

BEGINNING 9-12 ELD STANDARDS

Standards written in bold are the essential standards recommended by WestEd.

Reading Word Analysis

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| 1 | Recognize and correctly pronounce most English phonemes when reading aloud. |
| 2 | Recognize common English morphemes in phrases and simple sentences. |

Reading Fluency & Systematic Vocabulary Development

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| 3 | Recognize simple affixes (educate, education), prefixes (dislike), synonyms (big, large), and antonyms (hot, cold). |
| 5 | Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using one or two words or simple sentence responses. |
| 7 | Use English dictionary to derive meaning of simple known vocabulary. |
| 8 | Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). |

Reading Comprehension

| Cluster | ELD Standards |
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| 1 | Point out text features such as title, table of contents, and chapter headings. |
| 2 | Use pictures, lists, charts, and tables to identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts) |
| 3. | Understand and follow simple multi-step oral directions of classroom or work-related activities. |
| 4 | Orally identify main ideas and some details of familiar literature and information materials/public documents (e.g., newspaper, brochures, etc.) using keywords or phrases. |
| 5 | Recognize a few specific facts in familiar expository texts such as consumer, and workplace documents and content area texts. |

Literary Response & Analysis

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| 4 | Role-play a character from a familiar piece of literature using phrases of simple sentences. |
| 6 | Recite simple poems. |
| 7 | Orally identify the beginning, middle, and end of a simple literary text. Use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts. |
| 8 | Read and orally identify the speaker or narrator in a simple selection. Recognize the difference between first and third person using phrases or simple sentences. |

Writing Strategies and Applications

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| 1 | Create simple sentences or phrases with some assistance. |
| 2 | Write simple compositions such as descriptions and compare/contrast that have a main idea and some detail. |
| 4 | Write a brief narrative using a few simple sentences that include setting and some details. |
| 5 | Use the writing process to write brief narratives and stories with a few standard grammatical forms. |
| 6 | Organize and record expository information on pictures. |
| 7 | Complete a job application form by providing basic information such as name, address, and education. |

Writing Conventions

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| 1 | Revise writing for proper use of final punctuation, capitals, and correct spelling. |
| 2 | Edit own work and correct punctuation. |
| 3 | Identify basic vocabulary, mechanics, and structures in a piece of writing. |

Listening & Speaking

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| 1 | Begin to speak with a few words of sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). |
| 3 | Demonstrate comprehension of oral presentations and instructions through non-verbal responses. |
| 5 | Respond with simple words or phrases to questions about simple written text. |
| 6 | Orally identify types of media by name (e.g., magazines, documentary film, news report). |
| 8 | Ask and answer questions using simple sentences or phrases. |