

English-Language Development Standards for California Public Schools

Kindergarten Through Grade Twelve

Summary

LISTENING AND SPEAKING

Strategies and Applications

English-language arts strand	Beginning ELD level*
Comprehension	<p>Answer simple questions with one- to two-word responses.</p> <p>Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</p> <p>Begin to speak with a few words or sentences by using a few standard English grammatical forms and sounds (e.g., single words or phrases).</p> <p>Use common social greetings and simple repetitive phrases independently (e.g., “Thank you,” “You’re welcome”).</p> <p>Ask and answer questions by using phrases or simple sentences.</p> <p>Retell stories by using appropriate gestures, expressions, and illustrative objects.</p>
Organization and Delivery of Oral Communication	<p>Begin to be understood when speaking, but usage of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he or she]) may be inconsistent.</p> <p>Orally communicate basic personal needs and desires (e.g., “May I go to the bathroom?”).</p>
English-language arts strand	Intermediate ELD level*
Comprehension	<p>Ask and answer instructional questions by using simple sentences.</p> <p>Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.</p> <p>Ask and answer instructional questions with some supporting elements (e.g., “Which part of the story was the most important?”).</p>
Comprehension and Organization and Delivery of Communication	<p>Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p>
Organization and Delivery of Communication	<p>Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules are not followed (e.g., third-person singular, male and female pronouns).</p>
English – Language arts strand	Advanced ELD level*
Comprehension	<p>Demonstrate understanding of most idiomatic expressions (e.g., “Give me a hand”) by responding to such expressions and using them appropriately.</p>
Organization and Delivery of Communication	<p>Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.</p>

*The ELD standards must be applied appropriately for students in each grade level from kindergarten through grade twelve.

Summary
READING

Word Analysis, Fluency, and Systematic Vocabulary Development

<p>English – Language arts strand</p>	<p>Beginning ELD level*</p>
<p>Phonemic Awareness and Decoding and Word Recognition</p>	<p>Recognize and produce the English phonemes that are like the phonemes students hear and produce in their primary language.</p> <p>Recognize and produce English phonemes that are unlike the phonemes students hear and produce in their primary language.</p>
<p>Phonemic Awareness, Decoding and Word Recognition, Concepts About Print</p>	<p>Produce most English phonemes while beginning to read aloud.</p>
<p>Vocabulary and Concept Development</p>	<p>Produce simple vocabulary (e.g., single words or very short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p> <p>Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p>Retell stories by using simple words, phrases, and sentences.</p> <p>Recognize simple affixes (e.g., <i>educate, education</i>), prefixes (e.g., <i>dislike, preheat</i>), synonyms (e.g., <i>big, large</i>), and antonyms (e.g., <i>hot, cold</i>).</p> <p>Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.</p> <p>Recognize the difference between the use of the first- and third-person points of view in phrases or simple sentences.</p>
<p>English – Language arts strand</p>	<p>Intermediate ELD level*</p>
<p>Phonemic Awareness, Decoding and Word Recognition, Concepts About Print</p>	<p>Produce English phonemes while reading aloud.</p> <p>Recognize sound/symbol relationships and basic word-formation rules in written text (e.g., basic syllabication rules and phonics).</p> <p>Apply knowledge of English phonemes in oral and silent reading to derive meaning from literature and texts in content areas.</p>

Summary
Reading

Reading Comprehension

English – Language arts strand	Beginning ELD level*
Comprehension and Analysis of Grade-Level Appropriate Text	<p>Respond orally to stories read aloud and use physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</p> <p>Respond orally to stories read aloud, giving one- to two-word responses in answer to factual comprehension questions (<i>who, what, when, where, and how</i>).</p> <p>Understand and follow simple one-step directions for classroom-related activities.</p>
Structural Features of Informational Materials	<p>Identify the basic sequence of events in stories read aloud, using important words or visual representations, such as pictures and story frames.</p> <p>Respond orally to stories read aloud, using phrases or simple sentences to answer factual comprehension questions.</p>
English – Language arts strand	Intermediate ELD level*
Comprehension and Analysis of Grade-Level-Appropriate Text	<p>Understand and follow simple written directions for classroom-related activities.</p> <p>Read text and orally identify the main ideas and draw inferences about the text by using detailed sentences.</p> <p>Read and identify basic text features, such as the title, table of contents, and chapter headings.</p> <p>Respond to comprehension questions about text by using detailed sentences (e.g., “The brown bear lives with his family in the forest”).</p>
Structural Features of Informational Materials	<p>Identify, using key words or phrases, the basic sequence of events in stories read.</p>
English – Language arts strand	Advanced ELD level*
Comprehension and Analysis of Grade-Level-Appropriate Text	<p>Read and orally respond to familiar stories and other texts by answering factual comprehension questions about cause-and-effect relationships.</p> <p>Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.</p> <p>Explain how understanding of text is affected by patterns of organization, repetition of main ideas, syntax, and word choice.</p> <p>Write a brief summary (two or three paragraphs) of a story.</p>

*The ELD standards must be applied appropriately for students in each grade level from kindergarten through grade twelve.

Summary

Writing

Strategies and Applications

English – Language arts substrand	Beginning ELD level*
Penmanship	Copy the alphabet legibly. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).
Organization and Focus	Write simple sentences by using key words commonly used in the classroom (e.g., labels, number names, days of the week, and months). Write phrases and simple sentences that follow English syntactical order.
English – Language arts substrand	Intermediate ELD level*
Organization and Focus	Follow a model given by the teacher to independently write a short paragraph of at least four sentences.
Organization and Focus, Penmanship	Write legible, simple sentences that respond to topics in language arts and other content areas (e.g., math, science, history-social science).
Organization and Focus	Create cohesive paragraphs that develop a central idea and consistently use standard English grammatical forms even though some rules may not be followed. Write simple sentences about an event or a character from a written text. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.
English – Language arts substrand	Advanced ELD level*
Organization and Focus	Develop a clear thesis and support it by using analogies, quotations, and facts appropriately. Write a multi-paragraph essay with consistent use of standard grammatical forms.
Capitalization	Use capitalization when writing one's own name. Use capitalization at the beginning of a sentence and for proper nouns.
Punctuation	Use a period at the end of a sentence and a question mark at the end of a question.
Capitalization, Punctuation, and Spelling	Produce independent writing that includes partial consistency in the use of capitalization and periods and correct spelling. Produce independent writing with consistency use of capitalization, punctuation, and correct spelling.

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