and synonyms, acronyms, common collocations, idioms, and phrasal verbs  R2.6c Distinguish between literal and figurative language (e.g. *My job stinks*.)  R2.6d Recognize advanced function words: pronouns, prepositions, conjunctions, auxiliary verbs (e.g. which, in spite of, although, neither/nor, would)  R2.6e Understand the differences in meaning for most verb tenses and forms, including the prefect tenses and active/passive voice  R2.6f Recognize all forms of punctuation (e.g. ellipses, colon) |

**Reading Strand, Standard 3: *English language learners will* Use a variety of strategies to comprehend written English**

| Low Beginning (SPL 2) | High Beginning (SPL 3) | Low Intermediate (SPL 4) | High Intermediate (SPL 5) | Advanced (SPL 6 and above) |
| --- | --- | --- | --- | --- |
| *By the end of the level,* *demonstrate previous benchmarks as needed, plus…*  R3.2a Use a place-holder word (e.g. “something”) for an unknown word and continue reading  R3.2b Self-monitor comprehension by identifying what is understood and what is not understood when reading a text | *By the end of the level,* *demonstrate previous benchmarks as needed, plus…*  R3.3a Read-on (read ahead) to get meaning from context  R3.3b Think-aloud (verbalize thoughts) and visualize while reading (e.g. ask yourself questions as you read, visualize the characters or scenes) | *By the end of the level,* *demonstrate previous benchmarks as needed, plus…*  R3.4a Focus on units or chunks of meaning rather than on individual words  R3.4b Use context clues to derive meaning of words with multiple meanings (e.g. *She runs to catch the bus*; *She runs a small company*.)  R3.4c Adjust reading rate depending on the purpose (e.g. reading for detail vs. for general idea)  3.4d Use a graphic organizer to organize information, ideas, words (e.g. word web, Venn diagram, timeline, K-W-L chart) | *By the end of the level,* *demonstrate previous benchmarks as needed, plus…*  R3.5a Identify and search for key words to make meaning (e.g. If reading for information about diabetes, look for words like *cause*, *symptom,* or *treatment* to aid comprehension)  R3.5b Look for key phrases to locate a definition of an unfamiliar word elsewhere in the text (e.g. *In other words*; *that is to say; for example*)  R3.5c Underline or highlight key ideas or words while reading | *By the end of the level,* *demonstrate previous benchmarks as needed, plus…*  R3.6a Vary reading strategies for different texts and for different purposes  R3.6b Take notes while reading (e.g. paraphrase in the margins, outline) |

**Writing Strand, Standard 1: *English language learners will:* Express themselves in written English for a variety of purposes**

| Low Beginning SPL 2 | High Beginning SPL 3 | Low Intermediate SPL 4 | **High Intermediate**  SPL 5 | Advanced SPL 6 and above |
| --- | --- | --- | --- | --- |
| *By the end of the level, demonstrate previous benchmarks as needed, plus…*  W1.2a Generate original statements on familiar topics, with some support (e.g. likes and dislikes, states of being, brief descriptions: *I like rice*; *Maria is sick.*)  W1.2b Fill out simplified forms with expanded personal identification information (e.g. place of birth, signature)  W1.2c Write lists (e.g. for shopping, personal schedule, classmates' names and phone numbers)  W1.2d Write simple answers to basic yes/no or information questions (written or spoken) | *By the end of the level, demonstrate previous benchmarks as needed, plus*  W1.3a Write several related statements on a familiar topic (e.g*. I am proud of my children. They work hard in school and they help me at home*.)  W1.3b Fill out simple authentic forms using models (e.g. library card application, school record form)  W1.3c Write short messages or notes, using models (e.g. phone message with basic information, thank you card, email) | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  W1.4a Organize related ideas around a theme (e.g. simple descriptions, narration of events, expressions of feelings)  W1.4b Fill out simple authentic forms (e.g. bank check, post office change-of-address form)  W1.4c Sequence steps or events, to give instructions, tell a story, or explain a process  W1.4d Express preferences, and comparisons | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  W1.5a Explain ideas, opinions, problems, or plans in some detail  W1.5b Fill out authentic forms using models (e.g. job application, medical history, order forms)  W1.5c Address a familiar audience in writing (e.g. short informal letters to teacher, classmates, colleagues) | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  W1.6a Elaborate ideas in a clear, cohesive passage  W1.6b Describe a procedure (e.g. how to obtain a loan, how to perform a task at work)  W1.6c Address an unfamiliar audience in writing (e.g. letters to editor or legislator, letter of complaint)  W1.6d Paraphrase or summarize information received orally, graphically, orfrom a written text |

**Writing Strand, Standard 2: *English language learners will* Acquire vocabulary and apply knowledge of English language structure and mechanics in writing**

| **Low Beginning**  SPL 2 | High Beginning  SPL 3 | Low Intermediate  SPL 4 | High Intermediate SPL 5 | Advanced ESOL SPL 6 and above |
| --- | --- | --- | --- | --- |
| *By the end of the level, demonstrate previous benchmarks as needed, plus…*  W2.2a Write affirmative sentences, formulaic questions, and all numbers, including those for time and money  W2.2b Use vocabulary related primarily to everyday needs, descriptions and daily activities (e.g. food, health, habits)  W2.2c Write a complete simple sentence (i.e. Subject-predicate)  W2.2d Use basic grammatical structures (e.g. simple present and present continuous verb tenses; common singular and plural nouns; common adjectives)  W2.2e Use capitalization (e.g. to begin a sentence, proper nouns, dates, addresses) and end punctuation (e.g. periods, and question marks in formulaic questions)  W2.2f Sound out words which follow phonetic rules (e.g. mom, cat, shop) in order to write correct spelling | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  W2.3a Write simple affirmative and negative sentences and questions using correct word order (e.g. *I do not eat pork*; *Where are you from?)*  W2.3b Use vocabulary for targeted topics (e.g. related to home, community, work)  W2.3c Connect several related sentences (e.g. using transition words, conjunctions, and pronouns)  W2.3d Use basic grammatical structures with support (e.g. simple future, some common irregular past tense verbs such as *was*, *went*, *had*; articles, direct object pronouns, prepositional phrases; frequency adverbs)  W2.3e Use basic punctuation (e.g. period for abbreviations; commas for series of words)  W2.3f Spell familiar words phonetically (i.e. apply letter/sound relationships to spell simple words) and apply some basic spelling rules (e.g. drop the *e* when adding *-ing*) | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  W2.4.a Construct compound sentences using simple conjunctions (e.g. and, or, but) and complex sentences using *because* or *when*  W2.4b Use vocabulary related to topics beyond personal sphere (e.g. local current events, world affairs, cross-cultural discussions)  W2.4c Write a paragraph with a beginning, middle and end, using teacher support    W2.4d Use intermediate grammatical structures (e.g. past continuous and some irregular past verb tenses; comparatives and superlatives)  W2.4e Use quotation marks, commas and apostrophes with support  W2.4f Demonstrate some control over spelling conventions, word families, common spelling patterns (e.g. *silent* *e*; *-tion*). | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  W2.5a Construct sentences using a variety of dependent clauses (e.g. *I know where he lives*; *When I eat too much, I get sick*.)  W2.5b Use expanded vocabulary that includes abstract nouns (e.g. convenience; luck; diversity) and some common idiomatic expressions (e.g. take care of; count on)  W2.5c Write a paragraph with a clear focus and a beginning, middle, and end  W2.5d Use intermediate grammatical structures (e.g. present perfect, some modals; indirect object pronouns)  2.5e Apply conventional spelling rules (e.g. understand spelling options for long vowel sounds, double consonants with *-ed* or *--ing*), or understanding of inflections (e.g. *-ness*) to spell accurately | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  W2.6a Use a range of simple, compound and complex sentences  W2.6b Demonstrate varied and effective word choice and some figurative language (e.g. house vs. home; play it by ear)  W2.6c Write several related, organized paragraphs with an introduction, developed ideas, and conclusion  W2.6d Use advanced grammatical structures (e.g. present perfect progressive tense, passive voice; participial adjectives; conditionals)  W2.6e Use punctuation and capitalization correctly |

**Writing Strand, Standard 3: *English language learners will* Use a variety of strategies to acquire language and convey meaning through written English**

| Low Beginning SPL 2 | High Beginning SPL 3 | Low Intermediate SPL 4 | **High Intermediate** SPL 5 | Advanced SPL 6 and above |
| --- | --- | --- | --- | --- |
| *By the end of the level, demonstrate previous benchmarks as needed, plus…*  W3.2a Practice sentence structure and mechanics by copying sentences and simple, short paragraphs  W3.2b Practice spelling by writing targeted words several times  W3.2c Label objects to recall or reinforce new vocabulary | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  W3.3a Practice putting ideas in writing, however minimally  W3.3b Use *invented spelling*, words from *L1*, or other placeholders when writing unfamiliar words in order to keep writing  W3.4c Attempt to self-correct writing errors when location of errors has been pointed out  W3.3d Use graphic organizers (e.g. word web, time line) as a way to organize thoughts | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  W3.4a Develop ideas through pre-writing activities (e.g. *free writing*, mind mapping) without stopping to correct grammar or spelling  W3.4b Take risks by writing longer sentences and using new vocabulary  W3.4c Type written work on word processor/computer to facilitate revising (if they already know how to type) | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  W3.5a Revise successive drafts for clarity (i.e. content and organization) before editing for correctness (spelling, punctuation, grammar)  W3.5b Take risks by putting complex ideas in writing  W3.5c Examine and learn about writing from reading well-written / exemplary texts | *By the end of the level, demonstrate previous benchmarks as needed, plus…*  W3.6a Rewrite several drafts of own writing, as needed, basing revisions on feedback from others and from self. (The final draft does not need to be perfect)  W3.6b Attempt to identify and self-edit own errors (e.g. using spell checker, dictionary) in order to develop independent writing |

1. MaryAnn Cunningham Florez, “Improving Adult ESL Learners’ Pronunciation Skills, *NCLE Digest* (Dec. 1998) [↑](#footnote-ref-1)
2. Linda Grant, from Form to Meaning: Bridges in Pronunciation (TESOL Matters, vol. 9, #6, Dec 1999/Jan. 2000 [↑](#footnote-ref-2)
3. Brown, 1994, in Florez, *NCLE Digest* June 1999 [↑](#footnote-ref-3)