



# E N G L I S H

## AS A SECOND LANGUAGE

Middle School 6-8



Language Acquisition Support Services  
Adams 12 Five Star Schools  
1500 E. 128th Avenue  
Thornton, CO 80241

**Adams 12 Five Star Schools**  
1500 E. 128<sup>th</sup> Avenue  
Thornton, Colorado 80241

---

**BOARD OF EDUCATION**  
**2008-2009**

Mrs. Cynthia K. Dascher .....President  
Mr. William R. Jones ..... Vice President  
Dr. Darwin J. Strickland ..... Secretary  
Mr. Mark D. Clark ..... Director  
Dr. Frederick J. Schaefer ..... Director

Dr. Michael F. Paskewicz ..... Superintendent of Schools  
Treasurer for the Board of Education

---

**ENGLISH**  
**as a**  
**Second Language**

**Content Standards and Checklists**

**Middle School 6-8**

Standard 1: Listening  
Standard 2: Speaking  
Standard 3: Reading  
Standard 4: Writing

Developed by The Colorado Department of Education  
and  
Adams 12 Five Star Schools

## ESL SECONDARY STANDARDS – MIDDLE LEVEL – 6-8

**STANDARD 1: Students listen for information and understanding, using a variety of sources, for academic and social purposes**

\*

BEGINNING LEVEL		
*Benchmark (Grades 6-12)	Definition or Clarification	Examples (at least 3)
Follows clear one-step directions in 1:1 and group situations.	One step directions in the context of the classroom or community.	<ul style="list-style-type: none"> <li>C "Raise your hand."</li> <li>C "Stand up"</li> <li>C "Sit down"</li> <li>C "Open and close your book"</li> </ul>
Responds non-verbally or in one- or two-word phrases to greetings and requests in 1:1 and group situations.	<ul style="list-style-type: none"> <li>C Response shows comprehension of request.</li> <li>C Relevancy of response and not grammatical correctness should be evaluated since the standard is listening and not speaking.</li> </ul>	<ul style="list-style-type: none"> <li>C "How are you?" "Fine"</li> <li>C "Please go get a book" (Student brings a book to the teacher)</li> <li>C "Please sit down" (Student sits down)</li> </ul>
Responds to simple questions with one or two words in 1:1 situations (e.g.: yes/no, open ended, personal information, either/or)	<ul style="list-style-type: none"> <li>C Response shows comprehension of question.</li> </ul>	<ul style="list-style-type: none"> <li>C "Where are you from?" "Mexico"</li> <li>C "Do you like ice cream?" "Yes."</li> <li>C "Do you like soccer or basketball?" "Soccer."</li> <li>C "What do you like to do?" (Student gives relevant answer.)</li> </ul>
Demonstrates comprehension of stories, information and academic content by responding non-verbally (e.g.: listening, pointing, moving, matching, drawing, and gesturing)	Literal/Basic Comprehension of orally-presented information	<ul style="list-style-type: none"> <li>C Show me/point to the... (Student points to correct item)</li> <li>C Students matches picture with vocabulary words</li> <li>C Student draws a picture pertaining to story</li> </ul>
Understands key words, phrases and simple sentences	Survival language in the school/community In person or on the telephone	<ul style="list-style-type: none"> <li>C Understands locker directions</li> <li>C Key words: Cafeteria, bathroom, schedule, electives, money, names of community places</li> <li>C Key phrases: It's time for....</li> <li>C This costs...</li> <li>C He's not here right now. Call back</li> <li>C Later.</li> </ul>
Recognizes patterns of sounds in oral language (e.g. rhyming, alliteration and assonance)	Phonemic awareness	<ul style="list-style-type: none"> <li>C Student can predict the rhyming word in a poem after becoming familiar with it</li> <li>C Student can recognize alliteration and assonance in a work of literature</li> </ul>

\* Note that all listening benchmarks are identical for grades 6-12

**BEGINNING LEVEL**

<b>*Benchmark (Grades 6-12)</b>	<b>Definition or Clarification</b>	<b>Examples (at least 3)</b>
Listens for specific purposes, main ideas, and details	Academic content or in community situations	<ul style="list-style-type: none"><li>C In person or on the phone- come back or call back at (certain time)</li><li>C Can follow basic directions on how to get somewhere</li><li>C Draw a picture of main idea</li><li>C Sequence events of a story through pictures (cut and paste)</li><li>C Student can hear a physical description of a noun/verb and then draw or identify a picture of that thing</li><li>C Become familiar with emergency alarms and school bells</li></ul>
Hears and discriminates among a number of phonemes representing sounds specific to the English language		<ul style="list-style-type: none"><li>C Distinguish between consonant and vowel sounds</li><li>C Identifies blends (ex. Can hear a words and identify another word that contains the same blend)</li><li>C Identifies beginning and ending sounds in words</li></ul>

**STANDARD 1: Students listen for information and understanding, using a variety of sources, for academic and social purposes**

\*

INTERMEDIATE LEVEL		
*Benchmark (Grades 6-12)	Definition or Clarification	Examples (at least 3)
Follows multi-step directions in group situations		<ul style="list-style-type: none"> <li>C Pick up your pencil and take out a piece of paper</li> <li>C When you're done with the worksheet, go get your book and open it to page...</li> <li>C Get in groups of four, choose one person to get the materials, get out your books and listen for directions</li> </ul>
Responds to familiar social and academic language	<p>Familiar academic language</p> <p>Content vocabulary — Academic Tasks (e.g. math, science — label, explain social studies — underline, describe)</p>	<ul style="list-style-type: none"> <li>C Comprehends language involved in school procedures (cafeteria, announcements, etc.)</li> <li>C Comprehends peer conflicts/friendships</li> <li>C Comprehends basic CSAP terminology</li> <li>C Follows teacher directions relating to content area tasks</li> <li>C Understands basic content vocabulary</li> </ul>
Responds to simple and some complex questions with words and phrases (e.g. open-ended, either/or, wh ?s/ how)		<ul style="list-style-type: none"> <li>C What did you do over the weekend? (Student responds appropriately)</li> <li>C Would you rather have a million dollars or a new car? (Student gives preference)</li> <li>C How do you get to your house from here?</li> </ul>
Comprehends stories, key concepts of content area information and oral presentations with contextual support (e.g. graphic organizers, posters, diagrams, charts)	This would be like a sheltered content class.	<ul style="list-style-type: none"> <li>C Student can answer all basic questions and some higher level questions about content or stories</li> <li>C Students can provide an appropriate written response to content</li> <li>C Students can relate information to their own lives</li> </ul>
Identifies story elements	When a story is <u>read</u> to them.	<p>After students have <u>listened</u> to a story, they can identify:</p> <ul style="list-style-type: none"> <li>-author                      -problem</li> <li>-title                         -solution</li> <li>-setting                       -climax</li> <li>-character                   -plot</li> <li>-main idea                   -theme</li> </ul>

\* Note that all listening benchmarks are identical for grades 6-12.

**STANDARD 1: Students listen for information and understanding, using a variety of sources, for academic and social purposes**

\*

<b>ADVANCED LEVEL</b>		
<b>*Benchmark (Grades 6-12)</b>	<b>Definition or Clarification</b>	<b>Examples (at least 3)</b>
Follows complex multi-step directions involving multiple options and choices		<ul style="list-style-type: none"> <li>C Get into a group and decide who will be illustrator, etc. and then create a diagram of ...</li> <li>C Comprehends and responds to a choice of behavior consequences</li> </ul>
Follows meaning when working in small group or whole class discussions on personal, social, or grade-level academic topics		<ul style="list-style-type: none"> <li>C Participates fully in cooperative groups</li> <li>C Contributes to class discussions</li> <li>C Understands details of events leading up to a conflict</li> </ul>
Analyzes, evaluates and examines conversations and orally-presented stories and content		<ul style="list-style-type: none"> <li>C Complete a Venn diagram based on oral information</li> <li>C Student can serve as a witness for a heated conversation</li> <li>C Can give an opinion based on oral information</li> <li>C Student can summarize the content of a video related to academic content</li> </ul>
Comprehends stories and content area concepts at or near grade level with contextual support (graphic organizers, posters, diagrams and charts)		<ul style="list-style-type: none"> <li>C Students can analyze, evaluate and examine orally-presented content through oral or written means</li> <li>C Students can relate orally presented information across content areas</li> <li>C Students can write their own continuation of a story or their own story based on a story they heard read</li> </ul>
Responds to increasingly complex and content-related questions about newly learned information (e.g. inference, comparison, summarization, point of view, disagreeing)		<ul style="list-style-type: none"> <li>C Teacher reads story and asks whose point of view the story is from</li> <li>C Teacher reads a newspaper article and student responds as to whether he/she agrees or disagrees and why</li> <li>C "How does this compare to what we learned last week?"</li> </ul>
Demonstrates understanding of some language subtleties (e.g. figurative language, humor, sarcasm and common idioms)		<ul style="list-style-type: none"> <li>C Students have the ability to understand and laugh when they hear a joke</li> <li>C Explain a metaphorical poem presented orally</li> <li>C Students understand sarcastic comments and don't take offense.</li> </ul>

\* Note that all listening benchmarks are identical for grades 6-12.

**STANDARD 2: Students speak to convey information and understanding, using a variety of sources, for academic and social purposes.**

\*

<b>BEGINNING LEVEL</b>		
<b>*Benchmark (Grades 6-12)</b>	<b>Definition or Clarification</b>	<b>Examples (at least 3)</b>
Uses gestures, single words, and simple phrases during basic conversation and to communicate in social and academic settings	<ul style="list-style-type: none"> <li>C Community /survival skills</li> <li>C Social settings include in school and out in the community (stores, restaurants, hospital, clinics)</li> <li>C This benchmark includes how to pay for gas, groceries, clothing, etc.</li> </ul>	<ul style="list-style-type: none"> <li>C I don't like that. I want this one, please</li> <li>C Will you speak more slowly, please?</li> <li>C Lunch line language</li> </ul>
Uses both social and academic learned vocabulary in context	<ul style="list-style-type: none"> <li>C School social</li> <li>C School academic</li> <li>C Community social</li> <li>C Community survival</li> <li>C Job vocabulary and skills</li> </ul>	<ul style="list-style-type: none"> <li>C Job vocab. Words like late, shift, dress/uniform</li> <li>C Transportation vocab.</li> <li>C On the phone/asking directions</li> <li>C School communication needs</li> <li>C Advocacy skills</li> <li>C Interpersonal relations</li> </ul>
States basic personal information and preferences	<ul style="list-style-type: none"> <li>C Refusal skills</li> <li>C Advocacy skills</li> </ul>	<ul style="list-style-type: none"> <li>C Don't copy my paper</li> <li>C Give me back my calculator</li> <li>C Be quiet, please</li> <li>C Speak to me in English</li> <li>C My name is..., I live.... Etc.</li> </ul>
Makes simple presentations in small groups using single words and phrases and visual support	Like a show and tell	Personal info. about your own country I have .... Brothers I like... I don't like...
GRADES 6-8 Retells predictable and familiar stories using single words and phrases	Story structure	Can define character, setting using similar phrasing and vocabulary
GRADES 9-12 Restates information from story	More detail	Character, setting, problems, events and solution Same as grades 6-8, but paraphrasing with some of their own words
Responds to simple questions related to immediate context with single words and phrases		Where are you from? Did John eat the apple? Would you like a pencil or a pen?
Asks questions to obtain and clarify information using single words and phrases.		Where is the restroom? Can I have a late pass? What is tomorrow's schedule? When is school over? When is the homework due?
Approximates pronunciation of single words.		<ul style="list-style-type: none"> <li>C Estates/ sstates</li> <li>C They vs. thing (voiced vs. unvoiced)</li> <li>C Denver vs. Denber</li> <li>C Hello/Jello</li> </ul>

\* Note that almost all speaking benchmarks are identical for grades 6-12.

**STANDARD 2: Students speak to convey information and understanding, using a variety of sources, for academic and social purposes.**

\*

<b>INTERMEDIATE LEVEL</b>		
<b>*Benchmark (Grades 6-12)</b>	<b>Definition or Clarification</b>	<b>Examples (at least 3)</b>
Uses appropriate language in a variety of settings	School, community	<ul style="list-style-type: none"> <li>• May I have...</li> <li>• Excuse me.....</li> <li>• I don't understand</li> </ul>
Uses key content and descriptive vocabulary	Personal, observable, school traits Key academic content	<ul style="list-style-type: none"> <li>• In my country the weather is....</li> <li>• The girl in the story is .... and .....</li> <li>• Our school is....</li> <li>• (Verb, tense)</li> </ul>
Communicates ideas about a wide range of topics, both social and academic using simple sentences		<ul style="list-style-type: none"> <li>• Likes/dislikes</li> <li>• Actions</li> <li>• Descriptions</li> <li>• Attitudes, feelings</li> <li>• I think the story was .....</li> <li>• The best answer is .....</li> </ul>
Restates information and identifies the main idea and some details using sentences (e.g. oral presentations, texts, media, etc.)		<ul style="list-style-type: none"> <li>• Today in science I learned....</li> <li>• The movie/presentation was about.....</li> <li>• The chapter was about .....</li> </ul>
Initiates and maintains conversation in social and academic settings about familiar topics		<ul style="list-style-type: none"> <li>• What did you do this weekend?</li> <li>• Did you understand the math homework?</li> <li>• Why are you mad at me?</li> </ul>
Contributes to classroom and small groups discussions by asking and responding to questions to obtain, clarify and extend information.		<ul style="list-style-type: none"> <li>• Explain your answer.</li> <li>• Why do you think/feel that way?</li> <li>• I feel that way because.....</li> </ul>
Contributes to content area discussions in small groups by summarizing, defining, and explaining using simple sentences		<ul style="list-style-type: none"> <li>• These two butterflies are different because...</li> <li>• The role of the Nile River was....</li> <li>• Someone can get SARS by.....</li> </ul>
GRADES 9-12- giving opinions using simple sentences		<ul style="list-style-type: none"> <li>• 9-12 I think it is wrong because.....</li> </ul>
Delivers short presentations on content area concepts in small groups using visual aids.		<ul style="list-style-type: none"> <li>• Content-based extemporaneous</li> <li>• Researched presentation from note cards</li> <li>• PowerPoint presentation</li> <li>• Explains a display on.....</li> </ul>
Uses some humor		<ul style="list-style-type: none"> <li>• Tells an appropriate joke</li> <li>• Jazz Chants</li> <li>• Can explain what was funny in a movie, comics, etc.</li> </ul>
Approximates pronunciation, rhythm, stress and intonation of English	Inflection	<ul style="list-style-type: none"> <li>• Jazz Chants</li> <li>• Choral/individual readings of poetry</li> <li>• One-act, three-act plays</li> </ul>

\* Note that all speaking benchmarks are identical for grades 6-12.

**STANDARD 2: Students speak to convey information and understanding, using a variety of sources, for academic and social purposes.**

\*

ADVANCED LEVEL		
*Benchmark (Grades 6-12)	Definition or Clarification	Examples (at least 3)
Communicates information, observations, ideas and expresses feelings in conversations		<ul style="list-style-type: none"> <li>C Responds to current events</li> <li>C Explains the process and implications of cloning</li> <li>C What is favorite sports team and why</li> </ul>
Engages in collaborative activities through a variety of student groupings to gather, share, express and interpret opinions, organize and present information  GRADES 9-12 discuss, reflect on, analyze and synthesize information		<ul style="list-style-type: none"> <li>C Presented with a question, react, discuss and present results of that discussion</li> <li>C Teacher-directed instruction to small groups, groups go back to home groups to present info. (jigsaw)</li> <li>C GRADES 9-12 Teacher determines topic, students share reflections- analyzing/synthesizing and present group findings (What were the causes of World War II?)</li> </ul>
Contributes to content area discussions by asking and responding to questions, paraphrasing, justifying, examining and defending point of view.  GRADES 9-12 No paraphrasing		<ul style="list-style-type: none"> <li>C Debate</li> <li>C Socratic seminar</li> </ul>
Prepares/delivers presentations/reports across content which include purpose, points of view, introduction, transition, and conclusion		<ul style="list-style-type: none"> <li>C Prepare cause/effect assignment about</li> <li>C Scientific discovery and the effect on environment and society</li> <li>C Geographical and historical significance of a region upon a conflict</li> </ul>
Uses both formal/informal language (e.g. interviewing, persuasive speech) with attention to grammar, vocabulary, intonation and pronunciation		<ul style="list-style-type: none"> <li>C Mock interview</li> <li>C Mock trial</li> <li>C Prepare a short play that communicates the emotions of the characters</li> <li>C Prepare a speech that shows your opinion of the subject</li> </ul>
Uses figurative language (e.g. metaphors, similes, hyperbole)		<ul style="list-style-type: none"> <li>C Poetry, examples of</li> <li>C Define 3 uses of figurative language by the author of a passage</li> <li>C Respond to questions using figurative language</li> </ul>
Uses technical, expanded, descriptive vocabulary related to content areas		<ul style="list-style-type: none"> <li>C Student can explain photosynthesis using appropriate vocabulary</li> <li>C Student can give a presentation about the causes of the Vietnam war</li> <li>C Verbally outline the plot of a story</li> </ul>

\* Note that all speaking benchmarks are identical for grades 6-12.

**STANDARD 3: Students read for information and understanding, using a variety of sources, for academic and social purposes.**

<b>BEGINNING LEVEL GRADES 6-8</b>		
<b>Benchmark</b>	<b>Definition or Clarification</b>	<b>Examples (at least 3)</b>
Demonstrates knowledge of sound-symbol relationship in context and in own reading and writing	After a language experience (dramatization) Pronunciation demonstrates accurate reading of words in context regardless of accent	Pronunciation of words in context is appropriate Ex. Tear- crying Tear- paper Read- present or past
Recognizes, decodes and pronounces high frequency sight words while reading aloud.	Recognizes sight words from a standard sight word list (i.e. dulch) in context of any reading, not just a list  Group suggests removing decodes.	Can read and recognize and correctly pronounce sight words in a routine passage  Ex. Written daily: C What is the weather? C What is the day/date? C Student can recognize question word C What, and the
Applies reading skills from prior knowledge to recognize and comprehend various text structures and print conventions from various sources	Recognizes standard punctuation, capitalization, and correct sentence and paragraph forms	C . , ? “ “ C Start of a sentence gets a capital, end gets a period C Indentation for a new paragraph C Who is talking as quotations C Stop at the period C Read inflection of a question correctly
Identifies and uses beginning reading strategies to make text comprehensible and meaningful (e.g. illustrations, graphic organizers, text features, pacing, word attack skills, picture/bilingual dictionaries)		C Teacher uses graphic organizers for scaffolding of text information C Students use titles, captions and bold face C Slower pace for content reading/difficult text
Identifies main ideas, details and sequence of event from modified/visually supported texts based on purpose for reading, using non-verbal, or one- or two-word phrases		i.e. using an ESL 6 interdisciplinary text (Scott Foresman) i.e. using beginner level True Stories in the News (Pearson/Longman)
Follows one-step written directions, schedules, calendars (	In context added by group	Can follow school calendar, agendas, rules, etc.
(The group added this benchmark from the high school benchmarks) Recognizes and interprets information from academic content sources, e.g.: graphs, maps, graphic organizers, diagrams		Can recognize longitude/latitude, graphs, compass rose on maps, map keys, webs, t-charts, scientific diagrams

**STANDARD 3: Students read for information and understanding, using a variety of sources, for academic and social purposes.**

<b>INTERMEDIATE LEVEL GRADES 6-8</b>		
<b>Benchmark</b>	<b>Definition or Clarification</b>	<b>Examples (at least 3)</b>
Recognizes, decodes and pronounces new vocabulary in context.	Group suggests that it say "...high frequency vocabulary with ease and comprehension"	
Comprehends key concepts of grade-appropriate content area text with support.	Not just language arts texts for the ELL class, but in content classes using grade level texts. Students will not read at grade level with support needs to be fully understood by teachers that students can not read at grade level, but, can comprehend key concepts if other scaffolds are utilized in the class (i.e. graphic organizers, etc.)	Scaffold with graphic organizers with reduced verbiage and use of visuals and manipulatives  Group suggests adding, "when instruction is delivered using scaffolds in the classroom" and taking away the word support from the benchmark.
Applies reading skills from prior knowledge to comprehend various print/media sources in a variety of genre		Can comprehend media resources such as Yahoo!igans and World Book of Knowledge
Identifies and uses reading strategies to gain information and make text comprehensible and meaningful, e.g.: predicting, questioning, summarizing, self-correcting, evaluating, compare/contrast, print and media resources	Group would add: preview, skim, scan, making text connections	
Identifies elements of a story, main ideas, details, and sequence of events from modified/visually supported texts based upon purpose for reading using simple sentences and paragraphs		

**INTERMEDIATE LEVEL GRADES 6-8**

<b>Benchmark</b>	<b>Definition or Clarification</b>	<b>Examples (at least 3)</b>
Uses grade-appropriate syntax/contextual clues to gain meaning from new vocabulary	Materials must be at appropriate reading level that uses grade level appropriate content. Frustration level of reading cannot be too high or new learning will not be comprehended with self-independent reading. Vocabulary will need to be understood prior to reading through scaffolded instruction if they are given current grade level reading.	
Responds to stories and text using simple sentences and paragraphs	Comprehends is reading. Respond would be in speaking or writing.  Group would rewrite: COMPREHENDS stories and text written in simple sentences and paragraphs.	Comprehension will be shown through discussion/input after reading. May be shown through writing/answering written questions.
Follows multi-step written directions	Group would add to this: to complete assigned tasks with support	Students can circle direction words and tell what they need to do.
GROUP WOULD ADD AN ADDITIONAL BENCHMARK FOR GRADES 6-8 taken from grades 9-12 Reads, recognizes, interprets, responds, and expands upon information from various academic sources, both print and electronic		Can retell, formulate, summarize, draw conclusions, and use basic inference skills

**STANDARD 3: Students read for information and understanding, using a variety of sources, for academic and social purposes.**

<b>ADVANCED LEVEL GRADES 6-8</b>		
<b>Benchmark</b>	<b>Definition or Clarification</b>	<b>Examples (at least 3)</b>
Uses a variety of reading strategies to understand more complex text and unfamiliar words from print and media resources, e.g.: paraphrasing, skimming/scanning, problem solving, syntax, compare/contrast, cause/effect	Suggest removing more complex text to at or near grade level text  With supports Scaffold/sheltered instruction still needed	
Comprehends grade-appropriate content area text with support	Instruction delivery must use scaffolding techniques. One again it is about the instruction, not the individual student reading. Reduce text verbage, instructional verbage, use of visuals, manipulatives, etc.	
Identifies elements of a story, main ideas, details, and sequence of events at or near grade level		
Gathers, organizes, reads, analyzes and interprets information related to academic content areas from various sources, e.g.: reference books, magazines, textbooks, internet, media presentations, etc.		
Uses multiple resources at grade level to draw inferences, conclusions, and generalizations, e.g.: glossaries, indexes, graphs, illustrations, headings, subheadings, key vocabulary		
Responds to near or at grade level text by defending, justifying, supporting inferences and evaluating		
Reads aloud with confidence, accuracy, intonation and fluency		
Follows multi-step written directions to complete grade level tasks independently		
Responds appropriately to some of language subtleties, e.g.: common idioms, slang, humor, figurative language, sarcasm		

**STANDARD 4: Students write to convey information and understanding, using a variety of sources, for academic and social purposes.**

<b>INTERMEDIATE LEVEL GRADES 6-8</b>		
<b>Benchmark</b>	<b>Definition or Clarification</b>	<b>Examples (at least 3)</b>
Uses basic sentence patterns with conventional spelling, capitalization and punctuation.	Students write complex sentences with proper capitalization	<ul style="list-style-type: none"> <li>C Common and proper nouns capitalization</li> <li>C Commas</li> <li>C Writing a complete sentence with a complete thought (noun/verb + object)</li> </ul>
Uses print for social communication	Convey intent through writing (familiar with: notes, letters, emails, diary)	<ul style="list-style-type: none"> <li>C Journal</li> <li>C Email</li> <li>C Letter writing</li> <li>C Invitation</li> </ul>
Describes character and setting and summarizes events in literature.	Teach specific literature vocab: characters, setting, problem, climax, plot, conclusion	<ul style="list-style-type: none"> <li>C Character sketch</li> <li>C Identify setting</li> <li>C Writes summary of story</li> </ul>
Uses vocabulary related to key concepts in content areas.	Recognize and use content area vocabulary.	<ul style="list-style-type: none"> <li>C Writes summaries with new vocabulary</li> <li>C Creates stories with vocabulary in other context</li> </ul>
Records and organizes procedures classroom procedures, "how-to" pieces (science experiments, math problem-solving, directions)	Teach sequence writing.	<ul style="list-style-type: none"> <li>C Language experience approach (make PB&amp;J sandwich- write sequence paragraph)</li> <li>C Write directions to places in a neighborhood</li> <li>C Story problems for math</li> </ul>
Writes narrative stories with a strong story line that connect to personal background knowledge and include the elements of setting and characters.	Elements of fiction, non-fiction and autobiography.	<ul style="list-style-type: none"> <li>C Autobiography (past, present, future)</li> <li>C Create fiction/non-fiction stories based on personal experiences.</li> </ul>
Writes paragraphs and short expository comparison.	Teach: <ul style="list-style-type: none"> <li>C Graphic organizers for compare/contrast cause/effect &amp; problem/solution</li> <li>C Teach transitional words</li> <li>C Model writing these types of paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>C Pose problems based on meaningful, actual events, i.e. teenage problems, school issues</li> <li>C Write letters to principal</li> <li>C Write persuasive essays</li> </ul>
Use figurative language (simile, metaphor)	Teach at least five forms of figurative language.	<ul style="list-style-type: none"> <li>C Recognize it in reading</li> <li>C Simile, metaphor, alliteration, onomatopoeia, personification (write pattern poetry)</li> <li>C Include a rubric to include one in a piece of writing</li> </ul>

**INTERMEDIATE LEVEL GRADES 6-8**

<b>Benchmark</b>	<b>Definition or Clarification</b>	<b>Examples (at least 3)</b>
Communicates in writing using a variety of genre (narrative, content area reports, letter writing, poetry, autobiography)	Teach and have students write in most genres.	<ul style="list-style-type: none"> <li>C Biopoem</li> <li>C Different types of essays (at least 3 paragraphs)</li> <li>C Tie letter writing to content areas (Dear Ed, I am an active volcano)</li> </ul>
Edits for basic conventions of writing and revises for appropriate word choice and organizations	Teach different types of genres: read many genres.  Read/write connections	<ul style="list-style-type: none"> <li>C Checklist for editing</li> <li>C 6 trait checklist</li> <li>C Provide students a writing rubric for various kinds of writing</li> </ul>
Incorporates resource materials into writing (maps, Internet sites, encyclopedia)	<ul style="list-style-type: none"> <li>C Teach the Internet</li> <li>C Teach map reading skills</li> <li>C Teach graph skills</li> </ul>	<ul style="list-style-type: none"> <li>C Learn to write a bibliography/cite source materials when researching</li> <li>C Students can explain a map</li> <li>C Student supports writing with different sources</li> <li>C Interpret graphs</li> </ul>

**STANDARD 4: Students write to convey information and understanding, using a variety of sources, for academic and social purposes.**

<b>ADVANCED LEVEL GRADES 6-8</b>		
<b>Benchmark</b>	<b>Definition or Clarification</b>	<b>Examples (at least 3)</b>
Responds appropriately to a prompt using narrative, expository, or persuasive writing.	Teach difference between narrative, expository, and persuasive writing. Read examples and practice writing.	<ul style="list-style-type: none"> <li>C Write narrative, expository and persuasive essays- 5 paragraph form</li> <li>C Presentations based on essays (PowerPoint)</li> </ul>
Provides written responses such as identifying main idea, supporting details, plot and characterization	<ul style="list-style-type: none"> <li>C Teach parts of literature</li> <li>C And identify literature part</li> <li>C Teach reading skills: predict, skim/scan, detail</li> </ul>	<ul style="list-style-type: none"> <li>C Fill out graphic organizer (i.e. storyboard with characters, setting, events, etc.</li> <li>C Analyze a character</li> <li>C Predict story in writing</li> <li>C Analyze literature (I liked it because)</li> </ul>
Critiques literature including connections to personal experience.	Teach self/text strategies.	Write about a relationship to character or event from your life.
Plans, revises and proofreads own writing.	<ul style="list-style-type: none"> <li>C Teach editing marks</li> <li>C Teach students to reread their own writing</li> </ul>	<ul style="list-style-type: none"> <li>C Writing checklist</li> <li>C Provide rubric for writing</li> <li>C 6 trait writing</li> <li>C Peer critique/teach critical friends group strategies</li> </ul>
Uses complex sentence structures with grade-appropriate vocabulary, appropriate syntax and conventions (spelling, capitalization, punctuation)	Teach 6 trait writing rubric.	<ul style="list-style-type: none"> <li>C Use a rubric for writing</li> <li>C Model good complex sentences</li> <li>C Practice writing</li> </ul>
Uses strategies of note taking, outlining, summarizing in content areas	<ul style="list-style-type: none"> <li>C Teach non-fiction and scientific reading and writing</li> <li>C Teach student writing based on facts (scientific persuasive essay)</li> </ul>	<ul style="list-style-type: none"> <li>C Two-column notes</li> <li>C Outlines</li> <li>C Research on Internet or in books</li> <li>C Students should be able to use notes to write their own paper (no plagiarism)</li> </ul>
Develops a clear thesis and supports it. (analogies, quotations, facts, statistics, comparisons)	Teach research paper skills.	<ul style="list-style-type: none"> <li>C Write a well-researched paper</li> <li>C Incorporates thesis statement in first paragraph</li> <li>C Proper use of quotations</li> <li>C 5- paragraph essay or more</li> </ul>
Uses and cites various resources including electronic media in content area reports.	Teach various forms of citations (in text and bibliography)	C Students should be capable of using technology as well as book and combines resources for paper
Creates coherent, multi-paragraph composition through effective transitions, accurate grammar and syntax.	Teach a 5-paragraph essay to multi-page essay.	<ul style="list-style-type: none"> <li>C Write a 5-paragraph essay.</li> <li>C Students present papers to group as a professional type skill.</li> </ul>
Write clear and accurate descriptions and comparisons, including the use of figurative language.	Teach descriptive writing.	<ul style="list-style-type: none"> <li>C Show clarity in use of figurative language.</li> <li>C Can write a well-written descriptive paper</li> </ul>
Selects a focus and a point of view for written presentations and justifies this selection.	Teach persuasive essay and presentation skills.	Students debate with solid proof and have a written paper to support it.

**SECONDARY ESL CHECKLIST  
GRADES 6-8 — BEGINNER LEVEL**

Student Name _____		Grade Level _____	
Date of Entry in ESL Program _____			
Date Observed	Listening Benchmark <i>(Information in parentheses is not part of the benchmark, just a clarification.)</i>	Examples	Comments About Student's Progress
	Follows clear one-step directions in 1:1 and group situations. <i>(One step directions in the context of the classroom or community)</i>	"Raise your hand." "Stand up" "Sit down" "Open and close your book"	
	Responds non-verbally or in one-or two-word phrases to greetings and requests in 1:1 and group situations. <i>(Response shows comprehension of request. Relevancy of response and not grammatical correctness should be evaluated since the standard is listening and not speaking.)</i>	-"How are you?" "Fine" -"Please go get a book" (Student brings a book to the teacher) -"Please sit down" (Student sits down)	
	Responds to simple questions with one or two words in 1:1 situations (e.g.: yes/no, open ended, personal information, either/or) <i>(Response shows comprehension of question)</i>	-"Where are you from?" "Mexico" -"Do you like ice cream?" "Yes." -"Do you like soccer or basketball?" "Soccer." -"What do you like to do?" (Student gives relevant answer.)	
	Demonstrates comprehension of stories, information and academic content by responding non-verbally (e.g.: listening, pointing, moving, matching, drawing, and gesturing) <i>(Literal/Basic Comprehension of orally-presented information)</i>	-Show me/point to the... (Student points to correct item) -Students matches picture with vocabulary words -Student draws a picture pertaining to story	
	Understands key words, phrases and simple sentences <i>(Survival language in the school/community In person or on the telephone)</i>	-Understands locker directions -Key words: Cafeteria, bathroom, schedule, electives, money, names of community places -Key phrases: It's time for.... -This costs..... -He's not here right now. Call back later.	
	Recognizes patterns of sounds in oral language (e.g. rhyming, alliteration and assonance) <i>(Phonemic awareness)</i>	-Student can predict the rhyming word in a poem after becoming familiar with it -Student can recognize alliteration and assonance in a work of literature	

<b>Date Observed</b>	<b>Listening Benchmark</b> <i>(Information in parentheses is not part of the benchmark, just a clarification.)</i>	<b>Examples</b>	<b>Comments About Student's Progress</b>
	Listens for specific purposes, main ideas, and details <i>(Academic content or in community situations)</i>	<ul style="list-style-type: none"> <li>-In person or on the phone- come back or call back at (certain time)</li> <li>-Can follow basic directions on how to get somewhere</li> <li>-Draw a picture of main idea</li> <li>-Sequence events of a story through pictures (cut and paste)</li> <li>-Student can hear a physical description of a noun/verb and then draw or identify a picture of that thing</li> <li>-Become familiar with emergency alarms and school bells</li> </ul>	
	Hears and discriminates among a number of phonemes representing sounds specific to the English language	<ul style="list-style-type: none"> <li>-Distinguish between consonant and vowel sounds</li> <li>-Identifies blends (ex. Can hear a word and identify another word that contains the same blend)</li> <li>-Identifies beginning and ending sounds in words</li> </ul>	
	Uses gestures, single words, and simple phrases during basic conversation and to communicate in social and academic settings <i>(Community /survival skills/ Social settings include in school and out in the community (stores, restaurants, hospital, clinics) This benchmark includes how to pay for gas, groceries, clothing, etc.)</i>	<ul style="list-style-type: none"> <li>-I don't like that. I want this one, please</li> <li>-Will you speak more slowly, please?</li> <li>-Lunch line language</li> </ul>	
	Uses both social and academic learned vocabulary in context <i>(School social School academic Community social Community survival Job vocabulary and skills)</i>	<ul style="list-style-type: none"> <li>-Job vocab. Words like late, shift, dress/uniform</li> <li>-Transportation vocab.</li> <li>-On the phone/asking directions</li> <li>-School communication needs</li> <li>-Advocacy skills</li> <li>-Interpersonal relations</li> </ul>	
	States basic personal information and preferences <i>(Refusal skills Advocacy skill)s</i>	<ul style="list-style-type: none"> <li>-Don't copy my paper</li> <li>-Give me back my calculator</li> <li>-Be quiet, please</li> <li>-Speak to me in English</li> <li>-My name is..., I live....</li> </ul>	
	Makes simple presentations in small groups using single words and phrases and visual support <i>(Like a show and tell)</i>	<ul style="list-style-type: none"> <li>Personal info. about your own country</li> <li>I have .... Brothers</li> <li>I like...</li> <li>I don't like...</li> </ul>	
	GRADES 6-8 Retells predictable and familiar stories using single words and phrases (Story structure)	Can define character, setting using similar phrasing and vocabulary	

<b>Date Observed</b>	<b>Listening Benchmark</b> <i>(Information in parentheses is not part of the benchmark, just a clarification.)</i>	<b>Examples</b>	<b>Comments About Student's Progress</b>
	GRADES 9-12 Restates information from story <i>(More detail)</i>	Character, setting, problems, events and solution Same as grades 6-8, but paraphrasing with some of their own words	
	Responds to simple questions related to immediate context with single words and phrases	-Where are you from? -Did John eat the apple? -Would you like a pencil or a pen?	
	Asks questions to obtain and clarify information using single words and phrases.	-Where is the restroom? -Can I have a late pass? -What is tomorrow's schedule? -When is school over? -When is the homework due?	
	Approximates pronunciation of single words.	-Estates/ sstates -They vs. thing (voiced vs. unvoiced) -Denver vs. Denber -Hello/Jello	
	Demonstrates knowledge of sound-symbol relationship in context and in own reading and writing <i>(After a language experience dramatization)</i> <i>Pronunciation demonstrates accurate reading of words in context regardless of accent)</i>	Pronunciation of words in context is appropriate Ex. Tear- crying Tear- paper Read- present or past	
	Recognizes, decodes and pronounces high frequency sight words while reading aloud. <i>(Recognizes sight words from a standard sight word list (i.e. dulch) in context of any reading, not just a list)</i>	Can read and recognize and correctly pronounce sight words in a routine passage Ex. Written daily: What is the weather? What is the day/date? Student can recognize question words, and, the	
	Applies reading skills from prior knowledge to recognize and comprehend various text structures and print conventions from various sources <i>(Recognizes standard punctuation, capitalization, and correct sentence and paragraph forms)</i>	. , ? “ “ -Start of a sentence gets a capital, end gets a period -Indentation for a new paragraph -Who is talking as quotations -Stop at the period -Read inflection of a question correctly	
	Identifies and uses beginning reading strategies to make text comprehensible and meaningful (e.g. illustrations, graphic organizers, text features, pacing, word attack skills, picture/bilingual dictionaries)	-Teacher uses graphic organizers for scaffolding of text information -Students use titles, captions and bold face -Slower pace for content reading/difficult text	
	Identifies main ideas, details and sequence of event from modified/visually supported texts based on purpose for reading, using non-verbal, or one- or two- word phrases	i.e. using an ESL 6 interdisciplinary text (Scott Foresman) i.e. using beginner level True Stories in the News (Pearson/Longman)	

Date Observed	Listening Benchmark <i>(Information in parentheses is not part of the benchmark, just a clarification.)</i>	Examples	Comments About Student's Progress
	Follows one-step written directions, schedules, calendars <i>(In context added by group)</i>	Can follow school calendar, agendas, rules, etc	
	(The group added this benchmark from the high school benchmarks) Recognizes and interprets information from academic content sources, e.g. graphs, maps, graphic organizers, diagrams	Can recognize longitude/latitude, graphs, compass rose on maps, map keys, webs, t-charts, scientific diagrams	
	Writes English alphabet and formats appropriately, e.g. margins, dates and indenting <i>(Both print and cursive [district-approved] Observe left/right margin Indents first sentence of a paragraph)</i>	-Students write within margins -Copy correctly from teachers' example -Label paper with date, name, class -Can date (American standard way)	
	Write basic personal information <i>(Knows how to correctly write an address; Can write name, phone number, address)</i>	-Can label an envelope -Putting address information in order (#-street-apt. City, state, zip) -Appropriate capitalization (CSAP)	
	Labels objects and illustrations presented in content areas <i>(Able to recognize and label appropriately (object/ word association)</i>	-School, classroom, places, people, house, city, colors, occupations, food. Clothing -Matching pictures with words	
	Writes simple sentences and phrases using a model <i>Students should be able to write a pattern sentence Students should be able to write a pattern Basic structure of a sentence (N/P, + verb+ object)</i>	-I like... -I go... -In the park/home/theater -She likes to... -Uses content word in a pattern sentence	
	Writes about personal and group experiences using illustrations, words and phrases <i>(Uses present tense to describe events; Describes pictures using adjectives Contributes in group discussions)</i>	-I am... He.... She..... -Basic journal -Label sequence of events (storyboards) -Learns how to use basic comparison (Venn)	
	Uses key words presented and emphasized in content (literature, math and science) <i>(Students know basic content vocab. Students use content vocab. In complete sentences)</i>	-+, -, x, / = (number words= symbol association) -Weather/temperature -City, state, country, president, congress -Introduction, vocabulary, conclusion, main idea -Geographic features	
	Spells frequently used words and some sight words correctly in the context of writing <i>(Writes and spells correctly 100 basic sight words)</i>	-Articles -Use district literacy list (No excuse words- have them posted)	
	Plans writing using webs, maps, timelines <i>(Uses graphic organizer; Sequence)</i>	-Venn diagram -Timeline	
	SUGGESTED BY GROUP Students write a complete paragraph using intro sentence, detail and conclusion	Teach terminology of: C Narrative C Comparison C Opinion C Sequence	

**SECONDARY ESL CHECKLIST  
GRADES 6-8 — INTERMEDIATE LEVEL**

Student Name \_\_\_\_\_ Grade Level \_\_\_\_\_

Date of Entry in ESL Program \_\_\_\_\_

<b>Date Observed</b>	<b>Listening Benchmark</b> <i>(Information in parentheses is not part of the benchmark, just a clarification.)</i>	<b>Examples</b>	<b>Comments About Student's Progress</b>
	Follows multi-step directions in group situations	<ul style="list-style-type: none"> <li>-Pick up your pencil and take out a piece of paper</li> <li>-When you're done with the worksheet, go get your book and open it to page...</li> <li>-Get in groups of four, choose one person to get the materials, get out your books and listen for directions</li> </ul>	
	Responds to familiar social and academic language ( <i>Familiar academic language=Content vocabulary from math, science, social studies, etc.</i> <i>Academic tasks= underline, label, describe, explain</i> )	<ul style="list-style-type: none"> <li>-Comprehends language involved in school procedures (cafeteria, announcements, etc.)</li> <li>-Comprehends peer conflicts/friendships</li> <li>-Comprehends basic CSAP terminology</li> <li>-Follows teacher directions relating to content area tasks</li> <li>-Understands basic content vocabulary</li> </ul>	
	Responds to simple and some complex questions with words and phrases (e.g. open-ended, either/or, wh ?s/ how)	<ul style="list-style-type: none"> <li>-What did you do over the weekend? (Student responds appropriately)</li> <li>-Would you rather have a million dollars or a new car? (student gives preference)</li> <li>-How do you get to your house from here?</li> </ul>	
	Comprehends stories, key concepts of content area information and oral presentations with contextual support (e.g. graphic organizers, posters, diagrams, charts) ( <i>This would be like a sheltered content class</i> )	<ul style="list-style-type: none"> <li>-Student can answer all basic questions and some higher level questions about content or stories</li> <li>-Students can provide an appropriate written response to content</li> <li>-Students can relate information to their own lives</li> </ul>	
	Identifies story elements ( <i>When a story is <u>read</u> to them</i> )	After students have <u>listened</u> to a story, they can identify: author, title; problem, solution, setting, climax, plot, character, main idea, theme	
	Uses appropriate language in a variety of settings ( <i>school, community</i> )	<ul style="list-style-type: none"> <li>-My I have...</li> <li>-Excuse me.....</li> <li>-Don't understand</li> </ul>	

<b>Date Observed</b>	<b>Listening Benchmark</b> <i>(Information in parentheses is not part of the benchmark, just a clarification.)</i>	<b>Examples</b>	<b>Comments About Student's Progress</b>
	Uses key content and descriptive vocabulary ( <i>personal, observable, school traits; y academic content</i> )	-In my country the weather is.... -The girl in the story is .... and ..... -Our school is.... (verb, tense)	
	Communicates ideas about a wide range of topics, both social and academic using simple sentences	-likes/dislikes -actions -descriptions -attitudes, feelings -I think the story was ..... -The best answer is .....	
	Restates information and identifies the main idea and some details using sentences (e.g. oral presentations, texts, media, etc.)	-Today in science I learned.... -The movie/presentation was about.... -The chapter was about.....	
	Initiates and maintains conversation in social and academic settings about familiar topics	-What did you do this weekend? -Did you understand the math homework? -Why are you mad at me?	
	Contributes to classroom and small groups discussions by asking and responding to questions to obtain, clarify and extend information.	-Explain your answer. -Why do you think/feel that way? -I feel that way because.....	
	Contributes to content area discussions in small groups by summarizing, defining, and explaining using simple sentences	-These two butterflies are different because... -The role of the Nile River was.... -Someone can get SARS by.....	
	Delivers short presentations on content area concepts in small groups using visual aids.	-Content-based extemporaneous -Researched presentation from note cards -PowerPoint presentation -Explains a display on.....	
	Uses some humor	-Tells an appropriate joke -Jazz Chants -Can explain what was funny in a movie, comics, etc.	
	Approximates pronunciation, rhythm, stress and intonation of English ( <i>Inflection</i> )	-Jazz Chants -Choral/individual readings of poetry -One-act, three-act plays	
	Recognizes, decodes and pronounces new vocabulary in context. <i>(Group suggests that it say "...high frequency vocabulary with ease and comprehension")</i>		

<b>Date Observed</b>	<b>Listening Benchmark</b> <i>(Information in parentheses is not part of the benchmark, just a clarification.)</i>	<b>Examples</b>	<b>Comments About Student's Progress</b>
	Comprehends key concepts of grade-appropriate content area text with support. <i>(Not just language arts texts for the ELL class, but in content classes using grade level texts. Students will not read at grade level with support needs to be fully understood by teachers that students can not read at grade level, but, can comprehend key concepts if other scaffolds are utilized in the class (i.e. graphic organizers, etc.)</i>	Scaffold with graphic organizers with reduced verbage and use of visuals and manipulatives  Group suggests adding, "when instruction is delivered using scaffolds in the classroom" and taking away the word support from the benchmark.	
	Applies reading skills from prior knowledge to comprehend various print/media sources in a variety of genre	Can comprehend media resources such as Yahoo!igans and World Book of Knowledge	
	Identifies and uses reading strategies to gain information and make text comprehensible and meaningful, e.g.: predicting, questioning, summarizing, self-correcting, evaluating, compare/contrast, print and media resources <i>(Group would add: preview, skim, scan, making text connections)</i>		
	Identifies elements of a story, main ideas, details, and sequence of events from modified/visually supported texts based upon purpose for reading using simple sentences and paragraphs		
	Uses grade-appropriate syntax/contextual clues to gain meaning from new vocabulary <i>(Materials must be at appropriate reading level that uses grade level appropriate content. Frustration level of reading can not be too high or new learning will not be comprehended with self-independent reading. Vocabulary will need to be understood prior to reading through scaffolded instruction if they are given current grade level reading).</i>		

Date Observed	<b>Listening Benchmark</b> <i>(Information in parentheses is not part of the benchmark, just a clarification.)</i>	Examples	Comments About Student's Progress
	Responds to stories and text using simple sentences and paragraphs <i>(Comprehends is reading. Respond would be in speaking or writing.)</i>	Comprehension will be shown through discussion/input after reading. May be shown through writing/answering written questions.	
	Follows multi-step written directions <i>(Group would add to this: to complete assigned tasks with support.)</i>	Students can circle direction words and tell what they need to do.	
	<b>GROUP WOULD ADD AN ADDITIONAL BENCHMARK FOR GRADES 6-8 taken from grades 9-12</b> Reads, recognizes, interprets, responds, and expands upon information from various academic sources, both print and electronic	Can retell, formulate, summarize, draw conclusions, and use basic inference skills	
	Uses basic sentence patterns with conventional spelling, capitalization and punctuation. <i>(Students write complex sentences with proper capitalization)</i>	<ul style="list-style-type: none"> <li>-Common and proper nouns capitalization</li> <li>-Commas</li> <li>-Writing a complete sentence with a complete thought (noun/verb + object)</li> </ul>	
	Uses print for social communication <i>(Convey intent through writing (familiar with: notes, letters, emails, diary)</i>	<ul style="list-style-type: none"> <li>-Journal</li> <li>-Email</li> <li>-Letter writing</li> <li>-Invitation</li> </ul>	
	Describes character and setting and summarizes events in literature. <i>(Teach specific literature vocab: characters, setting, problem, climax, plot, conclusion)</i>	<ul style="list-style-type: none"> <li>-Character sketch</li> <li>-Identify setting</li> <li>-Writes summary of story</li> </ul>	
	Uses vocabulary related to key concepts in content areas. <i>(Recognize and use content area vocabulary)</i>	<ul style="list-style-type: none"> <li>-Writes summaries with new vocabulary</li> <li>-Creates stories with vocabulary in other context</li> </ul>	
	Records and organizes procedures classroom procedures, "how-to" pieces (science experiments, math problem-solving, directions) <i>(Teach sequence writing.)</i>	<ul style="list-style-type: none"> <li>-Language experience approach (make PB&amp;J sandwich- write sequence paragraph)</li> <li>-Write directions to places in a neighborhood</li> <li>-Story problems for math</li> </ul>	
	Writes narrative stories with a strong story line that connect to personal background knowledge and include the elements of setting and characters <i>(Elements of fiction, non-fiction and autobiography.)</i>	<ul style="list-style-type: none"> <li>-Autobiography (past, present, future)</li> <li>-Create fiction/non-fiction stories based on personal experiences</li> </ul>	

Date Observed	Listening Benchmark <i>(Information in parentheses is not part of the benchmark, just a clarification.)</i>	Examples	Comments About Student's Progress
	Writes paragraphs and short expository comparison. <i>(Teach: Graphic organizers for compare/contrast cause/effect &amp; problem/solution Teach transitional words Model writing these types of paragraphs)</i>	-Pose problems based on meaningful, actual events, i.e. teenage problems, school issues -Write letters to principal -Write persuasive essays	
	Use figurative language (simile, metaphor) <i>(Teach at least five forms of figurative language)</i>	-Recognize it in reading -Simile, metaphor, alliteration, onomatopoeia, personification (write pattern poetry) -Include a rubric to include one in a piece of writing	
	Communicates in writing using a variety of genre (narrative, content area reports, letter writing, poetry, autobiography) <i>(Teach and have students write in most genres.)</i>	-Biopoem -Different types of essays (at least 3 paragraphs) -Tie letter writing to content areas (Dear Ed, I am an active volcano)	
	Edits for basic conventions of writing and revises for appropriate word choice and organizations <i>(Teach different types of genres: read many genres. Read/write connections)</i>	-Checklist for editing -6 trait checklist -Provide students a writing rubric for various kinds of writing	
	Incorporates resource materials into writing (maps, Internet sites, encyclopedia) <i>Teach the Internet; Teach map reading skills; Teach graph skills</i>	-Learn to write a bibliography/cite source materials when researching -Students can explain a map -Student supports writing with different sources -Interpret graphs	

**SECONDARY ESL CHECKLIST  
GRADES 6-8 — ADVANCED LEVEL**

Student Name _____ Grade Level _____			
Date of Entry in ESL Program _____			
Date Observed	Listening Benchmark <i>(Information in parentheses is not part of the benchmark, just a clarification.)</i>	Examples	Comments About Student's Progress
	Follows complex multi-step directions involving multiple options and choices	-Get into a group and decide who will be illustrator, etc. and then create a diagram of ... -Comprehends and responds to a choice of behavior consequences	
	Follows meaning when working in small group or whole class discussions on personal, social, or grade-level academic topics	-Participates fully in cooperative groups -Contributes to class discussions -Understands details of events leading up to a conflict	
	Analyzes, evaluates and examines conversations and orally-presented stories and content	-Complete a Venn diagram based on oral information -Student can serve as a witness for a heated conversation -Can give an opinion based on oral information -Student can summarize the content of a video related to academic content	
	Comprehends stories and content area concepts at or near grade level with contextual support (graphic organizers, posters, diagrams and charts)	-Students can analyze, evaluate and examine orally-presented content through oral or written means -Students can relate orally presented information across content areas -Students can write their own continuation of a story or their own story based on a story they heard read	
	Responds to increasingly complex and content-related questions about newly learned information (e.g. inference, comparison, summarization, point of view, disagreeing)	-Teacher reads story and asks whose point of view the story is from -Teacher reads a newspaper article and student responds as to whether he/she agrees or disagrees and why -"How does this compare to what we learned last week?"	
	Demonstrates understanding of some language subtleties (e.g. figurative language, humor, sarcasm and common idioms)	-Students have the ability to understand and laugh when they hear a joke -Explain a metaphorical poem presented orally -Students understand sarcastic comments and don't take offense	

Date Observed	Speaking Benchmark	Examples	Comments About Student's Progress
	Communicates information, observations, ideas and expresses feelings in conversations	<ul style="list-style-type: none"> <li>-Responds to current events</li> <li>-Explains the process and implications of cloning</li> <li>-What is favorite sports team and why</li> </ul>	
	Engages in collaborative activities through a variety of student groupings to gather, share, express and interpret opinions, organize and present information	<ul style="list-style-type: none"> <li>-Presented with a question, react, discuss and present results of that discussion</li> <li>-Teacher-directed instruction to small groups, groups go back to home groups to present info. (jigsaw)</li> </ul>	
	Contributes to content area discussions by asking and responding to questions, paraphrasing, justifying, examining and defending point of view.	<ul style="list-style-type: none"> <li>-Debate</li> <li>-Socratic seminar</li> </ul>	
	Prepares/delivers presentations/reports across content which include purpose, points of view, introduction, transition, and conclusion	Prepare cause/effect assignment about: <ul style="list-style-type: none"> <li>-Scientific discovery and the effect on environment and society</li> <li>-Geographical and historical significance of a region upon a conflict</li> </ul>	
	Uses both formal/informal language (e.g. interviewing, persuasive speech) with attention to grammar, vocabulary, intonation and pronunciation	<ul style="list-style-type: none"> <li>-Mock interview</li> <li>-Mock trial</li> <li>-Prepare a short play that communicates the emotions of the characters</li> <li>-Prepare a speech that shows your opinion of the subject</li> </ul>	
	Uses figurative language (e.g. metaphors, similes, hyperbole)	<ul style="list-style-type: none"> <li>-Poetry, examples of</li> <li>-Define 3 uses of figurative language by the author of a passage</li> <li>-Respond to questions using figurative language</li> </ul>	
	Uses technical, expanded, descriptive vocabulary related to content areas	<ul style="list-style-type: none"> <li>-Student can explain photosynthesis using appropriate vocabulary</li> <li>-Student can give a presentation about the causes of the Vietnam war</li> <li>-Verbally outline the plot of a story</li> </ul>	
	Uses a variety of reading strategies to understand more complex text and unfamiliar words from print and media resources, e.g.: paraphrasing, skimming/scanning, problem solving, syntax, compare/contrast, cause/effect	Can recognize and pronounce sight words in new material	
	Comprehends grade-appropriate content area text with support	Scaffold text with graphic organizers with reduced verbage and visual explanations or manipulatives, role plays, etc	
	Identifies elements of a story, main ideas, details, and sequence of events at or near grade level	Can comprehend media resources such as CD rom of World Book not text-intensive internet stuff found at random	

Date Observed	Speaking Benchmark	Examples	Comments About Student's Progress
	Gathers, organizes, reads, analyzes and interprets information related to academic content areas from various sources, e.g.: reference books, magazines, textbooks, internet, media presentations, etc.	Use text to text, text to self and text to world connections as an additional strategy	
	Uses multiple resources at grade level to draw inferences, conclusions, and generalizations, e.g.: glossaries, indexes, graphs, illustrations, headings, subheadings, key vocabulary	For examples, see bullet 2	
	Responds to near or at grade level text by defending, justifying, supporting inferences and evaluating		
	Reads aloud with confidence, accuracy, intonation and fluency		
	Follows multi-step written directions to complete grade level tasks independently		
	Responds appropriately to some of language subtleties, e.g.: common idioms, slang, humor, figurative language, sarcasm		

Date Observed	Writing Benchmark	Examples	Comments About Student's Progress
	Responds appropriately to a prompt using narrative, expository, or persuasive writing. <i>(Teach difference between narrative, expository, and persuasive writing. Read examples and practice writing.)</i>	-Write narrative, expository and persuasive essays- 5 paragraph form -Presentations based on essays (Powerpoint)	
	Provides written responses such as identifying main idea, supporting details, plot and characterization <i>(Teach parts of literature And identify literature part Teach reading skills: predict, skim/scan, detail)</i>	-Fill out graphic organizer -(i.e. story board with characters, setting, events, etc. -Analyze a character -Predict story in writing -Analyze literature (I liked it because)	
	Critiques literature including connections to personal experience. <i>(Teach self/text strategies.)</i>	Write about a relationship to character or event from your life.	
	Plans, revises and proofreads own writing <i>(Teach editing marks Teach students to reread their own writing.)</i>	-Writing checklist -Provide rubric for writing -6 trait writing -Peer critique/teach critical friends group strategies	
	Uses complex sentence structures with grade-appropriate vocabulary, appropriate syntax and conventions (spelling, capitalization, punctuation) <i>(Teach 6 trait writing rubric.)</i>	-Use a rubric for writing -Model good complex sentences -Practice writing	
	Uses strategies of notetaking, outlining, summarizing in content areas <i>(Teach non-fiction and scientific reading and writing Teach student writing based on facts (scientific persuasive essay)</i>	-Two-column notes -Outlines -Research on Internet or in books -Students should be able to use notes to write their own paper (no plagiarism)	
	Develops a clear thesis and supports it. (analogies, quotations, facts, statistics, comparisons) <i>(Teach research paper skills)</i>	-Write a well-researched paper -Incorporates thesis statement in first paragraph -Proper use of quotations -5- paragraph essay or more	
	Uses and cites various resources including electronic media in content area reports. <i>(Teach various forms of citations (in text and bibliography)</i>	Students should be capable of using technology as well as book and combines resources for paper	
	Creates coherent, multi-paragraph composition through effective transitions, accurate grammar and syntax. <i>(Teach a 5 paragraph essay to multi-page essay.)</i>	-Write a 5-paragraph essay. -Students present papers to group as a professional type skill.	
	Write clear and accurate descriptions and comparisons, including the use of figurative language. <i>(Teach descriptive writing)</i>	- Show clarity in use of figurative language. -Can write a well-written descriptive paper	
	Selects a focus and a point of view for written presentations and justifies this selection. <i>(Teach persuasive essay and presentation skills).</i>	Students debate with solid proof and have a written paper to support it.	