

LOUISIANA ENGLISH LANGUAGE DEVELOPMENT STANDARDS LISTENING

Standard : Students demonstrate competence in listening as a tool for learning and comprehension.

Proficiency Level I: Students at this level are beginning to understand short utterances. They occasionally understand isolated words, such as cognates, borrowed words, or high frequency social conventions.

I	Benchmark: Students demonstrate growth in comprehension of oral language and begin to access the curriculum in core subject areas. (ELA 4)	K - 2	3 - 5	6 - 8	9-12
L1.1	Detect nonverbal and verbal cues.	X	X	X	X
L1.2	Focus attention selectively.	X	X	X	X
L1.3	Demonstrate comprehension through non-verbal responses.	X	X	X	X
L1.4	Respond correctly to high frequency social conventions (e.g.: greetings, introductions, leave taking etc.).	X	X	X	X
L1.5	Respond to simple directions or instructions.	X	X	X	X
L1.6	Listen to and imitate others' use of language.	X	X	X	X
L1.7	Comprehend a few words, phrases with basic English grammatical forms.	X	X	X	X

Proficiency Level II: Students at this level understand simple statements, directions, and questions. They rely on a speaker's use of repetition, gestures, and other non-verbal cues to sustain communication.

II	Benchmark: Students comprehend simple statements, directions, and questions and continue to access the curriculum in core subject areas. (ELA 4)	K - 2	3 - 5	6 - 8	9-12
L 2.1	Begin to discriminate the sounds and intonation patterns of the English language.	X	X	X	X
L 2.2	Understand basic structures, expressions, and vocabulary such as school environment and basic personal information (e.g.: home address, phone number, emergency number).	X	X	X	X
L 2.3	Comprehend key words, phrases and/or sentences with basic English grammatical forms.	X	X	X	X
L 2.4	Follow multi-step oral directives to complete a task.	X	X	X	X
L 2.5	Interpret speaker's message, purpose, and perspectives (e.g.: inflection, intonation and stress).	X	X	X	X
L 2.6	Assess how language choice reflects the tone of the message.	X	X	X	X

LOUISIANA ENGLISH LANGUAGE DEVELOPMENT STANDARDS LISTENING

Proficiency Level III: Students at this level understand standard speech delivered in most settings with some repetition and rephrasing. They understand the main idea(s) and relevant details of extended discussions or presentations. Students draw on a wide range of language forms, vocabulary, idioms, and structures. Students at this level are beginning to detect affective undertones and they understand inferences in spoken language.

III	Benchmark: Students comprehend simple narratives and structures in short interactions with peers and adults and continue to access the curriculum in core subject areas. (ELA 5)	K - 2	3 - 5	6 - 8	9-12
L 3.1	Demonstrate proficiency of the listening process such as focusing attention, interpreting and responding to topics in everyday situations.	X	X	X	X
L 3.2	Listen attentively to stories/information and identify main idea, key details and concepts using both verbal and non-verbal cues of the speaker.	X	X	X	X
L 3.3	Identify a variety of media messages and give some supporting details.	X	X	X	X

Proficiency Level IV: Students at this level understand most standard speech. They identify main ideas and relevant details of discussions or presentations on a wide range of topics, including unfamiliar ones. Students infer meaning from stress, intonation, pace and rhythm.

IV	Benchmark: Students understand speech in most authentic situations with some repetition and rewording in both social and core academic settings approaching grade level. (ELA 6)	K - 2	3 - 5	6 - 8	9-12
L 4.1	Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works.	X	X	X	X
L 4.2	Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.	X	X	X	X
L 4.3	Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately.	X	X	X	X

Proficiency Level V: Students at this level understand and identify the main ideas and relevant details of extended discussions or presentations on a wide range of familiar and unfamiliar topics in a number of modalities. Students apply linguistic skills and knowledge, including vocabulary, idioms, and complex grammatical structures, to the learning of academic content. They comprehend subtle, nuanced details of meaning.

V	Benchmark: Students master comprehension of standard speech at grade level in both social and core academic settings. (ELA 7)	K - 2	3 - 5	6 - 8	9-12
L 5.1	Differentiate between the speaker's opinion and verifiable fact.	X	X	X	X
L 5.2	Demonstrate comprehension of, and appropriate listener response to ideas in a persuasive speech, and oral interpretation of literacy sections, interviews, in a variety of real-life situations, and educational and scientific presentations.	X	X	X	X
L 5.3	Identify, analyze and imitate a speaker's persuasive techniques such as selling, convincing, and using propaganda.	-----	X	X	X

LOUISIANA ENGLISH LANGUAGE DEVELOPMENT STANDARDS SPEAKING

Standard: Students demonstrate competence in speaking for effective communication in social and academic contexts.

Proficiency Level I: Students at this level use gestures, simple words or phrases when given sufficient context or visual cues to respond to or request information.

I	Benchmark: Students will show growth in oral communication using high frequency learned words and phrases to begin to access the curriculum in core subject areas. (ELA 4)	K - 2	3 - 5	6 - 8	9-12
S 1.1	Communicate with gestures and non-verbal modalities.	X	X	X	X
S 1.2	Communicate using common social greetings and simple repetitive phrases.	X	X	X	X
S 1.3	Answer simple questions with one and two-word responses.	X	X	X	X
S 1.4	Communicate basic needs, wants and feelings.	X	X	X	X
S 1.5	Generate a few words, phrases with basic English grammatical form and phonemic accuracy.	X	X	X	X

Proficiency Level II: Students at this level use appropriate strategies to initiate and respond to simple conversation with hesitation, relying on known vocabulary, familiar structures and utterances and may have to repeat themselves to be understood.

II	Benchmark: Students use appropriate strategies to initiate and respond to simple statements and questions to continue to access the curriculum in core subject areas. (ELA 4)	K - 2	3 - 5	6 - 8	9-12
S 2.1	Name people, places, objects, events and basic concepts such as days of the week, food, occupations and time.	X	X	X	X
S 2.2	Restate oral directions or instructions.	X	X	X	X
S 2.3	Ask and give information such as directions, address, name, age and nationality.	X	X	X	X
S 2.4	Ask and answer questions using simple phrases or sentences.	X	X	X	X
S 2.5	Respond to factual questions about texts read aloud.	X	X	X	X
S 2.6	Narrate basic sequence of events.	X	X	X	X

LOUISIANA ENGLISH LANGUAGE DEVELOPMENT STANDARDS SPEAKING

Proficiency Level III: Students at this level communicate orally, often with hesitation, when using low-frequency vocabulary. They begin to produce complex sentence structures, use verb tenses correctly, and discuss academic topics.

III	Benchmark: Students initiate and sustain a simple conversation in social and core academic settings. (ELA 4,7)	K - 2	3 - 5	6 - 8	9-12
S 3.1	Ask and answer questions to gather and provide information in English.	X	X	X	X
S 3.2	Converse on simple topics beginning to use most conventions of oral language including intonation, syntax and grammar (subject-verb agreement, complete sentences and correct tense).	X	X	X	X
S 3.3	Narrate simple sequence of events.	X	X	X	X
S 3.4	Retell and paraphrases familiar stories with simple sentences.	X	X	X	X
S 3.5	Ask and answer instructional questions about simple written texts with simple words and phrases.		X	X	X
S 3.6	Give directions/procedures.		X	X	X
S 3.7	Prepares and delivers short oral presentations (e.g.: tells a story using pictures, academic topic).		X	X	X

Proficiency Level IV: Students at this level engage in most communicative situations with some errors, demonstrating competence in oral language. They have a high degree of fluency and accuracy when speaking in social settings, although they may encounter difficulty in academic language production.

IV	Benchmark: Students approaching grade level communicate with confidence in most situations with support in academic areas. (ELA 4,7)	K - 2	3 - 5	6 - 8	9-12
S 4.1	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.		X	X	X
S 4.2	Respond to factual questions about texts read aloud	X	X	X	X
S 4.3	Communicate effectively in conversations and group discussions while problem solving and planning.		X	X	X
S 4.4	Use the conventions of oral language effectively including intonation, syntax and grammar (e.g.: subject-verb agreement, complete sentences and correct tense).		X	X	X
S 4.5	Narrate complex sequence of events.		X	X	X
S 4.6	Use a variety of idiomatic expressions and figurative language appropriately.		X	X	X
S 4.7	Persuade, argue or reason to support spoken ideas with evidence, elaborations and examples.		X	X	X

LOUISIANA ENGLISH LANGUAGE DEVELOPMENT STANDARDS SPEAKING

Proficiency Level V: Students at this level are fluent and accurate in language production with some hesitation regarding technical content area vocabulary.

V	Benchmark: Students on grade level engage in social and academic communication with mastery of complex language structures in varied situations. (ELA 4,7)	K - 2	3 - 5	6 - 8	9-12
S 5.1	Adapt spoken language such as word choice, diction, and usage to the audience, purpose and occasion.		X	X	X
S 5.2	Use effective, rate, volume, pitch and tone for the audience setting.		X	X	X
S 5.3	Actively participate and initiate more extended social conversations or discussions with peers and adults on familiar or unfamiliar topics by making relevant contributions, asking and answering questions, restating and soliciting information.		X	X	X
S 5.4	Demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information.		X	X	X
S 5.5	Prepare and deliver extended oral presentations that follow a process of organization using a variety of sources for a research project.			X	X
S 5.6	Explain abstract tasks and/or concepts with appropriate sequencing taking into account the listener's perspective.			X	X
S 5.7	Negotiate with confidence using complex language structures for expression of personal view of abstract ideas.			X	X

LOUISIANA ENGLISH LANGUAGE DEVELOPMENT STANDARDS

READING

English Language Learners (ELL) enter school with a wide range of literacy skills and abilities in their native language. During the education process, students progress in their reading development from emerging literacy to fluency. Students develop reading strategies and skills at their own pace depending in part on their level of education and native language proficiency, the age at which they enter school in the U.S., and their ability to learn another language. English Language Learners acquire reading fluency by drawing upon life experiences, their knowledge of word meanings and sentence structure (syntax), and exposure to a variety of text genres. They accomplish this by reading for a variety of purposes in order to become proficient and knowledgeable readers. The goal is to become lifelong readers and productive members of society and the workplace.

Standard: Students read, comprehend, analyze and respond to a range of materials using various strategies for different purposes.

Proficiency Level I: Students at this level understand simple print material. Students identify high-frequency words and symbols when strongly supported by context.

I	Benchmark: Students develop initial print awareness and begin to access the curriculum in core subject areas. (ELA 1, 5,6,7)	K - 2	3 - 5	6 - 8	9-12
R 1.1	Hold print material in the correct position.	X	X	X	X
R 1.2	Recognize common signs and logos.	X	X	X	X
R 1.3	Distinguish individual printed letters from words and sentences.	X	X	X	X
R 1.4	Identify words from left to right and top to bottom on the printed page.	X	X	X	X
R 1.5	Recognize the order of the alphabet and form of letters, and Arabic numbers.	X	X	X	X
R 1.6	Know the difference between capital and lowercase letters.	X	X	X	X
R 1.7	Recognize phonetic pronunciation of the letters of the alphabet.	X	X	X	X
R 1.8	Match oral words to printed words or graphics.	X	X	X	X
R 1.9	Read simple one syllable and high frequency words when strongly supported by context (e.g.: basic sight words).	X	X	X	X
R 1.10	Use emerging reading skills to make meaning from print.	X	X	X	X

LOUISIANA ENGLISH LANGUAGE DEVELOPMENT STANDARDS READING

Proficiency Level II: Students at this level understand the general message of basic reading passages that contain simple language structures and syntax. Students begin to use reading strategies to guess the meaning of unfamiliar words through the use of pictures, diagrams, cognates, and context.

II	Benchmark: Students understand simple material for academic or social purposes to continue to access the curriculum in core subject areas. (ELA 1,5,6,7)	K - 2	3 - 5	6 - 8	9-12
R 2.1	Use prior knowledge to interpret pictures.	X	X	X	X
R 2.2	Use pictures to make predictions about the text.	X	X	X	X
R 2.3	Recognize sound/symbol relationships.	X	X	X	X
R 2.4	Read common word families and simple sentences.	X	X	X	X
R 2.5	Read compound words and contractions.	X	X	X	X
R 2.6	Use cognates for academic or social comprehension.	X	X	X	X
R 2.7	Recognize basic word order rules in phrases, simple sentences, or simple text.	X	X	X	X

Proficiency Level III: Students at this level understand descriptive materials within familiar contexts and some complex narratives. The students use visual and contextual cues to derive meaning from text that contains unfamiliar words and expressions. A disparity may exist between reading fluency and comprehension.

III	Benchmark: Students understand a more complex narrative and descriptive materials within a familiar context to continue to access the curriculum in core subject areas. (ELA 1, 5,6,7)	K - 2	3 - 5	6 - 8	9-12
R 3.1	Demonstrate knowledge of taught contractions.	X	X	X	X
R 3.2	Recognize common abbreviations.	X	X	X	X
R 3.3	Use capitalization and punctuation to comprehend.	X	X	X	X
R 3.4	Locate the meanings, pronunciations and derivations of unfamiliar words using dictionaries, glossaries, and other sources.	X	X	X	X
R 3.5	Recognize and use knowledge of spelling patterns when reading.	X	X	X	X
R 3.6	Recognize the format of poetry versus prose.	X	X	X	X
R 3.7	Identify the main idea.	X	X	X	X
X	<i>Identify multi-syllabic words by using common syllable patterns.</i>				

LOUISIANA ENGLISH LANGUAGE DEVELOPMENT STANDARDS READING

Proficiency Level IV: Students at this level comprehend the context of most text in the academic areas with some degree of support. They read many literary genres for pleasure and have a high degree of success reading factual but non-technical prose.

IV	Benchmark: Students, approaching grade level, understand the content of most text with support in academic content areas. (ELA 1, 5,6,7)	K - 2	3 - 5	6 - 8	9-12
R 4.1	Interact independently with a variety of texts.	X	X	X	X
R 4.2	Recognize most common English morphemes in phrases and sentences.	X	X	X	X
R 4.3	Apply knowledge of word relationships, such as root and affixes to derive meaning from literature and texts in content area.	X	X	X	X
R 4.4	Rely on context clues to determine meaning.	X	X	X	X
R 4.5	Use reference materials including the glossary, dictionary, index thesaurus, almanac, atlas, and multi-media resources.	X	X	X	X
R 4.6	Distinguish between main idea and supporting details.	X	X	X	X

Proficiency Level V: Students at this level use the same reading strategies as their native English-speaking peers to derive meaning from a wide range of both social and academic texts.

V	Benchmark : Students understand a wide range of both social and academic texts available to native English speakers at grade level. (ELA 1, 5,6,7)	K - 2	3 - 5	6 - 8	9-12
R 5.1	Create artwork or a written response that shows comprehension of a selection.	X	X	X	X
R 5.2	Comprehend material from a variety of genres.	X	X	X	X
R 5.3	Draw correlation from literature and links to real life situations.	X	X	X	X
R 5.4	Name and analyze story plot, setting and conflict.	X	X	X	X
R 5.5	Analyze, evaluate, and draw conclusion by providing evidence presented in the text.	X	X	X	X
R 5.6	Organize, evaluate, and condense information for use in a presentation or writing.	X	X	X	X

LOUISIANA ENGLISH LANGUAGE DEVELOPMENT STANDARDS

WRITING

Students who are Limited English Proficient (LEP) are expected to perform on an academic level commensurate with their English-speaking peers. The skills inherent to developing their English writing fluency are virtually the same at every grade level. Skills considered characteristic of a specific grade level for native English speaking students might or might not have been part of the students' educational experience in their culture of origin. Students' awareness of essential information relative to developing written fluency is crucial to their overall academic success. Instruction is designed to address their level of written English proficiency.

Standard : Students write proficiently in English for various purposes and audiences.

Proficiency Level I: Students at this level are beginning to develop communicative writing skills including the formation of individual letters and transcription of familiar words or phrases. Instruction for these students will target alphabetic awareness and basic writing techniques relative to phonological, graphological, and morphological concerns.

I	Benchmark: Students demonstrate growth in communicative writing skills to begin to access the curriculum in core subject areas. (ELA 2, ELA 3)	K - 2	3 - 5	6 - 8	9-12
W 1.1	Draw or copy from a model.	X	X	X	X
W 1.2	Print upper and lowercase letters of the alphabet.	X	X	X	X
W 1.3	Print legibly using left to right, top to bottom directionality.	X	X	X	X
W 1.4	Write his/her own name and other important words.	X	X	X	X
W 1.5	Print legibly using correct spacing between letters and words and sentences.	X	X	X	X
W 1.6	Copy words posted and commonly used in the classroom.	X	X	X	X
W 1.7	Label key parts of common objects.	X	X	X	X
W 1.8	Capitalize first words of a sentence, proper nouns, and initials (e.g.: names, months, days of the week).	X	X	X	X

LOUISIANA ENGLISH LANGUAGE DEVELOPMENT STANDARDS WRITING

Proficiency Level II: Students at this level describe basic personal needs and compose short informative passages on very familiar topics. Students use prior knowledge to build understanding of essential grammatical concepts and constructs such as syntax and semantics.

II	Benchmark: Students compose short informative passages on familiar topics and continue to access the curriculum in core subject areas. (ELA 2, ELA 3)	K - 2	3 - 5	6 - 8	9-12
W 2.1	Arrange words in alphabetical order.	X	X	X	X
W 2.2	Use phonetic spelling.	--	X	X	X
W 2.3	Produce several simple sentences on a topic.	X	X	X	X
W 2.4	Use correct punctuation at end of sentence.	X	X	X	X
W 2.5	Write labels, notes, captions for illustrations, possessions, charts and centers.	--	X	X	X
W 2.6	Fill out simple forms with personal information with support.	--	X	X	X
W 2.7	Begin to demonstrate knowledge of paragraph structure.	--	X	X	X

Proficiency Level III: Students at this level write simple texts, personal/business letters, and short reports using high frequency language. Students recognize and correct obvious grammatical and syntactical errors. Students write various sentence patterns/structures.

III	Benchmark: Students write simple texts, correspondence and short reports using high frequency language and continue to access the curriculum in core subject areas. (ELA 2, ELA 3)	K - 2	3 - 5	6 - 8	9-12
W 3.1	Begin to demonstrate conventional spelling.	X	X	X	X
W 3.2	Identify complete and incomplete sentences in writing in English.	--	X	X	X
W 3.3	Use basic grammatical constructions in simple sentences.	--	X	X	X
W 3.4	Write multiple sentences around a topic.	--	X	X	X
W 3.5	Write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as – ing, ed, or able are added, correctly use apostrophes in contractions and possessives.	--	X	X	X
W 3.6	Write friendly notes and letters (e.g.: thank you notes).	--	X	X	X
W 3.7	Edit writing for punctuation, capitalization and spelling.	--	X	X	X

LOUISIANA ENGLISH LANGUAGE DEVELOPMENT STANDARDS WRITING

Proficiency Level IV: Students at this level write multi-paragraph essays, journal entries, personal/business letters, and creative texts in an organized fashion with some errors. Students refine English writing skills leading into more mature stylistic and expressive formats.

IV	Benchmark: Students, approaching grade level, write multi-paragraph essays, journal entries, personal and business letters, and creative texts in an organized fashion in both social and academic core subject areas. (ELA 2, ELA 3)	K - 2	3 - 5	6 - 8	9-12
W 4.1	Use planning strategies before writing (e.g.: process writing, graphic organizers) Converse on simple topics beginning to use most conventions of oral language including intonation, syntax and grammar (subject-verb agreement, complete sentences and correct tense).	--	X	X	X
W 4.2	Use resources to find correct spellings, synonyms, and replacement words.	--	X	X	X
W 4.3	Use correct spelling of frequently used words in writing and containing affixes, contractions, compounds and common homophones, and words necessary to topic in English.	--	X	X	X
W 4.4	Write the accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such – able or –less, and prefixes such as re- or un-.	--	X	X	X
W 4.5	Spell derivatives correctly by applying the spelling of bases and affixes.	--	X	X	X
W 4.6	Write a three-paragraph essay about a topic.	--	X	X	X
W 4.7	Edit and revise writing for grammar and content.	--	X	X	X
W 4.8	Begin writing in a variety of genres.	--	X	X	X

Proficiency Level V: Students at this level write fluently using language structures, technical vocabulary, and appropriate writing conventions with some circumlocutions. Students continue to expand written vocabulary to express themselves in various genres.

V	Benchmark: Students, at grade level, produce fluent academic writing using language structures, technical vocabulary, and appropriate writing conventions to access the curriculum in core subject areas. (ELA 2, ELA 3, ELA 7)	K - 2	3 - 5	6 - 8	9-12
W 5.1	Organize and record expository information on pictures, lists, charts, and tables for literature and content area.	--	X	X	X
W 5.2	Write to inform such as to explain, describe, report, and narrate.	--	X	X	X
W 5.3	Use figurative language correctly.	--	--	X	X
W 5.4	Use analogies, quotations and facts to support a thesis.	--	--	X	X
W 5.5	Proofread writing for appropriateness of organization, content, style, and conventions.	--	X	X	X
W 5.6	Apply rubric criteria to evaluate writing.	--	--	X	X