Grade: **K**

**Strand: ESOL Advanced**

**1. Topic:** Listening/Speaking  
**Standard:** Has achieved expectations for the beginning and intermediate ESOL levels.

**2. Topic:** Listening/Speaking  
**Standard:** Comprehends information on unfamiliar topics.

**3. Topic:** Listening/Speaking  
**Standard:** Follows multi-step directions.

**4. Topic:** Listening/Speaking  
**Standard:** Responds to and uses humor and idiomatic expressions appropriately.

**5. Topic:** Listening/Speaking  
**Standard:** Uses descriptive language in retelling a story or relating an event.

**6. Topic:** Listening/Speaking  
**Standard:** Asks and responds to questions and seeks clarification.

**7. Topic:** Listening/Speaking  
**Standard:** States opinions and actively participates in small group discussions.

**8. Topic:** Reading/Writing  
**Standard:** Has achieved expectations for the beginning and intermediate ESOL levels.

**9. Topic:** Reading/Writing  
**Standard:** Uses decoding strategies and contextual clues.

**10. Topic:** Reading/Writing  
**Standard:** Reads independently at grade level.

**11. Topic:** Reading/Writing  
**Standard:** Predicts actions and outcomes when reading literature.

**12. Topic:** Reading/Writing  
**Standard:** Participates with support in all content areas.

**13. Topic:** Reading/Writing  
**Standard:** Expands use of a wide range of reference materials and technological applications.

**Strand: ESOL Beginning**

**1. Topic:** Listening/Speaking  
**Standard:** Comprehends basic vocabulary such as people, places, objects, numbers, days of the week, foods.
Topic: Listening/Speaking
Standard: Uses learned words and phrases.

Topic: Listening/Speaking
Standard: Follows classroom routines and schedules.

Topic: Listening/Speaking
Standard: Gives yes/no responses or uses gestures to communicate basic needs.

Topic: Listening/Speaking
Standard: Uses basic social greetings.

Topic: Reading/Writing
Standard: Demonstrates initial English print awareness.

Topic: Reading/Writing
Standard: Develops an interest in reading through exposure to a variety of literature.

Topic: Reading/Writing
Standard: Distinguishes between letter/word, word/sentence, and beginning/ending of words and sentences, demonstrates left to right orientation.

Topic: Reading/Writing
Standard: Associates sounds with letters and letter combinations.

Topic: Reading/Writing
Standard: Identifies letters of the alphabet out of sequence.

Topic: Reading/Writing
Standard: Prints letters of the alphabet.

Topic: Reading/Writing
Standard: Writes name and self-selected words.

Topic: Reading/Writing
Standard: Demonstrates understanding of key words and simple concepts in some content areas.

Topic: Reading/Writing
Standard: Uses technology for skills reinforcement and reference materials (e.g., picture dictionaries).

Topic: American Culture
Standard: Explores a variety of areas to develop awareness of American culture. Areas useful for developing an awareness of U.S. culture: names, food and dining, shopping, games, music, literature, symbols, holidays and celebrations, social conventions (greetings, letter writing, telephone), nonverbal communication (eye contact, facial expressions, gestures, personal body space), concepts of time, currency, school expectations, group dynamics, historical events, religions, American ideals of democracy, freedom, and equality.

Strand: ESOL Intermediate
5  **Topic:** Listening/Speaking  
**Standard:** Comprehends information in contexts and face-to-face conversations.

6  **Topic:** Listening/Speaking  
**Standard:** Engages in sustained conversations.

7  **Topic:** Reading/Writing  
**Standard:** Identifies/names letters of the alphabet out of sequence and the sounds they represent.

8  **Topic:** Reading/Writing  
**Standard:** Interacts with a variety of print as part of a group and recognizes words and phrases from previously learned materials.

9  **Topic:** Reading/Writing  
**Standard:** Uses a variety of decoding strategies.

10 **Topic:** Reading/Writing  
**Standard:** Writes basic personal information and responses about familiar topics.

11 **Topic:** Reading/Writing  
**Standard:** Comprehends high frequency vocabulary, clearly stated main ideas, and basic concepts from content areas.

12 **Topic:** Reading/Writing  
**Standard:** Writes basic personal information and responses in contextualized settings.

13 **Topic:** Reading/Writing  
**Standard:** Uses reference materials and technology for research.
Grade: 1

Strand: ESOL Advanced

1. **Topic:** Listening/Speaking  
   **Standard:** Has achieved expectations for the beginning and intermediate ESOL levels.

2. **Topic:** Listening/Speaking  
   **Standard:** Comprehends information on unfamiliar topics.

3. **Topic:** Listening/Speaking  
   **Standard:** Follows multi-step directions.

4. **Topic:** Listening/Speaking  
   **Standard:** Responds to and uses humor and idiomatic expressions appropriately.

5. **Topic:** Listening/Speaking  
   **Standard:** Uses descriptive language in retelling a story or relating an event.

6. **Topic:** Listening/Speaking  
   **Standard:** Asks and responds to questions and seeks clarification.

7. **Topic:** Listening/Speaking  
   **Standard:** States opinions and actively participates in small group discussions.

8. **Topic:** Reading/Writing  
   **Standard:** Has achieved expectations for the beginning and intermediate ESOL levels.

9. **Topic:** Reading/Writing  
   **Standard:** Uses decoding strategies and contextual clues.

10. **Topic:** Reading/Writing  
    **Standard:** Reads independently at grade level.

11. **Topic:** Reading/Writing  
    **Standard:** Predicts actions and outcomes when reading literature.

12. **Topic:** Reading/Writing  
    **Standard:** Participates with support in all content areas.

13. **Topic:** Reading/Writing  
    **Standard:** Expands use of a wide range of reference materials and technological applications.

Strand: ESOL Beginning

1. **Topic:** Listening/Speaking  
   **Standard:** Comprehends basic vocabulary such as people, places, objects, numbers, days of the week, foods.
2 **Topic:** Listening/Speaking  
**Standard:** Uses learned words and phrases.

3 **Topic:** Listening/Speaking  
**Standard:** Follows classroom routines and schedules.

4 **Topic:** Listening/Speaking  
**Standard:** Gives yes/no responses or uses gestures to communicate basic needs.

5 **Topic:** Listening/Speaking  
**Standard:** Uses basic social greetings.

6 **Topic:** Reading/Writing  
**Standard:** Demonstrates initial English print awareness.

7 **Topic:** Reading/Writing  
**Standard:** Develops an interest in reading through exposure to a variety of literature.

8 **Topic:** Reading/Writing  
**Standard:** Distinguishes between letter/word, word/sentence, and beginning/ending of words and sentences, demonstrates left to right orientation.

9 **Topic:** Reading/Writing  
**Standard:** Associates sounds with letters and letter combinations.

10 **Topic:** Reading/Writing  
**Standard:** Identifies letters of the alphabet out of sequence.

11 **Topic:** Reading/Writing  
**Standard:** Prints letters of the alphabet.

12 **Topic:** Reading/Writing  
**Standard:** Writes name and self-selected words.

13 **Topic:** Reading/Writing  
**Standard:** Demonstrates understanding of key words and simple concepts in some content areas.

14 **Topic:** Reading/Writing  
**Standard:** Uses technology for skills reinforcement and reference materials (e.g., picture dictionaries).

15 **Topic:** American Culture  
**Standard:** Explores a variety of areas to develop awareness of American culture. Areas useful for developing an awareness of U.S. culture: names, food and dining, shopping, games, music, literature, symbols, holidays and celebrations, social conventions (greetings, letter writing, telephone), nonverbal communication (eye contact, facial expressions, gestures, personal body space), concepts of time, currency, school expectations, group dynamics, historical events, religions, American ideals of democracy, freedom, and equality.

**Strand:** ESOL Intermediate

1 **Topic:** Listening/Speaking  
**Standard:** Responds appropriately to directions and questions.

2 **Topic:** Listening/Speaking  
**Standard:** Retells a simple story.

3 **Topic:** Listening/Speaking  
**Standard:** Uses descriptive language.

4 **Topic:** Listening/Speaking  
**Standard:** Expresses personal needs or preferences in phrases or sentences.
Topic: Listening/Speaking
Standard: Comprehends information in contexts and face-to-face conversations.

Topic: Listening/Speaking
Standard: Engages in sustained conversations.

Topic: Reading/Writing
Standard: Identifies/names letters of the alphabet out of sequence and the sounds they represent.

Topic: Reading/Writing
Standard: Interacts with a variety of print as part of a group and recognizes words and phrases from previously learned materials.

Topic: Reading/Writing
Standard: Uses a variety of decoding strategies.

Topic: Reading/Writing
Standard: Writes basic personal information and responses about familiar topics.

Topic: Reading/Writing
Standard: Comprehends high frequency vocabulary, clearly stated main ideas, and basic concepts from content areas.

Topic: Reading/Writing
Standard: Writes basic personal information and responses in contextualized settings.

Topic: Reading/Writing
Standard: Uses reference materials and technology for research.
Grade: 2

Strand: ESOL Advanced

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<thead>
<tr>
<th></th>
<th>Topic: Listening/Speaking</th>
<th>Standard:</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>Has achieved expectations for the beginning and intermediate ESOL levels.</td>
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<tr>
<td>2</td>
<td></td>
<td>Comprehends information on unfamiliar topics.</td>
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<td>3</td>
<td></td>
<td>Follows multi-step directions.</td>
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<td>4</td>
<td></td>
<td>Responds to and uses humor and idiomatic expressions appropriately.</td>
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<td>Uses descriptive language in retelling a story or relating an event.</td>
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<td>Asks and responds to questions and seeks clarification.</td>
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<td>States opinions and actively participates in small group discussions.</td>
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<td>8</td>
<td>Topic: Reading/Writing</td>
<td>Has achieved expectations for the beginning and intermediate ESOL levels.</td>
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<tr>
<td>9</td>
<td>Topic: Reading/Writing</td>
<td>Uses decoding strategies and contextual clues.</td>
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<td>10</td>
<td>Topic: Reading/Writing</td>
<td>Reads independently at grade level.</td>
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<td>11</td>
<td>Topic: Reading/Writing</td>
<td>Predicts actions and outcomes when reading literature.</td>
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<tr>
<td>12</td>
<td>Topic: Reading/Writing</td>
<td>Participates with support in all content areas.</td>
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<tr>
<td>13</td>
<td>Topic: Reading/Writing</td>
<td>Expands use of a wide range of reference materials and technological applications.</td>
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Strand: ESOL Beginning

<table>
<thead>
<tr>
<th></th>
<th>Topic: Listening/Speaking</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Comprehends basic vocabulary such as people, places, objects, numbers, days of the week, foods.</td>
<td></td>
</tr>
</tbody>
</table>
**Topic:** Listening/Speaking  
**Standard:** Uses learned words and phrases.

**Topic:** Listening/Speaking  
**Standard:** Follows classroom routines and schedules.

**Topic:** Listening/Speaking  
**Standard:** Gives yes/no responses or uses gestures to communicate basic needs.

**Topic:** Listening/Speaking  
**Standard:** Uses basic social greetings.

**Topic:** Reading/Writing  
**Standard:** Demonstrates initial English print awareness.

**Topic:** Reading/Writing  
**Standard:** Develops an interest in reading through exposure to a variety of literature.

**Topic:** Reading/Writing  
**Standard:** Distinguishes between letter/word, word/sentence, and beginning/ending of words and sentences, demonstrates left to right orientation.

**Topic:** Reading/Writing  
**Standard:** Associates sounds with letters and letter combinations.

**Topic:** Reading/Writing  
**Standard:** Identifies letters of the alphabet out of sequence.

**Topic:** Reading/Writing  
**Standard:** Prints letters of the alphabet.

**Topic:** Reading/Writing  
**Standard:** Writes name and self-selected words.

**Topic:** Reading/Writing  
**Standard:** Demonstrates understanding of key words and simple concepts in some content areas.

**Topic:** Reading/Writing  
**Standard:** Uses technology for skills reinforcement and reference materials (e.g., picture dictionaries).

**Topic:** American Culture  
**Standard:** Explores a variety of areas to develop awareness of American culture. Areas useful for developing an awareness of U.S. culture: names, food and dining, shopping, games, music, literature, symbols, holidays and celebrations, social conventions (greetings, letter writing, telephone), nonverbal communication (eye contact, facial expressions, gestures, personal body space), concepts of time, currency, school expectations, group dynamics, historical events, religions, American ideals of democracy, freedom, and equality.

**Strand:** ESOL Intermediate
5  **Topic:** Listening/Speaking  
**Standard:** Comprehends information in contexts and face-to-face conversations.

6  **Topic:** Listening/Speaking  
**Standard:** Engages in sustained conversations.

7  **Topic:** Reading/Writing  
**Standard:** Identifies/names letters of the alphabet out of sequence and the sounds they represent.

8  **Topic:** Reading/Writing  
**Standard:** Interacts with a variety of print as part of a group and recognizes words and phrases from previously learned materials.

9  **Topic:** Reading/Writing  
**Standard:** Uses a variety of decoding strategies.

10 **Topic:** Reading/Writing  
**Standard:** Writes basic personal information and responses about familiar topics.

11 **Topic:** Reading/Writing  
**Standard:** Comprehends high frequency vocabulary, clearly stated main ideas, and basic concepts from content areas.

12 **Topic:** Reading/Writing  
**Standard:** Writes basic personal information and responses in contextualized settings.

13 **Topic:** Reading/Writing  
**Standard:** Uses reference materials and technology for research.
Grade: 3

Strand: ESOL Emergent Literacy/Limited Formal Schooling (LFS)

1. **Topic:** Reading/Writing  
   **Standard:** Recognizes environmental print (public signs and commercial logos).

2. **Topic:** Reading/Writing  
   **Standard:** Follows left-to-right and top-to-bottom orientation in print.

3. **Topic:** Reading/Writing  
   **Standard:** Recognizes alphabet and numbers.

4. **Topic:** Reading/Writing  
   **Standard:** Identifies alphabet letters and numbers in sequential and random order.

5. **Topic:** Reading/Writing  
   **Standard:** Understands sound/letter association of single consonants, consonant clusters, and consonant digraphs.

6. **Topic:** Reading/Writing  
   **Standard:** Understands sound/letter association of single vowels (short and long) and diphthongs.

7. **Topic:** Reading/Writing  
   **Standard:** Understands sound/letter association of consonants in initial, medial, and final positions.

8. **Topic:** Reading/Writing  
   **Standard:** Matches familiar words and names to pictures.

9. **Topic:** Reading/Writing  
   **Standard:** Recognizes the association of sounds to certain vowel-consonant patterns.

10. **Topic:** Reading/Writing  
    **Standard:** Recognizes rhyming words.

11. **Topic:** Reading/Writing  
    **Standard:** Recognizes aural divisions of words (syllables).

12. **Topic:** Reading/Writing  
    **Standard:** Discriminates between singular and plural nouns.

13. **Topic:** Reading/Writing  
    **Standard:** Demonstrates understanding of specific vocabulary by producing ordered sets (e.g. days of the week, ordinal and cardinal numbers).

14. **Topic:** Reading/Writing  
    **Standard:** Identifies high frequency words from familiar patterned stories.

15. **Topic:** Reading/Writing  
    **Standard:** Recognizes simple antonyms and synonyms.
16 **Topic:** Reading/Writing  
**Standard:** Distinguishes between written letters, words and sentences.

17 **Topic:** Reading/Writing  
**Standard:** Writes personal identification information.

18 **Topic:** Reading/Writing  
**Standard:** Writes capital and lowercase letters, numbers and high frequency words from dictation.

19 **Topic:** Reading/Writing  
**Standard:** Uses basic conventions of English handwriting.

20 **Topic:** Reading/Writing  
**Standard:** Writes categorized groups of words.

21 **Topic:** Reading/Writing  
**Standard:** Writes simple affirmative and negative sentences following basic sentence patterns.

22 **Topic:** Reading/Writing  
**Standard:** Follows basic rules of capitalization and punctuation.

23 **Topic:** Reading/Writing  
**Standard:** Maintains a personal spelling and vocabulary dictionary.

**Strand:** ESOL Advanced

1 **Topic:** Listening/Speaking  
**Standard:** Has achieved expectations for the beginning and intermediate ESOL levels.

2 **Topic:** Listening/Speaking  
**Standard:** Comprehends concrete and abstract information with fewer contextual clues.

3 **Topic:** Listening/Speaking  
**Standard:** Recognizes language subtleties and uses humor and idiomatic expressions appropriately.

4 **Topic:** Listening/Speaking  
**Standard:** Engages in spontaneous and sustained conversations.

5 **Topic:** Listening/Speaking  
**Standard:** Uses languages for specific classroom purposes, i.e. oral reports.

6 **Topic:** Listening/Speaking  
**Standard:** Approaches standard English grammar and usage.

7 **Topic:** Reading/Writing  
**Standard:** Has achieved expectations for beginning and intermediate ESOL levels.

8 **Topic:** Reading/Writing  
**Standard:** Reads increasingly complex materials while relying on context and prior knowledge to obtain meaning from print.

9 **Topic:** Reading/Writing  
**Standard:** Writes to satisfy academic and social needs.

10 **Topic:** Reading/Writing  
**Standard:** Uses reference materials and technology appropriately.

11 **Topic:** Reading/Writing  
**Standard:** Participates with support in all content areas.
Topic: Reading/Writing
Standard: Integrates reference and technology skills in all areas.

Strand: ESOL Beginning

1. Topic: Listening/Speaking
   Standard: Comprehends basic vocabulary such as people, places, objects, numbers, days of the week, and food.

2. Topic: Listening/Speaking
   Standard: Uses learned words and phrases in immediate physical, concrete surroundings.

3. Topic: Listening/Speaking
   Standard: Follows classroom routines and schedules.

4. Topic: Listening/Speaking
   Standard: Gives yes/no responses to communicate basic needs.

5. Topic: Listening/Speaking
   Standard: Uses basic greetings.

6. Topic: Reading/Writing
   Standard: Demonstrates initial English print awareness and interacts with English print in a limited fashion.

7. Topic: Reading/Writing
   Standard: Develops an interest in reading through exposure to a variety of literature.

8. Topic: Reading/Writing
   Standard: Distinguishes between letter/word, word/sentence, left/right, and beginning/ending of words and sentences.

9. Topic: Reading/Writing
   Standard: Associates sounds with letters.

10. Topic: Reading/Writing
    Standard: Identifies and names letters of the alphabet out of sequence.

11. Topic: Reading/Writing
    Standard: Writes letters of the alphabet in all forms.

12. Topic: Reading/Writing
    Standard: Writes name and self-selected words.

13. Topic: Reading/Writing
    Standard: Demonstrates understanding of key words, phrases, and simple concepts from some content areas.

14. Topic: Reading/Writing
    Standard: Uses basic reference materials and acquires basic computer skills.

15. Topic: American Culture
    Standard: Explores a variety of areas to develop awareness of United States culture. -Areas useful for developing an awareness of U.S. culture: names, food and dining, shopping, games, music, literature, symbols, holidays and celebrations, social conventions (greetings, letter writing, telephone patterns), nonverbal communication (eye contact, facial expressions, gestures, personal body space), concepts of time, currency, school expectations, group dynamics, historical events, religions, American ideals of democracy, freedom, and equality.

Strand: ESOL Intermediate

1. Topic: Listening/Speaking
   Standard: Comprehends information on familiar topics and stories in context and face-to-face conversations.
2  **Topic:** Listening/Speaking  
**Standard:** Asks and responds to questions and seeks clarification.

3  **Topic:** Listening/Speaking  
**Standard:** Produces basic statements.

4  **Topic:** Listening/Speaking  
**Standard:** Produces sustained conversations on a variety of topics and states opinions.

5  **Topic:** Listening/Speaking  
**Standard:** Responds to increasingly complex directions and questions.

6  **Topic:** Listening/Speaking  
**Standard:** Retells a simple story or relates an event using target vocabulary and descriptive language.

7  **Topic:** Reading/Writing  
**Standard:** Interacts with a variety of print as part of a group and recognizes words and phrases from previously learned materials.

8  **Topic:** Reading/Writing  
**Standard:** Uses a variety of decoding and reading strategies.

9  **Topic:** Reading/Writing  
**Standard:** Reads independently at individual reading level.

10  **Topic:** Reading/Writing  
**Standard:** Reads and locates answers in text.

11  **Topic:** Reading/Writing  
**Standard:** Predicts actions and outcomes when reading literature.

12  **Topic:** Reading/Writing  
**Standard:** Comprehends high-frequency vocabulary from content areas.

13  **Topic:** Reading/Writing  
**Standard:** Writes basic information and expanded responses in structured settings.

14  **Topic:** Reading/Writing  
**Standard:** Participates in the writing process with support.

15  **Topic:** Reading/Writing  
**Standard:** Makes wider use of reference materials and uses the computer for word processing and research.

16  **Topic:** Links with Other Content Areas  
**Standard:** Comprehends main ideas and basic concepts in content areas with support.
**Grade:** 4

**Strand:** ESOL Emergent Literacy/Limited Formal Schooling (LFS)

<table>
<thead>
<tr>
<th>Number</th>
<th>Topic:</th>
<th>Standard:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading/Writing</td>
<td>Recognizes environmental print (public signs and commercial logos).</td>
</tr>
<tr>
<td>2</td>
<td>Reading/Writing</td>
<td>Follows left-to-right and top-to-bottom orientation in print.</td>
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<tr>
<td>3</td>
<td>Reading/Writing</td>
<td>Recognizes alphabet and numbers.</td>
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<td>4</td>
<td>Reading/Writing</td>
<td>Identifies alphabet letters and numbers in sequential and random order.</td>
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<td>Reading/Writing</td>
<td>Understands sound/letter association of single consonants, consonant clusters, and consonant digraphs.</td>
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<td>6</td>
<td>Reading/Writing</td>
<td>Understands sound/letter association of single vowels (short and long) and diphthongs.</td>
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<td>7</td>
<td>Reading/Writing</td>
<td>Understands sound/letter association of consonants in initial, medial, and final positions.</td>
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<td>8</td>
<td>Reading/Writing</td>
<td>Matches familiar words and names to pictures.</td>
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<tr>
<td>9</td>
<td>Reading/Writing</td>
<td>Recognizes the association of sounds to certain vowel-consonant patterns.</td>
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<td>10</td>
<td>Reading/Writing</td>
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<td>11</td>
<td>Reading/Writing</td>
<td>Recognizes aural divisions of words (syllables).</td>
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<td>Reading/Writing</td>
<td>Discriminates between singular and plural nouns.</td>
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<td>13</td>
<td>Reading/Writing</td>
<td>Demonstrates understanding of specific vocabulary by producing ordered sets (e.g. days of the week, ordinal and cardinal numbers).</td>
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<td>14</td>
<td>Reading/Writing</td>
<td>Identifies high frequency words from familiar patterned stories.</td>
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<td>15</td>
<td>Reading/Writing</td>
<td>Recognizes simple antonyms and synonyms.</td>
</tr>
</tbody>
</table>
Topic: Reading/Writing  
**Standard:** Distinguishes between written letters, words and sentences.

Topic: Reading/Writing  
**Standard:** Writes personal identification information.

Topic: Reading/Writing  
**Standard:** Writes capital and lowercase letters, numbers and high frequency words from dictation.

Topic: Reading/Writing  
**Standard:** Uses basic conventions of English handwriting.

Topic: Reading/Writing  
**Standard:** Writes categorized groups of words.

Topic: Reading/Writing  
**Standard:** Writes simple affirmative and negative sentences following basic sentence patterns.

Topic: Reading/Writing  
**Standard:** Follows basic rules of capitalization and punctuation.

Topic: Reading/Writing  
**Standard:** Maintains a personal spelling and vocabulary dictionary.

Strand: ESOL Advanced

Topic: Listening/Spreading  
**Standard:** Has achieved expectations for the beginning and intermediate ESOL levels.

Topic: Listening/Spreading  
**Standard:** Comprehends concrete and abstract information with fewer contextual clues.

Topic: Listening/Spreading  
**Standard:** Recognizes language subtleties and uses humor and idiomatic expressions appropriately.

Topic: Listening/Spreading  
**Standard:** Engages in spontaneous and sustained conversations.

Topic: Listening/Spreading  
**Standard:** Uses languages for specific classroom purposes, i.e. oral reports.

Topic: Listening/Spreading  
**Standard:** Approaches standard English grammar and usage.

Topic: Reading/Writing  
**Standard:** Has achieved expectations for beginning and intermediate ESOL levels.

Topic: Reading/Writing  
**Standard:** Reads increasingly complex materials while relying on context and prior knowledge to obtain meaning from print.

Topic: Reading/Writing  
**Standard:** Writes to satisfy academic and social needs.

Topic: Reading/Writing  
**Standard:** Uses reference materials and technology appropriately.

Topic: Reading/Writing  
**Standard:** Participates with support in all content areas.
**Topic:** Reading/Writing  
**Standard:** Integrates reference and technology skills in all areas.

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**Strand:** ESOL Beginning

1. **Topic:** Listening/Speaking  
**Standard:** Comprehends basic vocabulary such as people, places, objects, numbers, days of the week, and food.

2. **Topic:** Listening/Speaking  
**Standard:** Uses learned words and phrases in immediate physical, concrete surroundings.

3. **Topic:** Listening/Speaking  
**Standard:** Follows classroom routines and schedules.

4. **Topic:** Listening/Speaking  
**Standard:** Gives yes/no responses to communicate basic needs.

5. **Topic:** Listening/Speaking  
**Standard:** Uses basic greetings.

6. **Topic:** Reading/Writing  
**Standard:** Demonstrates initial English print awareness and interacts with English print in a limited fashion.

7. **Topic:** Reading/Writing  
**Standard:** Develops an interest in reading through exposure to a variety of literature.

8. **Topic:** Reading/Writing  
**Standard:** Distinguishes between letter/word, word/sentence, left/right, and beginning/ending of words and sentences.

9. **Topic:** Reading/Writing  
**Standard:** Associates sounds with letters.

10. **Topic:** Reading/Writing  
**Standard:** Identifies and names letters of the alphabet out of sequence.

11. **Topic:** Reading Writing  
**Standard:** Writes letters of the alphabet in all forms.

12. **Topic:** Reading/Writing  
**Standard:** Writes name and self-selected words.

13. **Topic:** Reading/Writing  
**Standard:** Demonstrates understanding of key words, phrases, and simple concepts from some content areas.

14. **Topic:** Reading/Writing  
**Standard:** Uses basic reference materials and acquires basic computer skills.

15. **Topic:** American Culture  
**Standard:** Explores a variety of areas to develop awareness of United States culture. -Areas useful for developing an awareness of U.S. culture: names, food and dining, shopping, games, music, literature, symbols, holidays and celebrations, social conventions (greetings, letter writing, telephone patterns), nonverbal communication (eye contact, facial expressions, gestures, personal body space), concepts of time, currency, school expectations, group dynamics, historical events, religions, American ideals of democracy, freedom, and equality.

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**Strand:** ESOL Intermediate

1. **Topic:** Listening/Speaking  
**Standard:** Comprehends information on familiar topics and stories in context and face-to-face conversations.
2 Topic: Listening/Speaking  
Standard: Asks and responds to questions and seeks clarification.

3 Topic: Listening/Speaking  
Standard: Produces basic statements.

4 Topic: Listening/Speaking  
Standard: Produces sustained conversations on a variety of topics and states opinions.

5 Topic: Listening/Speaking  
Standard: Responds to increasingly complex directions and questions.

6 Topic: Listening/Speaking  
Standard: Retells a simple story or relates an event using target vocabulary and descriptive language.

7 Topic: Reading/Writing  
Standard: Interacts with a variety of print as part of a group and recognizes words and phrases from previously learned materials.

8 Topic: Reading/Writing  
Standard: Uses a variety of decoding and reading strategies.

9 Topic: Reading/Writing  
Standard: Reads independently at individual reading level.

10 Topic: Reading/Writing  
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16 Topic: Links with Other Content Areas  
Standard: Comprehends main ideas and basic concepts in content areas with support.
# Browse Quality Core Curriculum Standards by subject

**Subject:** ESOL

**Grade:** 5

**Strand:** ESOL Emergent Literacy/Limited Formal Schooling (LFS)

<table>
<thead>
<tr>
<th></th>
<th>Topic</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading/Writing</td>
<td>Recognizes environmental print (public signs and commercial logos).</td>
</tr>
<tr>
<td>2</td>
<td>Reading/Writing</td>
<td>Follows left-to-right and top-to-bottom orientation in print.</td>
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<tr>
<td>3</td>
<td>Reading/Writing</td>
<td>Recognizes alphabet and numbers.</td>
</tr>
<tr>
<td>4</td>
<td>Reading/Writing</td>
<td>Identifies alphabet letters and numbers in sequential and random order.</td>
</tr>
<tr>
<td>5</td>
<td>Reading/Writing</td>
<td>Understands sound/letter association of single consonants, consonant clusters, and consonant digraphs.</td>
</tr>
<tr>
<td>6</td>
<td>Reading/Writing</td>
<td>Understands sound/letter association of single vowels (short and long) and diphthongs.</td>
</tr>
<tr>
<td>7</td>
<td>Reading/Writing</td>
<td>Understands sound/letter association of consonants in initial, medial, and final positions.</td>
</tr>
<tr>
<td>8</td>
<td>Reading/Writing</td>
<td>Matches familiar words and names to pictures.</td>
</tr>
<tr>
<td>9</td>
<td>Reading/Writing</td>
<td>Recognizes the association of sounds to certain vowel-consonant patterns.</td>
</tr>
<tr>
<td>10</td>
<td>Reading/Writing</td>
<td>Recognizes rhyming words.</td>
</tr>
<tr>
<td>11</td>
<td>Reading/Writing</td>
<td>Recognizes aural divisions of words (syllables).</td>
</tr>
<tr>
<td>12</td>
<td>Reading/Writing</td>
<td>Discriminates between singular and plural nouns.</td>
</tr>
<tr>
<td>13</td>
<td>Reading/Writing</td>
<td>Demonstrates understanding of specific vocabulary by producing ordered sets (e.g. days of the week, ordinal and cardinal numbers).</td>
</tr>
<tr>
<td>14</td>
<td>Reading/Writing</td>
<td>Identifies high frequency words from familiar patterned stories.</td>
</tr>
<tr>
<td>15</td>
<td>Reading/Writing</td>
<td>Recognizes simple antonyms and synonyms.</td>
</tr>
</tbody>
</table>
16  **Topic:** Reading/Writing  
**Standard:** Distinguishes between written letters, words and sentences.

17  **Topic:** Reading/Writing  
**Standard:** Writes personal identification information.

18  **Topic:** Reading/Writing  
**Standard:** Writes capital and lowercase letters, numbers and high frequency words from dictation.

19  **Topic:** Reading/Writing  
**Standard:** Uses basic conventions of English handwriting.

20  **Topic:** Reading/Writing  
**Standard:** Writes categorized groups of words.

21  **Topic:** Reading/Writing  
**Standard:** Writes simple affirmative and negative sentences following basic sentence patterns.

22  **Topic:** Reading/Writing  
**Standard:** Follows basic rules of capitalization and punctuation.

23  **Topic:** Reading/Writing  
**Standard:** Maintains a personal spelling and vocabulary dictionary.

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**Strand:** ESOL Advanced

1  **Topic:** Listening/Speaking  
**Standard:** Has achieved expectations for the beginning and intermediate ESOL levels.

2  **Topic:** Listening/Speaking  
**Standard:** Comprehends concrete and abstract information with fewer contextual clues.

3  **Topic:** Listening/Speaking  
**Standard:** Recognizes language subtleties and uses humor and idiomatic expressions appropriately.

4  **Topic:** Listening/Speaking  
**Standard:** Engages in spontaneous and sustained conversations.

5  **Topic:** Listening/Speaking  
**Standard:** Uses languages for specific classroom purposes, i.e. oral reports.

6  **Topic:** Listening/Speaking  
**Standard:** Approaches standard English grammar and usage.

7  **Topic:** Reading/Writing  
**Standard:** Has achieved expectations for beginning and intermediate ESOL levels.

8  **Topic:** Reading/Writing  
**Standard:** Reads increasingly complex materials while relying on context and prior knowledge to obtain meaning from print.

9  **Topic:** Reading/Writing  
**Standard:** Writes to satisfy academic and social needs.

10  **Topic:** Reading/Writing  
**Standard:** Uses reference materials and technology appropriately.

11  **Topic:** Reading/Writing  
**Standard:** Participates with support in all content areas.
**Topic:** Reading/Writing  
**Standard:** Integrates reference and technology skills in all areas.

**Strand:** ESOL Beginning

1. **Topic:** Listening/Speaking  
   **Standard:** Comprehends basic vocabulary such as people, places, objects, numbers, days of the week, and food.

2. **Topic:** Listening/Speaking  
   **Standard:** Uses learned words and phrases in immediate physical, concrete surroundings.

3. **Topic:** Listening/Speaking  
   **Standard:** Follows classroom routines and schedules.

4. **Topic:** Listening/Speaking  
   **Standard:** Gives yes/no responses to communicate basic needs.

5. **Topic:** Listening/Speaking  
   **Standard:** Uses basic greetings.

6. **Topic:** Reading/Writing  
   **Standard:** Demonstrates initial English print awareness and interacts with English print in a limited fashion.

7. **Topic:** Reading/Writing  
   **Standard:** Develops an interest in reading through exposure to a variety of literature.

8. **Topic:** Reading/Writing  
   **Standard:** Distinguishes between letter/word, word/sentence, left/right, and beginning/ending of words and sentences.

9. **Topic:** Reading/Writing  
   **Standard:** Associates sounds with letters.

10. **Topic:** Reading/Writing  
    **Standard:** Identifies and names letters of the alphabet out of sequence.

11. **Topic:** Reading/Writing  
    **Standard:** Writes letters of the alphabet in all forms.

12. **Topic:** Reading/Writing  
    **Standard:** Writes name and self-selected words.

13. **Topic:** Reading/Writing  
    **Standard:** Demonstrates understanding of key words, phrases, and simple concepts from some content areas.

14. **Topic:** Reading/Writing  
    **Standard:** Uses basic reference materials and acquires basic computer skills.

15. **Topic:** American Culture  
    **Standard:** Explores a variety of areas to develop awareness of United States culture. -Areas useful for developing an awareness of U.S. culture: names, food and dining, shopping, games, music, literature, symbols, holidays and celebrations, social conventions (greetings, letter writing, telephone patterns), nonverbal communication (eye contact, facial expressions, gestures, personal body space), concepts of time, currency, school expectations, group dynamics, historical events, religions, American ideals of democracy, freedom, and equality.

**Strand:** ESOL Intermediate

1. **Topic:** Listening/Speaking  
   **Standard:** Comprehends information on familiar topics and stories in context and face-to-face conversations.
2  **Topic:** Listening/Speaking  
   **Standard:** Asks and responds to questions and seeks clarification.

3  **Topic:** Listening/Speaking  
   **Standard:** Produces basic statements.

4  **Topic:** Listening/Speaking  
   **Standard:** Produces sustained conversations on a variety of topics and states opinions.

5  **Topic:** Listening/Speaking  
   **Standard:** Responds to increasingly complex directions and questions.

6  **Topic:** Listening/Speaking  
   **Standard:** Retells a simple story or relates an event using target vocabulary and descriptive language.

7  **Topic:** Reading/Writing  
   **Standard:** Interacts with a variety of print as part of a group and recognizes words and phrases from previously learned materials.

8  **Topic:** Reading/Writing  
   **Standard:** Uses a variety of decoding and reading strategies.

9  **Topic:** Reading/Writing  
   **Standard:** Reads independently at individual reading level.

10 **Topic:** Reading/Writing  
    **Standard:** Reads and locates answers in text.

11 **Topic:** Reading/Writing  
    **Standard:** Predicts actions and outcomes when reading literature.

12 **Topic:** Reading/Writing  
    **Standard:** Comprehends high-frequency vocabulary from content areas.

13 **Topic:** Reading/ Writing  
    **Standard:** Writes basic information and expanded responses in structured settings.

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    **Standard:** Participates in the writing process with support.

15 **Topic:** Reading/ Writing  
    **Standard:** Makes wider use of reference materials and uses the computer for word processing and research.

16 **Topic:** Links with Other Content Areas  
    **Standard:** Comprehends main ideas and basic concepts in content areas with support.